



English Policy **2025**

Through Christ we believe, inspire, achieve.

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1. Curriculum Intent

English has the highest priority at English Martyrs, enhancing a child's learning and equipping them with skills necessary for adult life. Effective teaching of English is essential to enable children to become competent in their knowledge and understanding of the English language. English is taught using a range of high quality and challenging texts. We provide a broad and balanced creative English curriculum which allows children the opportunity to develop progressively in skills, understanding and knowledge.

Our approach in English enables children to reach their full potential and to develop their self-reliance, confidence to experiment and the ability to work with others, equipping them for the challenges of the future. We aim to improve standards of achievement in reading and writing through implementation of the National Curriculum. Teaching will promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. Our children will be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

2. English and the National Curriculum

The structure of English teaching is based upon the English National Curriculum guidelines and covers all of the objectives to ensure that a broad and balanced English curriculum is taught to all pupils at English Martyrs. Pupils at English Martyrs will leave Year Six with the following skills:

- to be able to read and write with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors;
- to develop a love of reading and a desire to read for enjoyment;
- to develop an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology;
- understanding a range of text types, media types and genres;
- to be able to write in a variety of styles and forms appropriate to the situation;

- to use their developing creativity, imagination, inventiveness and critical awareness;
- to have a suitable technical vocabulary to respectfully articulate their responses in any discussion.

3. Pupil Experiences

- All pupils (Nursery - Y6) follow The Literacy Company's 'Pathways to Write' and 'Pathways to Read' (Y2 - 6) which develops vocabulary, reading and writing skills through a mastery approach.
- Phonic skills are taught from EYFS to Y3 through the Read Write Inc systematic synthetic phonics programme. Children in Year 4 who still need support with phonics access Read, Write Inc. The Fresh Start Programme is used for children in Y5 & 6 who need support.
- The teaching of spelling, punctuation and grammar skills is embedded within English lessons and taught directly using Read, Write Inc Spelling.
- Use of the Letter-join handwriting scheme ensures children practise the same style throughout their time at English Martyrs in order that they leave school with a legible, cursive style of writing which is fluent. See handwriting policy.
- Reading for pleasure is at the heart of the English curriculum. High quality texts are used during English and guided reading sessions, and teachers read age-appropriate class books/novels at the end of most days. Home reading is actively encouraged with all pupils given an age-appropriate book to read at home. See reading policy.
- Children are provided opportunities to explore vocabulary through talk and reading, and we plan for the explicit teaching of vocabulary within lessons across the curriculum. English working walls are situated in every classroom with subject specific vocabulary displayed. These walls are changed half-termly as children focus on a new text.
- All children with SEND to participate in English lessons. Adaptive teaching ensures that all pupils receive the appropriate support and resources that are needed. Intervention groups such as Pathways to Progress for writing, The Herts Fluency Project for reading, Fresh Start (Year 5 and 6) and IDL along with extra 1:1 reading sessions are timetabled for identified children.

4. Rationale

Our overarching aim at English Martyrs Primary School in English is to develop articulate speakers, inspired writers and avid readers, who can apply their knowledge of English, to communicate successfully in an ever-changing world.

5. Equal Opportunities

Inclusion is at the centre of everything we do at English Martyrs. We recognise the varying needs of all our learners, and so differentiate activities where necessary and as appropriate, and ensure an appropriate level of challenge is carefully planned for during each Design and Technology lesson.

Equal opportunities will be given to all children in respect of:

- Race
- Gender
- Culture
- Special Educational Needs

6. Assessment and Record Keeping

- Current Statutory Assessments:
 - EYFS baseline assessments
 - Year 1 Phonics Screening Check
 - KS2 National Curriculum Tests and Teacher Assessment (Y6)
- NFER assessments are carried out termly in both reading and SPAG.
- Writing is assessed half-termly through 'Writeaway' pieces of work.
- Children's reading ages are monitored through the 'Lexplore' programme.
- Formative assessment is used daily to inform planning.

7. Cross Curricular Links

- Where appropriate, the texts used in reading and writing activities are linked to science and foundation subjects such as history, geography and art.
- Chromebooks are often used to enhance learning during English lessons.

8. Resources

- English resources are mostly kept in individual classrooms.
- Age-appropriate reading books are located in year group resource areas and class reading corners.
- All year groups have access to age-appropriate dictionaries and thesauruses.

9. Health and Safety

Staff will refer to current Health and Safety practices, safety regulations and safeguarding requirements.

10. Monitoring of the English Policy

The English policy will be monitored by the English subject lead and members of the SLT as and when elements of English are identified or prioritised within the School Development Plan.

11. Evaluation of Policy

Evaluation should take into account the following aspects:

- Implementation of the National Curriculum. This will include discussion of the lesson structure, mental and written strategies, progress of the children in line with key objectives, planning issues and staff needs as regards training and support;
- Pupil achievement, both in tests and by teacher assessment;
- Coverage of curriculum;
- Analysis of children's books;
- Staff development;
- Any issues arising from teaching, regards common problems or difficulties;
- Children who have not reached the age related expectations;
- Children with SEND.