

St Bridget's CE Primary School

English Policy

Revised September 2025

A Pike

Statement of intent

Sound English skills are essential for progress across the curriculum and to prepare pupils effectively for tasks of adult life.

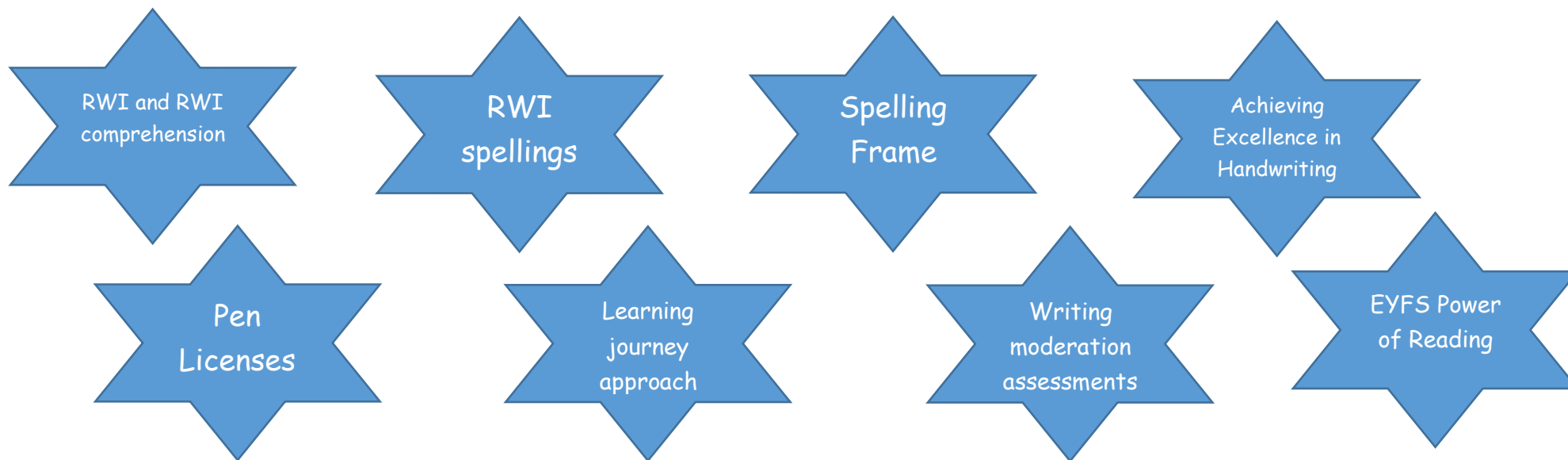
All teachers have a responsibility to develop pupils' competence in reading, writing and spoken language and to ensure that pupils become competent users of language, and can access the curriculum effectively and achieve their potential.

St Bridget's CE School:

- Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life
- Provides a balanced and broad curriculum which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- Ensures that all pupils know how to plan, write, edit and improve their work.
- Ensures that all pupils understand all elements of English, as per the national curriculum.

