



# English Policy 2025/26

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### **Philosophy**

At Corpus Christi Catholic Primary, we believe high-quality English teaching is essential for success across the curriculum. Through English, children develop the knowledge and skills needed to become lifelong learners and to succeed in everyday life.

Literacy lies at the heart of learning. It enables children to communicate effectively, explore ideas, and make sense of their experiences. As a core part of intellectual, emotional, social and spiritual development, literacy supports coherent and progressive learning across all subjects.

We believe that children who speak, read and write fluently are better equipped to participate fully in society, a view supported by current educational research. In line with the National Curriculum (2014), we aim to promote high standards of language and literacy, ensuring pupils develop a strong command of spoken and written language and a love of reading.

We value high-quality children's literature as a foundation for learning and for fostering a whole-school reading culture. Through rich texts, we provide opportunities for empathy, discussion, debate and drama, supporting the development of spoken language.

#### **1. The intent of our English policy at Corpus Christi**

At Corpus Christi Catholic Primary, we recognise the central importance of English in all learning and in life beyond school. Speaking, listening, reading and writing are essential communication skills and our curriculum is designed to develop both enjoyment and high standards across all areas of English.

Through a combination of English lessons, cross-curricular learning and whole-school projects and events, pupils develop their skills in an engaging, creative and purposeful way. Our curriculum builds key knowledge and skills systematically while also encouraging imagination, exploration and creativity. By the end of Key Stage Two, pupils will have secured the following:

##### **Speaking, Listening and Language**

Pupils speak confidently and clearly, using a broad and ambitious vocabulary for everyday, academic and subject-specific purposes. They develop strong discussion skills and the ability to present, perform and debate for a range of audiences and contexts.

##### **Reading**

Pupils read fluently and develop a wide range of comprehension skills, including inference, retrieval, vocabulary understanding and analysis of structure and meaning. They understand the value of reading for knowledge, empathy and wellbeing and develop a lifelong love of reading for pleasure and purpose.

##### **Writing**

Pupils write clearly, accurately and coherently, adapting language and style for different purposes, audiences and contexts. They develop a secure understanding of grammar, punctuation and use fluent, cursive handwriting.

#### **2 The aims for implementation:**

- To enable children to use and apply their knowledge of texts to write for a range of purposes, including explanations, instructions, reports, balanced arguments, stories and poetry.
- To develop pupils' ability to plan, draft, revise, edit and publish their writing, and to evaluate the effectiveness of their work.
- To systematically teach phonics through a carefully structured programme that builds on prior learning and secures progress for all pupils.



	<ul style="list-style-type: none"> <li><input type="checkbox"/> To foster a lifelong love of reading across the school.</li> <li><input type="checkbox"/> To place a strong emphasis on developing fluent, confident and expressive readers.</li> <li><input type="checkbox"/> To embed grammar and spelling knowledge effectively within pupils' everyday writing.</li> <li><input type="checkbox"/> To develop an appreciation and enjoyment of the written word.</li> <li><input type="checkbox"/> To broaden and secure pupils' understanding and use of vocabulary.</li> <li><input type="checkbox"/> To develop fluent, legible and correctly formed handwriting, ensuring pupils take pride in the presentation of their work.</li> </ul>
<p>3</p>	<p><b>Reading</b>  <b>Teaching and Learning for Reading</b>          At Corpus Christi Catholic Primary, we value reading as both an essential life skill and a source of enjoyment. Teachers plan for the development of a wide range of comprehension strategies, enabling pupils to engage with texts in different ways to meet their learning needs. Class texts include high-quality, rich, diverse and challenging literature. Whole books are used alongside carefully chosen extracts to develop specific skills and inspire discussion.</p> <hr/> <p><b>Whole-Class Shared Reading</b>          During whole-class reading sessions, teachers model expert reading, demonstrating how meaning is constructed and how skilled readers make sense of texts. Vocabulary is explicitly explored and discussed. Pupils take part in shared reading, including opportunities to read aloud and respond to texts through structured discussion and written tasks linked to key content domains.</p> <hr/> <p><b>Independent Reading</b>          Pupils take part in daily reading sessions to develop fluency, confidence and understanding. In Key Stage 1, pupils access texts in class and take home books linked closely to their phonics stage to share with adults. They also have access to library books and picture books.</p> <p>Across the school, pupils are encouraged to select texts independently from classroom libraries and reading areas, with support where needed. Over time, pupils are guided to choose books that appropriately challenge and engage them. Reading at home is strongly encouraged and supported through regular communication with parents and Carers through the Go Read App.</p> <hr/> <p><b>Promoting Reading</b>          All staff are responsible for promoting a positive reading culture through engaging classroom environments, displays celebrating authors and texts and encouraging a love of reading. Staff develop strong knowledge of age-appropriate texts and pupils' interests to support effective book recommendations. The class reading areas play a key role in developing reading habits, supporting pupils to locate, select and care for books independently. Regular opportunities are provided for pupils to select library books, explore texts and develop confidence in navigating both fiction and non-fiction resources.</p>
	<p><b>Aims</b>          Pupils will:</p> <ul style="list-style-type: none"> <li>• Develop positive attitudes towards reading, seeing it as enjoyable and meaningful</li> </ul>



