



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:

- **Master Oracy:** Use discussion as a primary tool for learning, elaboration, and explanation.
- **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.

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

IMPLEMENTATION OF 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 Tactics" to encourage deeper reasoning.
- **Performance:** Opportunities for poetry recitals, debates and drama are embedded in each term.

See the Oracy Policy for more details.

IMPLEMENTATION OF READING

- 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.

Daily Whole Class Novel Reading (Reading for Pleasure)

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.

- All classes have dedicated time to read a novel.
- Each child has their own novel.
- Teachers model prosody and passion by reading a class novel for 15 minutes daily.

Early Reading and Phonics (EYFS and KS1)

Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage profile sets out the early writing skills and knowledge as part of Literacy, with an aim of all children meeting the relevant Early Learning Goals by the end of the year, in preparation for the National Curriculum.

By the end of the Foundation Stage children should: -

- Listen attentively in a range of situations.
- Listen to stories, anticipate key events and respond with relevant comments, questions or actions.
- Give attention to what others say and respond appropriately, while engaged in another activity.
- Follow instructions involving several ideas or actions.
- Answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Express themselves effectively, showing awareness of the listeners' needs.
- Use past, present and future forms accurately when talking about events.
- Develop their own narratives and explanations by connecting ideas or events.
- Read and understand simple sentences.

- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.

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 **RWI Comprehension programme** where children master fluency and the focus shifts towards comprehension and expressive reading.

Developing Fluency and Comprehension (KS2)

Whole Class Guided Reading

Day 1: Introduction, Context and Vocabulary (The Hook)

Focus: Building background knowledge and front-loading unfamiliar words.

- **Activities:**
 - Introduce the text, front-cover, or book theme.
 - Pre-teach key vocabulary or tier-two words pupils will encounter.
 - Make initial predictions or explore the context (author, genre, setting).

Day 2: Teacher Modelling and Fluent Read-Aloud

Focus: Prosody (expression, rhythm) and decoding.

- **Activities:**
 - The teacher reads the first section aloud, modelling expression, punctuation pauses, and tracking the text.
 - Echo reading or choral reading where children follow along and echo the teacher's pace.
 - Quick check for literal understanding (Retrieval).

Day 3: Independent or Paired Reading and Deep Comprehension and Questioning

Focus: Developing fluency/ stamina and Higher-order thinking (Inference, Explain, Predict).

- **Activities:**
 - Pupils re-read the extract independently (or in mixed-ability pairs for adaptation).
 - Answer a targeted set of comprehension questions based on the text.

Day 4: Response, Review and Quick-Fire Skills

Focus: Marking and assessment.

- **Activities:**
 - Whole-class live marking and answer modeling.

Day 5: Misconceptions

Focus: Review & Target Misconceptions

- **Activities:**
 - Direct re-teaching of tricky questions in small groups while others complete a stretch task.

Targeted Support & Interventions

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

- Children at risk of not achieving their end of year expectations: In Years 2–6, pupils read with an adult throughout the week (Tue–Fri) using consistent group texts.
- EAL and 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 with adult guidance.
- Digital Learning: All pupils are expected to use Oxford Reading Buddy at least once a week.

Incentives and 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 and Environment

The Reading Environment

- Classrooms and 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.

IMPLEMENTATION OF WRITING

Our approach aligns directly with the DfE 2025 Writing framework principles, placing explicit emphasis on the distinction between **Transcription** (the mechanics) and **Composition** (the ideas).

Core Mandates

- **"Say it before you write it":** Oral rehearsal is compulsory across all Key Stages. If a child cannot articulate a sentence, they cannot write it.
- **Mastery over Length:** Quality is prioritised over quantity. Pupils must demonstrate secure sentence-level mastery before moving to extended text or narrative writing.
- **Explicit Separation of Skills:** Phonics, handwriting and original composition are taught separately to reduce cognitive load and promote transcription fluency.

1. Oracy: The Foundation of Writing

To bridge the gap between spoken thought and written text—and to close the "talk gap"—oracy strategies are embedded into every stage of writing.

