



ENGLISH POLICY

ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



PURPOSE:

This document outlines the purpose, values pertaining to and approach to the teaching of English in our school. It should be considered in conjunction with the other component parts of the language and literacy curriculum, including the Primary National Curriculum.

AUDIENCE:

This document is intended to give a clear outline of the school's approach towards the teaching of English to all staff, governors and parents. Copies of this document are provided for all teaching staff and support staff and members of the School's Governing Committee. The Multi Academy trust in cooperation with the Local Governing Committee and Head Teacher determines and monitors the Academy's policy, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. A copy of this document is available for the use of parents.

AIMS AND OBJECTIVES:

The primary goal for English in the National Curriculum (2025) is to promote high standards of language and literacy. By the end of Year 6, pupils are expected to:

- **Read fluently:** Read easily and with good understanding for both pleasure and information.
- **Acquire a wide vocabulary:** Develop a strong command of grammar and linguistic conventions.
- **Write with purpose:** Write clearly, accurately, and coherently, adapting style for various audiences.
- **Master Oracy:** Use discussion as a primary tool for learning, elaboration, and explanation.

This policy provides a framework for delivering a high-quality English curriculum. It is designed to foster a love of language, empower students to express themselves clearly, and ensure every child becomes a confident reader and writer.

CURRICULUM INTENT

At St Luke and St Philip's we believe that developing strong English skills is essential for progressing across the curriculum and preparing for adult life. The school recognises the effect that confident speaking, reading and a fluent, legible and coherent writing style can have on a pupil's progress, both inside and outside of the school environment. At our school, we provide a broad and balanced English curriculum which encompasses speaking, reading and focused writing practice, including handwriting, phonics, spelling, widening vocabulary, and writing for different styles, purposes and audiences.

IMPLEMENTATION OF ORACY, READING AND WRITING

ORACY:

Oracy is prioritised across all subjects, not just English lessons. We utilise the "Four Strands" of Oracy to track progress.

Key Strategies:

- **Talk Guidelines:** Every classroom establishes "Ground Rules for Talk" (e.g., inviting others in, active listening).
- **Vocabulary Instruction:** "Tier 2" (high frequency) and "Tier 3" (subject-specific) words are explicitly taught and displayed on **Working Walls**.
- **Structured Dialogue:** Teachers use "Talk Partners" to encourage deeper reasoning.
- **Performance:** Opportunities for poetry recitals, debates, and drama are embedded in each term.

See the Oracy Policy for more details.

READING

We foster a "Reading for Pleasure" culture underpinned by rigorous technical instruction. Our goal is to develop readers who are not only capable but also enthusiastic and independent.

- **Technical Proficiency:** Mastering phonological awareness for fluent decoding and encoding.
- **Comprehensive Understanding:** Building accuracy and enjoyment across words, sentences, and full texts.
- **Academic Independence:** Empowering pupils to use reading as a tool for inquiry across the entire curriculum.
- **Life Skills:** Developing reflective readers who engage with "challenging and substantial" texts.

Early Reading & Phonics (EYFS & KS1)

We utilise **Read Write Inc. (RWI)**, a validated Systematic Synthetic Phonics (SSP) program, to teach the 44 common sounds in the English language.

Core Instruction

- **Daily RWI Sessions:** Consistent, high-paced daily lessons are non-negotiable for progress.
- **Decodable Books:** Children read texts strictly matched to their current phonic knowledge to build confidence.
- **Assessment:** Pupils are assessed every six weeks (or half-termly) and grouped by ability to ensure the right level of challenge.
- **The "3 Books a Day" Initiative:** In EYFS and Year 1, teachers read three selected books multiple times a week to embed vocabulary and familiarity.

Transitioning to Year 2

Once pupils reach the "Grey" level (demonstrating fluency and comprehension), they transition from RWI to the **Lancashire Literacy Programme**.

Developing Fluency & Comprehension (KS2)

As children master decoding, the focus shifts toward deep analysis and expressive reading.

Whole Class Guided Reading

Following the Ashley Booth Model, pupils from Year 2 to Year 6 participate in 5 weekly sessions:

- **Class Novels:** Teachers model prosody and passion by reading a class novel for 15 minutes daily.

- Deep Dive (20 mins): A subsequent daily session explores the text using Vocabulary, Infer, Predict, Explain, Retrieve, Sequence/Summarise.
- Text Variety: Two sessions focus on the class novel; three sessions focus on non-fiction or poetry linked to the wider curriculum.

Targeted Support & Interventions

We believe reading is the key to the whole curriculum; therefore, no child is left behind.

- The Bottom 20%: In Years 2–6, pupils in the bottom 20% read with an adult throughout the week (Tue–Fri) using consistent group texts.
- EAL & SEND: Pupils with Special Educational Needs or those New to English access RWI groups or "Fresh Start" interventions regardless of their age.
- Monitoring: Teachers use strategies like "Popcorn" or "Round Robin" reading during guided sessions to hear every child read regularly.