	<ul style="list-style-type: none"> <li>• Use reading skills across the curriculum to support learning</li> <li>• Read and respond to a wide range of texts, including digital texts and media</li> <li>• Develop fluency, accuracy, independence and understanding</li> <li>• Use a range of strategies to comprehend and interpret texts</li> <li>• Learn how to navigate book areas to locate fiction and non-fiction texts</li> <li>• Show respect and care for books and reading materials</li> </ul>
	<p><b>Entitlement</b>  Pupils have access to a wide range of reading experiences, including:</p> <ul style="list-style-type: none"> <li>• Book talk in shared and group reading sessions</li> <li>• Regular independent reading time</li> <li>• Written comprehension activities</li> <li>• Daily reading aloud by adults</li> <li>• Reading across the curriculum</li> <li>• Participation in reading events, challenges and competitions such as World Book Day and Leeds Book Awards.</li> </ul>
<p>4</p>	<p><b>Writing</b>  <b>Teaching and Learning of Writing</b>  At Corpus Christi Catholic Primary, our writing curriculum is underpinned by our vision that all children, regardless of background, ability or additional needs, should be enabled to flourish and become the best version of themselves. We follow the National Curriculum supported by a clear, progressive skills and knowledge sequence. This ensures learning is carefully built upon year by year and appropriately sequenced to maximise progress for all pupils.</p> <p>Writing is planned using a book-based approach using high-quality texts and resources. This approach immerses pupils in rich literary worlds, promoting high engagement and providing meaningful contexts for writing.</p> <p>Each unit begins with engaging hooks linked to the text’s themes, often incorporating drama and spoken language activities to deepen understanding and inference. Pupils develop as critical readers and writers, exploring a wide range of significant authors and texts across fiction, non-fiction and poetry.</p> <p>Grammar is taught explicitly within meaningful contexts, enabling pupils to apply skills directly in their writing. Spelling patterns and rules are also explored and investigated so that pupils can apply them purposefully in their independent work.</p> <p>The curriculum provides opportunities for both extended and shorter writing tasks, with clear audiences and purposes. Pupils are encouraged to write in role and for specific audiences</p>
	<p><b>The Writing Process</b>  Writing is taught as a structured process, which is regularly modelled and rehearsed:</p> <ol style="list-style-type: none"> <li>1. Exploring and analysing the text, audience and purpose</li> <li>2. Planning</li> <li>3. Modelling and shared writing</li> </ol>



4. Explicit teaching of SPaG within context
5. Drafting writing
6. Proof-reading
7. Self and peer evaluation against success criteria
8. Editing using a 'purple pen'
9. Re-drafting and improving structure or content where needed
10. Reading writing aloud and sharing with an audience
11. Publishing
12. Reflection and evaluation of final work

**Adaptation and Inclusion**

Where needed, learning is adapted to support all learners. This may include scaffolded resources such as writing frames or word banks, as well as collaborative work and targeted adult or peer support.

**5 Handwriting**

At Corpus Christi Catholic Primary, we believe it is essential that children are explicitly taught correct letter formation from the start of their school journey. As soon as children are ready, they are taught correct posture, pencil grip (tripod grip) and the foundations of a legible, handwriting style.

All staff model the school handwriting style using Letterjoin and also consistently in their own writing, including on the board and in marking. By the end of Key Stage 2, all pupils are expected to demonstrate a fluent, legible and cursive handwriting style.

