



Our Lady of the Rosary Catholic Primary School

English Policy

2025-2026

Overview

This document sets out the aims, principles, and strategies for the teaching and learning of English at Our Lady of the Rosary Catholic Primary School. It contributes to the school's philosophy of teaching and learning as expressed through the Mission Statement.

This English policy works alongside the school's Phonics and Handwriting policies to ensure a consistent, progressive approach to reading, writing, and spelling across the school. It is also aligned with the latest national Writing Framework.

Aims and Objectives

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of spoken and written word and to develop their love of literature through widespread reading for enjoyment. Pupils should:

- read easily, fluently, and with good understanding
- develop the habit of reading widely for both pleasure and information
- acquire a wide vocabulary, understanding of grammar, and knowledge of linguistic conventions for reading, writing, and spoken language
- appreciate a rich and varied literary heritage
- write clearly, accurately, and coherently, adapting their language and style for a range of contexts, purposes, and audiences
- use discussion to learn, explaining ideas clearly
- be competent in speaking and listening, formal presentations, demonstration, and debate

Implementation of the National Curriculum

English is developed through four key areas, all of which are closely interrelated:

- Spoken Language
- Reading – Word Reading and Comprehension
- Writing – Transcription and Composition
- Spelling, Vocabulary, Grammar and Punctuation (SPaG)

Teaching and Learning

Early Years Foundation Stage (EYFS)

In EYFS, writing is taught through stories, the sounds learned in phonics, and structured early writing skills. Mighty Writer supports spoken language, narrative confidence, and story structure. Pupils work towards the Early Learning Goals, which include:

- Using phonic knowledge to write words matching spoken sounds
- Writing simple sentences readable by themselves and others
- Developing fine motor skills and letter formation

Key Stage 1 and Key Stage 2 (KS1 and KS2)

Writing is taught through structured writing cycles, curated by teachers for each genre. Each cycle begins with an exciting launch day, providing hands-on experiences such as following instructions, interacting with the core text, games, or scavenger hunts.

Pupils develop a writer's toolkit, identifying text type, audience, purpose, person, and key features. SPaG skills are taught progressively through Pause, Skill, and Write lessons and applied in context to warm tasks. Multiple SPaG skills are covered in each cycle, some specific to the genre.

Pupils then plan, write, and edit their own hot task, demonstrating independent application of learned skills and creativity. A final draft is produced in portfolio books, reflecting polished, edited work. Writing cycles are adapted to engage pupil interests, and quality first teaching strategies such as colourful semantics, talk tins, oral rehearsal, sentence building, sound mats, and word banks support all learners.

Reading

Reading is a key priority at Our Lady of the Rosary Catholic Primary School, and we aim for all pupils to leave primary school fluent, confident readers with a rich vocabulary and a love of reading. Pupils are encouraged to read widely across fiction and non-fiction to develop:

- knowledge of themselves and the world
- appreciation of literature and reading for enjoyment
- comprehension skills across the curriculum

Whole-class reading comprehension lessons are taught from Year 2 to Year 6. Core texts are selected and are reviewed by staff regularly to provide challenge and stimulate discussion. Teachers use VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, Summarise) as a framework to explore key reading comprehension domains, teaching pupils how to approach different types of questions and understand layered meanings. Teachers model fluent reading through 'thinking aloud' strategies and guide pupils to refine answers, using both group discussion and individual support.

Independent reading is encouraged daily. Pupils have access to class reading areas with a range of texts, including fiction, non-fiction, picture books, and texts from diverse cultures and themes. Pupils are encouraged to choose books that interest them, fostering reading for pleasure and helping them see reading as an enjoyable and lifelong activity. Reading is supported by structured phonics teaching in EYFS and Key Stage 1 through the Sounds-Write programme, with targeted interventions where required.

Spelling, Vocabulary, Grammar, and Punctuation (SPaG)

SPaG is taught both explicitly and through reading and writing. Vocabulary is developed through exposure to texts and direct teaching, including word relationships, nuances, and figurative language. Pupils are taught Standard English and grammatical terminology required by the curriculum.

Inclusion and Special, Educational Needs and Disabilities (SEND)

Lessons are adapted to meet the needs of all pupils. This includes scaffolds such as colourful semantics, talk tins, oral rehearsal, sentence building, sound mats, and word banks. Writing cycles and reading activities are differentiated so all pupils can engage meaningfully.

Assessment

In EYFS, writing is assessed against the Early Learning Goals. In KS1 and KS2, teachers use a writing checklist at the front of pupils' books to assess skills from the hot task at the end of each writing cycle. This informs clear targets and teacher judgments.

Monitoring and Evaluation

The English lead monitors teaching and learning through work samples, planning, and pupil discussion. The curriculum is reviewed regularly to ensure alignment with the Writing Framework 2025 and to maintain high standards across the school. Pupil progress is monitored and evaluated using our 5-lens approach, which considers five key strands: pupil voice, observation of learning, assessment data, lesson observations, and work scrutiny. Regular pupil progress meetings are held with the English lead, class teachers, and the Head of School to analyse outcomes and inform teaching, ensuring that all children make strong progress across reading, writing, and spelling, grammar, and punctuation.