Writing at St. Bridget's



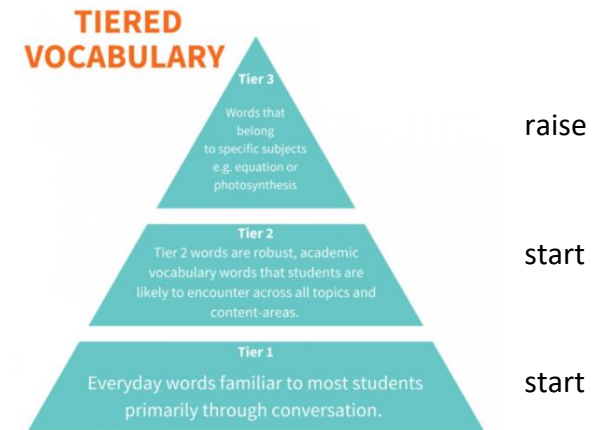


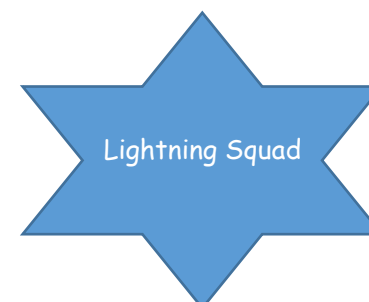
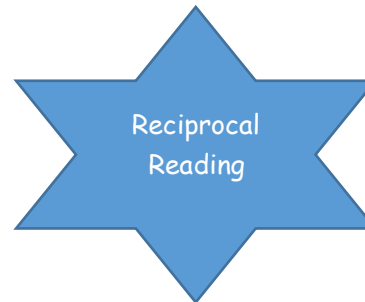
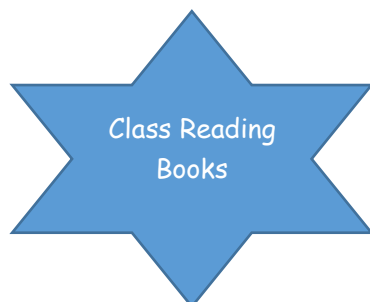
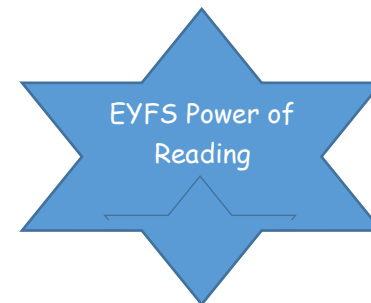
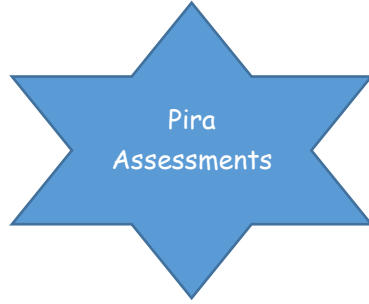
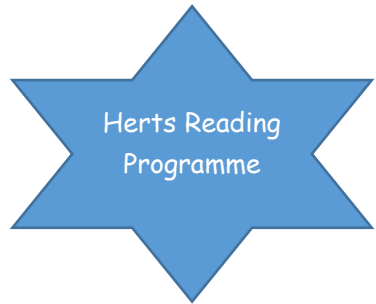
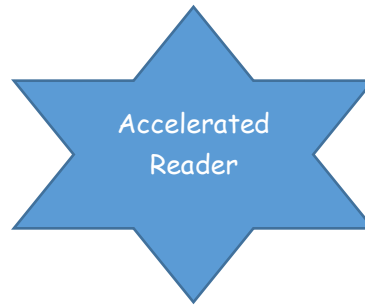
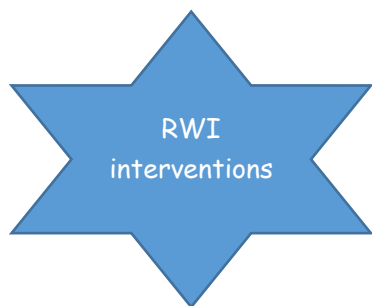
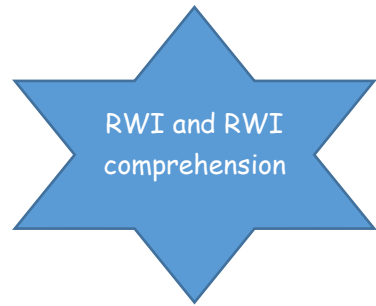
Writing Policy

- At St. Bridget's, Writing is taught as part of a 'learning journey' process, usually spanning over a unit of 2-3 weeks. In KS2, 5 lessons a week are dedicated to this. In KS1, 4 lessons a week are dedicated to this (as RWI and RWI comprehension is also happening). Some lessons are SPAG based but linked to the learning journey. Children in the EYFS do not follow the learning journey approach (using PoR instead) but any writing opportunities additional to RWI are recorded in books and on Tapestry.
- Writing foci and appropriate AREs are outlined on the Long Term Plan. Teachers use the long term plan to create their units of work.
- The learning journey is sequenced as follows:
 - Exposure to and analysing the features of a model text (written by class teachers, based around a book/genre)
 - A drama/Oracy opportunity.
 - A series of grammatical skills lessons chosen by class teachers. There should be opportunities for writing within these lessons.

- Slow/guided writing sessions to piece some of the skills together.
- Planning and writing a final piece.
- Editing and improving.