- **Oral Rehearsal:** Children say sentences aloud multiple times prior to writing, freeing cognitive bandwidth for letter formation and phonics.
- **Story Mapping & Visual Prompts:**
 - Oral discussion of narrative arcs and non-fiction structures.
 - Translating talk into visual story maps and written captions.
- **Sustained Shared Thinking:** High-quality back-and-forth interactions where adults model complex sentence structures and introduce Tier 2 vocabulary (e.g., *soar*, *enormous*, *furious*) for children to repeat and adopt.
- **Dictation:** Used as a vital bridging tool. Children compose orally while adults transcribe, or children transcribe teacher-dictated sentences to build automaticity without compositional load.

2. Transcription: Handwriting & Spelling

The primary goal of transcription is complete automaticity, freeing working memory for creative and critical thought.

Handwriting

(See Handwriting and Presentation Policy for full details)

- Focuses on physical readiness (posture, pencil grip, fine motor strength) prior to formal joining, moving from unjoined print to fluent joins once letter formations are secure.

Spelling

Spelling is explicitly and systematically taught across all key stages:

- **EYFS and Key Stage 1:** Rooted in daily synthetic phonics using **Read Write Inc. (RWI)**. Focus is placed on secure Grapheme-Phoneme Correspondences (GPCs), blending, segmenting, and Common Exception Words (Red Words).
- **Key Stage 2:** Taught discretely using **SuperHero Spellings**, building on phonics with focus on three main pillars:
 1. Learning National Curriculum word lists and common English patterns.
 2. Teaching morphology (root words, prefixes, suffixes) and etymology.
 3. Developing independent strategies to tackle and self-correct unfamiliar words.
- **Dictation Integration:** Regular dictation via RWI and SuperHero Spellings reinforces spelling and punctuation without the cognitive load of original composition.

Scheme Overview

Key Stage / Year	Primary Scheme / Focus	Key Milestones & Interventions
EYFS and Year 1	Read Write Inc. (RWI)	Focus on phonics, blending, segmenting and letter formation. Red Words (Common Exception Words) reinforced via RWI, Colourful Semantics and home reading bookmarks.
Year 2	RWI / Spelling Transition	Secure RWI Blue/Grey band entry by Y1 end. Complete RWI Phonics and transition to the RWI Spelling program / National Curriculum Y2 expectations
Years 3–6	SuperHero Spellings	3 weekly sessions delivering age-related National Curriculum morphology, etymology, and statutory word lists.

Statutory Spelling Objectives (Y1–Y6)

Pupils are explicitly taught to:

1. Apply phonic knowledge and learn alternative spellings for known phonemes.
2. Master Common Exception Words and contracted forms.
3. Apply singular and plural possessive apostrophes.
4. Distinguish between homophones and near-homophones.
5. Add suffixes (e.g., *-ment*, *-ness*, *-ful*, *-less*, *-ly*).
6. Write teacher-dictated sentences accurately from memory.

Pupil Spelling Strategies

- Look, Say, Cover, Write, Check
- Trace, Copy, Replicate
- Phoneme-Grapheme Segmenting
- Visual Framing: Drawing around word shapes or incorporating imagery into letter patterns
- Acoustic Chunking: Clapping and counting syllables
- Reference Tools: Dictionary and thesaurus use

3. Composition

The Organisation of Writing within School:

Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage profile sets out the early writing skills and knowledge as part of Literacy, with an aim of all children meeting the relevant Early Learning Goals by the end of the year, in preparation for the National Curriculum.

By the end of the Foundation Stage children should: -

- *Write recognisable letters, most of which are correctly formed.*
- *Spell words by identifying sounds in them and representing the sounds with letter(s).*
- *Write simple phrases and sentences that can be read by others.*

Colourful Semantics

Pre-planned based on a story being read in class or a topic being taught in class

Day 1 oral rehearsal and model writing the sentence on the board

Day 2 oral rehearsal and model

Day 3 oral rehearsal and model, write (Included - modelling pencil grip, letter formation)

Year 1, 2, 3, 4, 5, 6

From Year 1 onwards through the school curriculum planning is based on the Lancashire Planning Framework.

The Lancashire Teaching Sequence (Three Core Phases)

Grammar in Context

Grammar is taught in context through the **Lancashire Planning Framework (i-Model / LAPs)** rather than through isolated drills:

- Daily 10-minute targeted grammar inputs using the iModel during the Reading, Gathering Content and Shared Writing Phases.