The Home-School Partnership

We view parents as a child's "first teachers" and maintain high expectations for home reading.

Home Reading Expectations

- Daily Book Bags: Pupils must bring their book bags and Reading Records to school every day.
- Book Selection: EYFS/KS1: Children take home two books—their current RWI school text and a corresponding "Book Bag Book," plus "Tricky Word" bookmarks.
 - Year 2 and KS2: Pupils use a colour-banded system and are encouraged to choose their own books three times a week with adult guidance.
- Digital Learning: All pupils are expected to use Oxford Reading Buddy at least once a week.

Incentives & Accountability

- Rewards: Regular reading is celebrated with House Points or class rewards.
- Intervention: If home reading is inconsistent, the school allocates time for the child to read with an adult during the school day.
- Engagement: Persistent lack of home support may result in a personal call from the Headteacher to discuss how the school can support the family.

Impact & Environment

The Reading Environment

- Classrooms & Libraries: Stocked with high-quality, annually updated texts.
- Community Events: High-profile events like "Bedtime Stories," World Book Day, and Author Visits build a communal reading identity.
- Workshops: Phonics workshops ensure parents are equipped to support their child's specific learning stage.

Measuring Success

- EYFS: Baseline assessments and phonics progress.
- Year 1: The statutory Phonics Screening Check.
- KS2: NFER Reading Tests, Teacher assessments and Year 6 SATs.

WRITING

The 2025 Writing Framework explicitly states that children must be able to "say it before they write it."

In EYFS, this looks like:

- **Oral Rehearsal:** Children are encouraged to say their sentences out loud multiple times before attempting to write them. This reduces the cognitive load, allowing them to focus on letter formation and phonics during the physical act of writing.
- **Story Mapping:** Using visual prompts to tell a story orally. The framework suggests that 3- and 4-year-olds might talk about where a character went, while Reception children use that talk to create story maps and write captions.
- **Back-and-Forth Interaction:** High-quality "sustained shared thinking" where adults model complex sentences and introduce new vocabulary that children then "echo" and use.

Linking Oracy to Transcription

A key shift in the 2025 framework is the separation of **composition** (the ideas) and **transcription** (the mechanics).

- **Dictation:** Teachers are encouraged to use dictation tasks. A child composes a sentence orally, and the teacher might write it down, or the child writes a simple dictated sentence. This helps bridge the gap between spoken thought and the written word.
- **Vocabulary Instruction:** The framework identifies that children with a "talk gap" at age 5 are significantly less likely to achieve success in later English assessments. Therefore, explicit teaching of "Tier 2" vocabulary (words like *soar*, *enormous*, *furious*) is prioritised through talk.

1. Transcription: Handwriting and Spelling

HANDWRITING

See Handwriting and Presentation Policy

SPELLINGS

The primary objective is to automate transcription skills to minimise cognitive load, allowing pupils to focus on creative and critical thinking.

- **Explicit Instruction:** Handwriting is taught through daily, explicit sessions beginning in the first term of Reception. This instruction remains distinct from phonics to ensure focused motor-skill development.
- **Sequential Mastery:** A "Print First" mandate is in effect. Pupils are not to be introduced to joined handwriting until they demonstrate consistent and correct formation of unjoined letters.

- Dictation: Through Read Write Inc. sessions and SuperHero Spellings sessions, dictation exercises are formalised across all Key Stages. This practice serves as a primary tool for reinforcing spelling and punctuation without the competing cognitive demands of original composition.

Pupils should be taught to spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

EYFS and Year 1

In EYFS and Year 1, our pupils follow a high-quality, systematic programme of phonics teaching following the Read Write Inc. programme. Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all of our pupils to apply their phonic knowledge when spelling.

Tricky words (Red Words) are taught and revisited during Read Write inc. phonics sessions and during Colourful Semantics sessions and they are sent home on the bookmarks for home reading and further practice.

Year 2

By the end of Year 1, it is our expectation that the vast majority of our pupils will be secure at spelling (Pink, Orange and Yellow book bands) Phase 5 words. Pupils who do not secure Phase 5 by the end of Year 1 are given additional support and intervention. The National Curriculum spelling objectives for Year 2 work in line with the Purple colour band (Phase 6) of Read Write Inc.

From Year 3 onwards

Pupils are taught the age-related spelling content using the SuperHero Spelling scheme. This scheme of work provides us with a manageable tool for meeting the requirements of the National Curriculum, has a clear progression through blocks of teaching units across the year and supports our teachers with the teaching of spelling.

Pupils participate in three spellings sessions weekly.