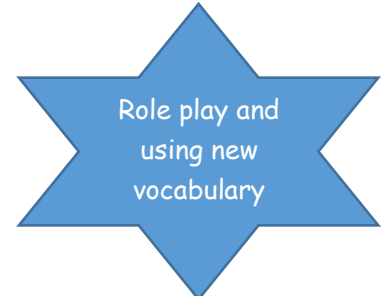
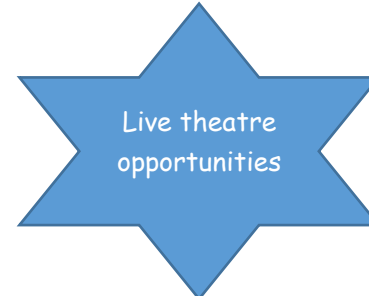
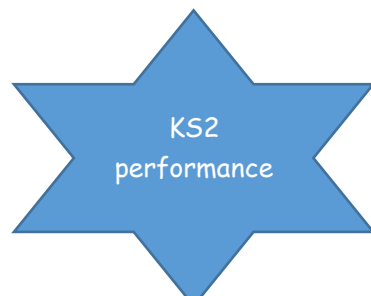
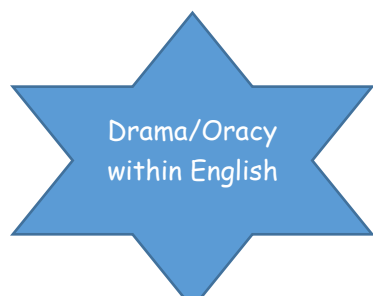
- Teachers will expose children to high-quality texts, powerful vocabulary and effective modelling to standards, with a particular focus of Tier 2 and 3 vocabularies.
- We have introduced the 'Achieving Excellence in Handwriting Scheme' across KS1 and 2 to raise standards of handwriting and presentation across the school. This is taught for 10 minutes daily at the of each English lesson.
- We are introducing pen licenses for those children in KS2 for children who are competent with their handwriting to earn. However, these can be revoked at any time and will reset for ALL children at the of each academic year.
- At the beginning of English lessons (after handwriting practice), teachers present children with a starter. This can be a RIC starter, a grammar starter or a vocabulary starter. This is to work on assessment style questions throughout the year as children struggle with assessment skills.
- Writing mats will be given to children in writing lessons to support their grammar and vocabulary choices, and teachers will utilise working walls to display WAGOLs and powerful vocabulary.
- RWI spelling programme is used from Years 1-6 to raise standards in Spellings. We run this alongside Spelling Frame to plug any gaps in Spelling/Phonic knowledge. Some children may be taken out for further interventions. Year 5/6 are doing daily SPAG mats to improve knowledge/prepare for SATs.
- Teachers need to plan in opportunities once per History, Geography, Science and RE topic for cross-curricular writing.
- End of unit writing will be completed in Writing books with success criteria stuck in at the start of the tasks based on skills lessons. Children will get chance to peer assess, edit and improve. Teachers will mark after the editing process as per the feedback policy.
- ARE knowledge organisers are stuck into Writing books for children to refer to and teachers to use during assessment periods, using comparative judgement.
- Termly, KS1 and KS2 will complete a whole school writing assessment using the same stimuli to see clear progression across the school. We then moderate together using comparative judgement and the AREs as a guide. These pieces of writing are not marked in depth. The class teachers, along with the subject lead and head teacher, will make decisions about pupils' attainment to complete whole school grids and to put these assessments onto iTrack.
- Teachers have access to the Literacy Shed+ website for supporting resources for VIPERS and writing planning.

