

# **ST JOSEPH'S CATHOLIC PRIMARY SCHOOL**



## **ENGLISH POLICY**

**Reviewed: September 2025**  
**To be reviewed: September 2027**

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**ENGLISH POLICY**

**ENGLISH AT ST JOSEPH'S**

This English Policy aims to outline our comprehensive approach to teaching English at St Joseph's, in accordance with the 2014 National Curriculum in England, and to uphold the expectations set by Ofsted. Our commitment is to ensure that all learners develop a strong understanding of English concepts, foster a positive attitude towards learning, and achieve their full potential in English.

**VISION STATEMENT**

We believe reading and writing are the key to successful learning. Generous time is given to the teaching of English, both as a separate subject and across other curriculum areas. All children participate in lessons where phonics, grammar, writing, comprehension and reading skills are developed and improved through a combination of shared, guided and independent work. Children are encouraged to use taught skills effectively to extend learning across the entire curriculum. Children are encouraged to read for pleasure and are read to by their class teacher each day.

**INTENT**

At St Joseph's Catholic Primary School, the intent of the English curriculum is to provide a rich, engaging, and progressive learning experience that equips all pupils with a strong foundation in reading, writing, speaking, and listening. We aim to develop pupils as confident, fluent readers and writers with a broad vocabulary and strong command of grammar, punctuation, and spelling. Through high-quality texts and writing opportunities, we nurture a love for reading and writing that supports both pleasure and academic purpose. Our curriculum is designed to ensure that pupils build on prior knowledge and skills, progressing through clearly defined stages from the Early Years to Year 6, preparing them for the next phase of their education and life beyond school.

**IMPLEMENTATION**

Our English curriculum is delivered through a well-structured, two-year rolling programme that ensures comprehensive coverage of reading, writing, and language development across the school. In Early Years and Key Stage 1, we focus on phonics through the Bug Club Phonics Scheme, supporting pupils in mastering decoding and blending skills. As pupils progress to Key Stage 2, we introduce Whole Class Guided Reading sessions, encouraging comprehension, fluency, and critical thinking. Each English lesson integrates explicit grammar, spelling, and punctuation instruction within rich reading and writing experiences, while cross-curricular links ensure that pupils apply these skills across subjects. Regular formative and summative assessments inform teaching, ensuring tailored support for all pupils.

## **Reading**

At St Joseph's we promote a love of reading alongside our curriculum. We pride ourselves on delivering engaging Phonics sessions, ensuring that all children are involved, no matter their ability or needs. In addition to this, we ensure that each class has a book corner housing a vast variety of books that our children thoroughly enjoy. We ensure that we all have time in our weekly timetables for children to read quietly to themselves, read to a friend, read to buddies or just enjoy looking at pictures, developing a love for books and for reading.

## **Writing**

Our writing curriculum consists of a structured approach to writing using the Jane Considine 'The Write Stuff' approach. This ensures pupils: Develop sentence confidence – Breaking writing down into manageable chunks. Expand their vocabulary and ideas – Using clear techniques to bring writing to life. Organise their thinking – Ensuring cohesion, fluency, and structure across a piece.

Sentence stacking refers to the collation of high-quality sentences from each lesson, building over a sequence of writing lessons to craft a whole text. Rooted in the Cognitive Load Theory, The Write Stuff approach ensures that knowledge and skills are developed in manageable chunks.

## **Phonics**

At St Joseph's phonics / spelling is taught from EYFS – Y2. All phonics phases are taught through the 'Bug Club' phonics scheme. This is an online programme which includes planning, lessons and resources that teaches systematic synthetic phonics. KS2 children are taught spelling through the Jane Considine Spelling book in addition to 'Spelling Ninja'. This links to the Jane Considine planning that is used throughout school. All children are taught daily by staff in a group that specifically targets which phonics phase / spelling level that the children are working at.

## **IMPACT**

The impact of our English curriculum is evident in the confidence, fluency, and skill with which pupils communicate. By the end of each key stage, pupils demonstrate a strong ability to read for both pleasure and information, write with clarity and coherence for various audiences, and speak confidently in a range of contexts. Through ongoing assessments, pupils are tracked against age-related expectations, with interventions in place to ensure that every child makes progress. Ultimately, our approach fosters a love for English and equips pupils with the skills necessary for success in their continued education and beyond.

## **ASSESSMENT**

- Assessment happens on a variety of levels and is used to inform teachers, SLT and Governors on pupil attainment and progress. In Reception we use the Baseline assessment which helps with assessing their starting points in English. At the end of Reception they are assessed against the Early Learning Goals.
- Y1-Y6 undertake termly assessments and these results are entered onto our school 'brick wall' assessment tracker. This data informs the intervention register.
- Moderation meetings will be held termly with all the staff. Here, teachers will bring pieces of evidence depending on school priorities. This should include Topic work.
- Pupils' progress in English is communicated to parents at the Autumn term Parents' Evening, Spring term Parents' Evening and also a written report at the end of the summer term. Termly reports of the children's progress are also sent home. The

results of SATs at the end of Key Stage 2 are sent in writing to parents with explanatory notes. Parents have the opportunity to meet with teachers each month at consultation meetings.

### **Formative Assessment**

- This happens in every lesson through teacher observations and questioning. Misconceptions and gaps are then addressed as quickly as possible (in the lesson) so that children are prepared for the next lesson and any new learning (circulate, assess and amend).

### **Summative Assessment**

- In year 1-6, children are assessed at the end of each unit. When each unit is completed, children undertake an end of unit assessment which informs the teacher of each child's understanding of that topic; this will then inform any future interventions which are needed to ensure the children have understood a concept.
- The subject lead along with SLT, will have an overview of this whole school data to track the progress and attainment of cohorts which allows for analysis of strengths and areas of development across classes.

### **Reporting**

- Class Curriculum Maps are shared with parents online via our school website.
- We provide regular feedback to parents through parents' evenings, consultations and a written reports at the end of the year for individual attainment and effort.
- Parents are notified if their child needs additional support through interventions and IEPs. Parents receive a copy of their child's IEP.

### **MARKING**

- In Key Stage 1....
- In Key Stage 2....

### **CONTINUOUS IMPROVEMENT**

We conduct regular reviews of teaching practices and curriculum implementation, including seeking feedback from staff, pupils, and parents to identify areas for improvement. We evaluate pupil performance data to inform strategic decisions about curriculum delivery and resource allocation. Findings are discussed with the Senior Leadership Team and the staff and then reported to the Governors through the Curriculum Committee.