Strategies for Learning Spellings

- Look, say, cover, write, check
- Trace, copy and replicate (then check)

- Segmentation strategy
- Drawing around the word to show the shape
- Drawing an image around the word
- Clapping and counting syllables
- Dictionaries

Pupils are encouraged to learn these strategies and identify which work most effectively for them as individuals.

HANDWRITING

See Handwriting and Presentation Policy

2. Composition: Sentence-Level Proficiency

The school prioritises **quality over quantity**, moving away from premature demands for length toward a mastery of the sentence.

- **Sentence Mastery:** Mastery of sentence construction is a prerequisite for extended writing. Pupils will not be required to produce paragraphs or stories until they demonstrate a secure grasp of the sentence as the foundational unit.
- **Oral Rehearsal:** To ensure pupils can "hold" ideas in memory, oral composition must precede physical writing. The guiding principle is: *If a pupil cannot say the sentence, they cannot write it.*
- **Authorial Grammar:** Using Lancashire Planning Framework's I-Model, grammar will be taught through context rather than isolated drills.

Grammar Content

Grammar is implemented through daily 10-minute sessions alongside text-based work during the Reading and Gathering Content phases of every lesson. The Lancashire Framework for Writing LAPs inform grammar instruction. Shorter writing tasks reveal grammar needs, which are then addressed in Grammar Starters before Independent Writing. These skills must be applied in context during the Writing phase via teacher modelling.

3. The Writing Process: The Craft of Authorship

Instruction will focus on the "messy" reality of writing, prioritising the craft over the final product.

- **Live Modelling:** Teachers are required to use "Think Alouds," live-modelling the drafting process, including real-time editing and the narration of internal decision-making.
- **Refinement Skills:** Editing instructions go beyond error correction. Pupils are taught to refine sentences for clarity and impact, even when the original structure is technically correct.
- **Purpose and Audience:** Every significant writing task must have a defined Purpose and a specific Audience to provide authentic motivation for the writer.

Writing Phase

Writing should not be exclusive to the 'Writing Phase' in the Teaching Sequence. 'Shorter Writing Opportunities' should be planned for the children to showcase their learning and writing skill throughout the 'Gathering Content' phase too.

Shared Write

Pupils have access to a wide range of writing opportunities that include:

•Modelled Writing

The teacher talks aloud the thought processes as a writer. They have complete control over the writing and make explicit the structure, language features, spelling and punctuation of the text type as appropriate.

•Shared Writing

This is a collaborative approach; pupils contribute their ideas and thoughts for the teacher to select the most appropriate. The teacher needs to give reasons for the choices made.

•Supported Composition

The children work in pairs to provide the next sentence of the text. This may follow from either modelled or the shared writing process. This may be part of a Think, Pair and Share activity.

•Guided Writing

Pupils are grouped by writing ability according to their levels and/or target needs. The teacher works with each group in rotation during the week so that every child partakes in guided writing regularly. The task is carefully selected to provide an appropriate level of challenge and will focus on a particular aspect of the writing process as opposed to writing a complete piece. Tasks may include the processes of planning, drafting and editing pieces of writing. LSAs are also expected to take guided writing groups when appropriate.

Non-negotiables during Shared Writing:

- Each paragraph needs a learning objective with a grammar focus: if you have been focusing on a particular conjunction e.g. until - it can be 'To use the conjunction - until'.
- When changing parts of the story: Not just the name of the character, they need to change more - setting, character, description, grammar (fronted adverbials, speech)

Start the year with some changes (teacher gives them options and children select from the table of ideas) but by the end of the year, more changes need to be made. (More flexibility so children can add their own ideas - setting, character, problem)

- Steps to Success/ Success Criteria: create one with the children as a whole class. When editing a Shared Write, children are supported by detailed success criteria that specifically direct pupils as to what to include.
- The teacher must mark the work after each paragraph/ session so they can support the children and identify any whole class misconceptions which need to be addressed before moving on.

Independent Write:

All children are given opportunities to apply their understanding of the text type in their own writing. This is vitally important if children are to develop their skills as writers within different genres.

Non-negotiables when using Independent writing strategies:

- A learning objective is not needed for independent work.

- The same as the Shared Write - Changing parts of the story: Not just name of a character, change the setting, character, description, fronted adverbials, speech
- A Steps to Success/ Success Criteria should not be given to the children, the children to create their own.
- Independent writing does not need to be marked but the teacher must check it to monitor children's progress.

Editing and Improving Writing:

As part of our Marking Policy, children should be editing their work at the start of every lesson. During the writing phase, children should be given an opportunity to edit their writing before it can be assessed by the Teacher. This is paramount in helping children to ensure their best writing is assessed. From Year 2 onwards, children use codes to highlight the elements of the Success Criteria. The children must edit their work using the Partner A, Partner B editing strategy at the end of each paragraph/ section/ lesson.

