



St. Gregory's Catholic Primary



English Policy

Revised May 2025





Curriculum Policy for the teaching and learning of English 2024-2025

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking, reading and writing across a range of different situations and across the curriculum.

Aims

- To build on our children's experiences of language learning, recognising their individuality, taking into account their personal experience and acknowledging differences in their backgrounds.
- To acknowledge the essential role parents have in the development of their children's language learning and to encourage them to take an active role in this learning.
- To provide a language rich environment that promotes a culture of reading and writing.
- To develop a love of books and high-quality literature that will not only support learning across the curriculum, but also extend beyond the classroom environment and enrich our children's lives.
- To teach children the craft of writing, in order to develop the confidence and skills to write well for a range of purposes and audiences.
- Make appropriate assessments and keep meaningful records to ensure progression and continuity.

Speaking and listening

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Aims

- To listen, evaluate and respect the opinion of others
- To speak expressively and confidently in front of others
- To use drama and role play to explore a range of issues and further understanding of texts

Teaching and Learning

- Use of talk partners
- Class discussions and debates
- Drama and role play
- School plays and assemblies



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- School Council
- PSHE and circle time
- Retelling stories
- Performing poems
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate

Reading

We believe the ability to read is fundamental to children's development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to be skilled in word recognition and comprehension, with teaching focusing on developing both areas.

Aims

- To create a reading culture that promotes a life-long love and enjoyment of books.
- To read with confidence, fluency and understanding.
- To use a full range of reading cues (phonic, graphic, syntactic and contextual) to monitor their reading, correct their mistakes and support their comprehension.
- To help children become critical readers to give them greater understanding of the wider world.

Teaching and Learning

- In EYFS and Key Stage One discrete phonics lessons are taught in a systematic way on a daily basis through Floppy's Phonics. The skills learnt in these sessions are explicitly modelled and applied across the curriculum.
- In KS1, reading books are matched to the children's phonic level. Reading lessons contain a mixture of purposeful reading activities including: small group reading with a teacher, 1:1 reading with a teaching assistant, follow-up comprehension activities, group reading comprehension and phonic activities.
- Children read at school and at home, and a reading diary is used to communicate progress.
- Children in KS2 take part Reading Plus intervention sessions up to 3x per week. This is a bespoke reading programme, which matches material and guided reading windows to each child's ability.
- English comprehension and reading skills are delivered through VIPERS teaching and using core class texts. The teacher models strategies and language is explicitly taught.
- Class texts are mapped out to ensure progression and a range of genres and literary heritage. Our long term plan also includes poetry each term.
- Children are encouraged to read at home with an adult at least three times a week. They take home a scheme reader matched to their phonic ability and a non-decodable book. Parents are



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expected to complete the reading record to document their home reading. Once children are competent readers, they take home books of their choice from the school or class library.

- We aim for all children to visit Cleadon Park library to choose books, partake in activities and listen to stories.
- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time, listening to an adult read and the various methods outlined above.

Additional support

Children who require additional support with phonics are identified by class teachers. In addition to quality first teaching in class, they receive targeted support through Lexia Core 5 and small group sessions with TAs.

Writing

The Curriculum 2014 divides writing skills into two dimensions: Transcription (spelling and handwriting) and composition (articulating ideas in speech and writing). We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Aims

- To understand the importance of audience and purpose.
- To develop strategies to communicate effectively through the written word.
- To recognise that drafting and redrafting is an essential part of the writing process.
- To develop powers of imagination and inventiveness through writing.

Teaching and Learning

We believe that children need to be exposed to a wide range of high quality texts in order to promote their writing skills. Therefore in our long term plan, we map out key texts for each year group for each half term. Teachers are also encouraged to use model texts to exemplify the key elements being taught. Teachers should give children regular opportunities to discuss what makes a good piece of writing so that children may apply this in their own work.

Teachers explicitly model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Key vocabulary/skills are displayed in the learning environment for children to refer back to and children are encouraged to use Magpie Books to collect new and exciting words and phrases to refer to when writing independently.



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Writing is taught in a sequential manner. Children analyse the texts, are taught the text features, they practise using the features and then use them independently in their final independent writing.

Guided writing to imitate and innovate a model text is used to target specific needs of both groups and individuals.

Children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. These text types are mapped out in our long term plans for each year group to ensure that there is a breadth of coverage .

Children are given regular opportunities to edit and redraft their work based on feedback given from adults and through self or peer assessment. We recognise that children write best when it is made meaningful to them. Therefore they should be given regular opportunities for: talk for writing; to explore the writing task through drama and role play; to write from experience etc.

Additional support

We expect children to have their needs primarily met through quality first teaching in class. Additional support may be given to children in writing through a wide range of resources such as word banks, writing frames, audio recording etc. Based upon teacher assessment, children will receive responsive intervention the same or next day from the teacher to address any misconceptions or discuss errors.

Grammar and Punctuation

Grammar and punctuation knowledge enables writers and speakers to control and use language to meet the needs of purpose and audience and control sentence structure for impact. When these skills become automatic, pupils are able to utilise language to be able to speak, read and write clearly and with confidence and credibility. We teach grammar and punctuation as an integral part of writing lessons wherever possible. Where appropriate, we correct grammatical errors both orally and in written work. We have a systematic approach where we revisit key learning and build upon it in all areas. We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice. Grammar and punctuation are mapped out for each year group within the English long term plans and should be contextualised to the current text. It is the expectation that GPS teaching feeds in to the final piece of writing.

Phonics and Spelling

We recognise good phonics and spelling are necessary for effective written communication. High quality phonics teaching secures the crucial skills of word recognition that, once mastered, enable children to read and write fluently and automatically, freeing them to concentrate on the meaning and composition of the text. Spelling with ease increases the speed, quantity and quality of children's writing.



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Floppy's Phonics is the systematic synthetic programme used in EYFS and KS1 to teach phonics on a daily basis. This involves vocabulary development, reading, writing and speaking and listening. Common exception words and high frequency words from the statutory KS1 word list are mapped out and taught as often as possible within the broader curriculum. Spelling patterns/rules and the KS2 statutory word list are mapped out for KS2 using planning from our scheme, Spelling Shed. Spellings are tested weekly in KS2. Spelling patterns and rules are taught over a number of weeks to ensure they are embedded. Key topic or subject vocabulary is displayed to support spelling.

Handwriting

We aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practised in handwriting lessons will be used in all writing activities.

Teaching and Learning

- Handwriting is mapped out by formation style (we use Debbie Hepplewhite Handwriting Programme of Study which follows on from Floppy) week by week to ensure progression.
- Handwriting is taught in discrete sessions. In EYFS and Year 1, handwriting is part of phonics and the children receive specific fine and gross motor activities matched to their need.

Assessment

Staff assess children's learning during and as part of every session, and they adapt their practice accordingly. Writing is assessed using criteria set out by BCCET and each year group is moderated termly. Formative teacher assessments are tracked termly and form the basis of termly pupil progress meetings. Reading is also assessed using BCCET assessment documents. Reading Plus provides KS2 teaching staff with additional assessment evidence upon which to base their formative judgements. In EYFS and KS1, phonics is assessed and tracked using the assessment material from Floppy's Phonics SSP programme and past Phonics Screening Checks. Staff attend moderating sessions within our Trust. End of Key Stage Assessments are analysed by the Co-ordinator and Head teacher and feed into the school SEF, development plan and performance management.