**Writing Aims**

Pupils will learn to:

- Write confidently for a range of purposes and audiences
- Develop secure knowledge of grammar, punctuation and spelling
- Plan, draft, edit and improve their writing effectively
- Use success criteria to support and evaluate their writing
- Make appropriate choices for presentation and publication
- Use ICT to support drafting, editing and publishing
- Develop fluent cursive handwriting
- Take pride in the presentation of written work across the curriculum

**Writing Entitlement**

Pupils have access to a wide range of writing experiences, including:

- Modelled writing
- Shared writing
- Guided writing
- Independent extended writing
- Writing across all curriculum areas
- Writing for real and imagined purposes
- Writing from a range of stimuli



	<ul style="list-style-type: none"> <li>• Planning, drafting, editing and publishing</li> <li>• Use of ICT to support writing</li> <li>• Regular handwriting practice for fluency and mastery</li> </ul>
6	<p><b>Grammar, Punctuation and Spelling</b></p> <p>Grammar, punctuation and spelling are taught in context through high-quality texts and modelled writing. The <i>Emilie</i> scheme is used to support explicit teaching of year-group expectations, ensuring grammar is taught meaningfully and applied in writing. Key concepts are revisited regularly to ensure progression, consolidation and secure understanding.</p> <p><b>Aims</b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Master the grammar and punctuation objectives set out in the National Curriculum</li> <li>• Apply grammatical knowledge accurately in both English and across the wider curriculum</li> </ul> <p><b>Entitlement</b></p> <ul style="list-style-type: none"> <li>• Regular spelling sessions (Years 2–6) to teach patterns, rules and statutory words</li> <li>• Weekly spelling practice</li> <li>• Opportunities to use dictionaries and thesauruses</li> <li>• Application of spelling and grammar across the curriculum</li> <li>• Interactive grammar and punctuation activities</li> </ul>
7	<p><b>Phonics</b></p> <p>In Reception and Year 1, pupils follow a daily, systematic synthetic phonics programme. Phonics is taught consistently and rigorously to ensure secure early reading and writing development. Handwriting is taught alongside phonics, including correct formation. Pupils are supported with appropriate word lists and spelling banks where needed.</p> <hr/> <p><b>Spelling</b></p> <p>Spelling is taught systematically using the <i>Emile</i> scheme, which provides structured progression and regular opportunities to revisit and embed statutory spellings, rules and patterns. Pupils are encouraged to apply spelling knowledge in their writing through use of dictionaries, word banks and handwriting practice. Spelling is also supported through weekly home learning.</p>
8	<p><b>Oracy (Speaking and Listening)</b></p> <p>At Corpus Christi Catholic Primary, spoken language is central to learning. Teachers provide opportunities for pupils to develop vocabulary, articulate ideas and communicate confidently across the curriculum. Adults model clear speech, Standard English, active listening and respectful discussion. Pupils are supported to participate confidently, including those who are less confident speakers.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• Speak clearly and confidently in a range of contexts</li> <li>• Participate in discussion, debate and presentation</li> </ul>



	<ul style="list-style-type: none"> <li>• Listen respectfully and respond appropriately</li> <li>• Develop and apply rich vocabulary across the curriculum</li> <li>• Retell stories, explain ideas and ask purposeful questions</li> </ul> <p><b>Entitlement includes:</b></p> <ul style="list-style-type: none"> <li>• Discussion and debate</li> <li>• Drama and role-play</li> <li>• Oral rehearsal of ideas</li> <li>• Presentations to different audiences</li> <li>• Reading aloud and storytelling</li> <li>• Interactions with visitors and peers</li> <li>• Learning and applying new vocabulary</li> </ul>
9	<p><b>Inclusion</b></p> <p>All planning is adapted to ensure the needs of all learners are met, including pupils with SEND, EAL and those working at greater depth. Learning is scaffolded or extended appropriately to ensure access, challenge and progress for all pupils.</p> <p>Targeted interventions (Wave 2 and 3) are reviewed regularly to support progress. EAL learners are supported through visual cues, structured language development and cultural inclusion.</p>
10	<p><b>Assessment</b></p> <p>Assessment for learning is used consistently to inform teaching and ensure pupils understand their next steps. Assessment data is analysed to identify trends and inform planning.</p> <p>Marking follows the school's feedback policy. Statutory assessments are carried out in EYFS, KS1 and KS2 in line with national expectations.</p> <p>For pupils with SEND, <i>B Squared</i> is used to assess and plan learning tasks at an appropriate and individualised level, supporting accurate tracking of small-step progress and ensuring learning is appropriately matched to need.</p>