Codes to highlight elements of the Success Criteria to monitor understanding of vocabulary/ terminology -

- **c** - commas
- **cj** - conjunctions
- **np** - noun phrases
- **av** - adverb
- **pr** - preposition
- **cx** - complex sentence
- **sp** - speech
- **fa** - fronted adverbial
- **rc** - relative clause
- **md** - modal verb
- **br** - brackets
- **d** - dashes
- **sc** - semicolon
- **e** - ellipses

4. Assessment

We adopt a holistic and proactive approach to monitoring pupil progress.

- "Best Fit" Assessment: In accordance with the 2025 criteria, assessment will utilise a "best fit" model. Effectiveness of composition and overall communication will be prioritised over a "secure fit" checklist of technical features.
- Early Intervention: Identification of struggling writers will begin in Reception. Intervention will target specific gaps in physical motor skills or phonemic-spelling
- Marking: Teachers mark after each lesson to address misconceptions immediately. Independent writes are checked for progress but do not require formal marking.
- Formative: Marking, "Steps to Success" checklists, KLIPs Statements and Sonar Assessment.

- Summative: NFER Grammar tests, KS1 Optional SATs and KS2 SATs.

Expectations and Environment

- Working Walls: Interactive displays that track the writing process from "Gathering Content" to the "Toolkit."
- High Standards: Similar standards of writing are expected in Foundation subjects (History, Science, etc.) as in English books.
- Celebration: Success is shared through "Wonderful Writing Walls," assemblies and publishing work into class books.

THE ROLE OF THE SUBJECT LEADER

RESPONSIBILITIES

- All relevant staff will ensure that the English curriculum is implemented in accordance with this policy.
- The Headteacher is responsible for ensuring that this policy is adhered to.
- Cidari Multi Academy Trust and the governing committee will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.

ENGLISH LEADER:

The English Leader is responsible for raising standards of teaching and learning in Oracy, Reading and Writing. The role involves analysing data each year to pick out strengths and identify areas for improvement. The key issues identified will be implemented, monitored and the impact evaluated at regular points using some of the following monitoring strategies:

SLT and English Lead-

- Scrutinising pupil work
- Moderation of pupil work
- Lesson observations
- Learning Walks
- Discussion with pupils through Pupil Conferencing
- Auditing staff, to plan CPD opportunities.
- Meeting with Phonics Lead regularly to discuss phonic assessments data
- Attending LA and relevant external courses
- Keeping up to date with important curriculum developments
- Purchasing new resources.
- Leading staff meetings-whole school and in small groups
- Providing enrichment opportunities to promote the love for Oracy, Reading and Writing throughout the school.

Phonics Lead (see RWI Policy) -

- Holding phonic workshops for parents and carers.
- RWI planning.
Team teaching and monitoring the delivery of RWI
- Assessment of RWI every 6 weeks

INCLUSION AND EQUALITY

Teachers set high expectations for all pupils. Appropriate assessments are used to plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers adapt lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects. Class trips and visits linking to Writing and Reading are planned to ensure they are inclusive for all.

We believe all our children are entitled to benefit from equal access to work and equipment in writing and reading regardless of race, gender, intellectual and physical ability, in line with the nine protected characteristics. Classroom management will consider such issues in the teaching of Writing and Reading.

To ensure equality for all, teachers are committed to planning lessons that:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT AND BRITISH VALUES

The school sets out to plan a provision for Spiritual, Moral, Social and Cultural development, but it is also expected that many unplanned opportunities will occur (especially for spiritual development) and staff are encouraged to "seize the moment" when appropriate. Such moments may have a profound effect on individuals.

The promotion of the 'British Values' of

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

is central to our education as British Values have their origin in the Christian values of our nation.

COMPUTING IN THE CURRICULUM

In our school, Computing is woven through the curriculum and technology is used frequently during lessons. Pupils will be taught to be respectful of devices, keep their personal information private, be

critically aware of the materials / content they access on-line and be guided to validate the accuracy of information.

SAFEGUARDING

Safeguarding in school feeds through the curriculum. Staff are aware that certain topics covered in English may prompt discussion or work in books relating to children's personal experiences and relationships. If a child discloses something that is a concern, staff will follow the procedures in place as outlined in the Safeguarding policy.

LEGISLATION

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

OTHER POLICIES:

This policy needs to be read alongside other school policies including:

Handwriting and Presentation policy

Feedback and Marking Policy

Oracy Policy

Curriculum and Planning policy

Early Years Foundation Stage policy

Phonics Policy

Gifted and Talented policy

SEND policy

Assessment policy

EAL policy

PSHEC Policy

Drug Policy

RE Policy

History Policy

Computing Policy

Homework policy

Policy reviewed: January 2026

Policy reviewed by : S Patel

Agreed by governors: _____

Next review date: January 2028