Phase 1: Reading Responding and Analysing (Immersion)

- **Creating Interest:** Units begin with a text-based stimulus, high-quality hook or drama activity to build engagement and define the purpose/audience.
- **Text Immersion:** Pupils respond to and analyse model texts, identifying genre features and structures.
- **Oracy:** Using Talk For Writing strategies, pupils internalise structures using visual story maps and learn the rhythm of target language.
- **Integrated Grammar and Short Writing:** Key punctuation and vocabulary are taught in context. Pupils complete short writing tasks (e.g. character profiles, diary entries) to apply what has been taught before final composition.

Phase 2: Gathering Content and Planning (Innovation)

- **Purpose and Audience:** A purpose for the final piece is shared with the children.
- **Generating Ideas:** Talk-partner discussions, drama, role-play and oral rehearsal.
- **Adapting Models:** Using short write opportunities, practice modifications to the model text (e.g. changing characters, settings or viewpoints) while practicing grammar skills taught.
- **Structured Mapping:** Gathering ambitious vocabulary and organising ideas into structured planning frameworks.

Phase 3: Writing, Editing and Presentation (Invention)

Pupils construct an original composition using accumulated language patterns and structures.

- **Modelled and Shared Composition:** Teachers demonstrate drafting using explicit Think-Aloud strategies and live writing.
- **Gradual Release:** Scaffolding transitions from heavy teacher support to independent execution.
- **Review and Edit:** Work is evaluated and refined against Lancashire Learning and Progression Steps (LAPS), focusing on transcription proofreading and publishing.

Shared and Independent Writing Non-Negotiables

Live Shared Writing (Teacher-Led)

1. **Focus Objectives:** Each section/paragraph has a clear Learning Objective/ Intent tied to a grammar constraint.

2. **Substantive Adaptations:** Pupils adapt more than basic nouns—altering settings, description, and structural choices.
3. **Co-Created Success Criteria:** Formulated with the class to guide focus and self-monitoring.
4. **Interim Feedback:** Teachers mark and review pupil work after each paragraph/session to address whole-class misconceptions immediately.

Independent Writing (Pupil Application)

1. **Purpose and Audience:** Tasks have a clear real-world or narrative context.
2. **Structural Autonomy:** Pupils adapt core elements (setting, narrative trajectory, grammar choices) independently.
3. **Student-Generated Criteria:** Pupils refer to agreed Success Criteria / Steps to Success.
4. **Progress Monitoring:** Work is regularly checked during drafting to track progress and inform targeted support.

Editing, Proofreading and Assessment Codes

Editing is taught explicitly as a routine step throughout the unit.

- **Timing:** Done at the start of writing sessions and prior to final teacher review.
- **Focus:** Moves beyond error-fixing to refining clarity, cohesion and stylistic impact.
- **Peer Editing:** Utilises Partner A / Partner B talk structures at key paragraph breaks.
- **Self-Assessment (Year 2+):** Pupils highlight evidence of success criteria in drafts using shorthand codes:

Steps to Success	
Code	Focus
c	Commas
cj	Conjunctions
np	Noun phrases
av	Adverb / Adverbial
pr	Preposition
cx	Complex sentence
sp	Speech / Punctuation
fa	Fronted adverbial

rc	Relative clause
md	Modal verb
br	Brackets
d	Dashes
sc	Semi-colon
e	Ellipsis

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.
- While composition is prioritised, basic transcription accuracy (spelling and handwriting) remains a required baseline for Expected/Greater Depth standards at Key Stage 2 moderation.
- 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 Insight Assessment.
- Summative: NFER Grammar tests, KS1 Optional SATs and KS2 SATs.

Expectations and Environment

- Working Walls: Interactive displays that track the writing process from "Reading and Responding" to "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 praise, certificates in assemblies and publishing work into class books.
- Early Intervention: Identification of struggling writers will begin in Reception.

Intervention

Intervention will target specific gaps including:

- motor skills (gross and fine) interventions
- extra RWI sessions

- Precision Teaching to target reading and spellings
- Colourful Semantics / sentence-builder intervention

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.

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