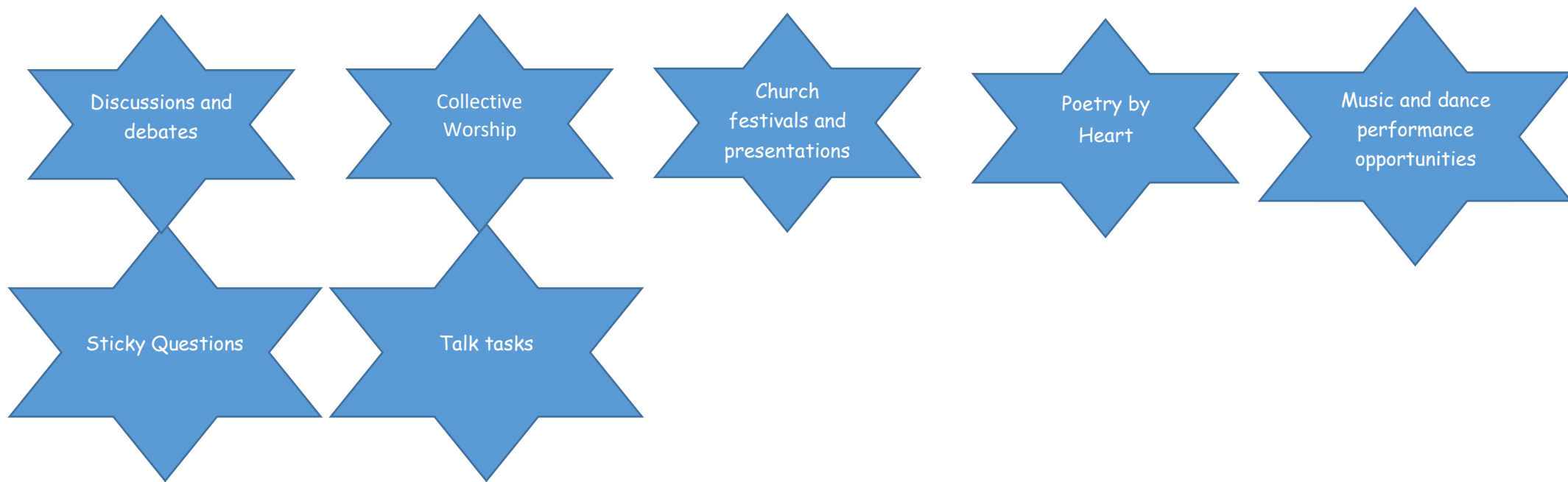




- At St. Bridget's, we follow Whole Class Guided Reading as an inclusive approach to engaging with high-quality texts. Whole Class Guided Reading happens 4 times a week in KS2 and over 2 days in KS1, as RWI is also happening. Children in EYFS and KS1 do RWI daily. For children in KS1 who complete Grey Group, they move on to RWI Comprehension. We have our own bespoke VIPERS symbols which should be displayed in Classes 1-3.
- Class reading books are outlined on the long term plan. In KS1 and LKS2, where a shorter book has been chosen for a writing stimulus, a longer chapter book has been planned in alongside it to be used in guided reading so the children are exposed to longer, high-quality texts.
- Children will self/peer mark their guided reading as a whole class in green pen (see feedback policy for more info).
- Anyone working below ARE will receive a reading intervention.
- Children in KS2 who are not working at or above their reading age will receive the Herts Reading Intervention Programme. This is a twice-weekly programme over a period of 8 weeks. Teachers will record a baseline assessment and a final assessment (Salford) to measure their progress- as of May 2024 we have replaced this with Lightning Squad as this is now SEND children only. 3 members of staff remain Herts trained if we need to reinstate this.
- Reciprocal reading is used for children who are working at their reading age but below their comprehension age.
- Children who have completed Grey Group in RWI will be given access to Accelerated Reader for their individual reading book. This assesses the children to give them a range of books at an appropriate level. Children must strive for achieving 80% or more on their quizzes and aim to be in the 100% club! Teachers will monitor quizzes before children change their reading books, and reset if they think a child has rushed it.
- Accelerated Reader time is timetabled in every day.
- Accelerated Reader is also used within Whole Class Guided Reading planning, provided the book is available on there.
- Termly, class teachers use the Pira Reading Assessments. Marks are inputted onto Rising Star for analysis. The subject lead uses these assessments to make attainment decisions on whole school assessment grids ready to be put onto iTrack.
- Teachers have access to the Literacy Shed+ website for supporting resources for VIPERS and writing planning.

Oracy at St Bridget's





- At St. Bridget's, we want children to become confident and competent speakers for a variety of purposes and be able to adapt their voices to appropriately fit a range of contexts.
- 1.1. Pupils will be encouraged, by their classroom teachers, to discuss their English skills and sentences with their peers and with the whole class before beginning their written work. This is especially important in KS1 as children are becoming aspiring writers.
- 1.2. Opportunities for collaborative writing i.e. guided reading as part of the learning journey where appropriate.
- We have a collaborative approach to whole class guided reading, promoting discussions and debates about texts.
- In each English unit, we have a planned in drama/Oracy lesson to build the skills of the topic.
- We take part in performances and church presentations, and children are encourage to lead worships.
- We have a progressive oracy curriculum focussed on cognitive, social and emotional, physical and linguistic skills.

- We use talk tasks to begin maths lessons, and are rolling this out within the wider curriculum.
- We use sticky questions for homework to encourage more talking between parents and children at home.

Homework

- In KS1, children have reading records and take home a paper RWI book as for their reading homework. Reading records are checked on a Monday. If children read 5 times in a week, they get 5 dojos and a golden ticket to enter a book draw.
- In KS2, children get a bookmark to take home weekly, with a daily space to get signed by an adult. Again, this will be checked on a Friday and children will receive a Dojo point if they read 5 times over the week. KS2 will be expected to read in school if they do not do this at home.
- In both KS1 and 2, we will support those children to do this in school if they are regularly not reading at home with an adult.
- On a Friday, a story sack is sent out with one child from each class to share a book at home.
- On a Thursday, children go home with a 'sticky question' to share ideas with their grown ups.

Monitoring

- Book and planning monitoring will be completed every half-term to ensure the policy is being followed across the school and to consider targets for English development going forward.
- Teachers will complete termly Reading, Writing and SPAG assessments, with attainment decisions being recorded on whole school grids before being put onto iTrack by the assessment lead.
- After assessment periods, the subject lead will monitor progress, update risk assessments for Reading and Writing and carry out pupil progress meetings.
- Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards English and their progress. An opportunity will be provided for parents to discuss this report with the relevant teachers.
- Parents will have the opportunity to discuss their child's progress during parents' meetings and at other points in the year as is necessary.
- SENDCO and class teachers will monitor the progress of SEND/PP children.

