

Member of staff responsible: Mrs. Claire Galley

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ENGLISH AND LITERACY POLICY

1. MISSION STATEMENT

We aim to provide a Christian setting in which all our children can grow in an atmosphere of love and understanding.

We strive to:

- ✓ *Promote a feeling of being a part of God's family.*
- ✓ *Develop relationships between staff and children so that all are valued and given respect.*
- ✓ *Provide good Christian role models for the children.*
- ✓ *Develop and strengthen our links with the parish and its community.*
- ✓ *Encourage children to care for each other, their families, the community, the environment and God's living world.*
- ✓ *Through daily worship, praise, the teaching of RE and links with the church provide a firm grounding in the Christian faith whilst respecting the integrity of other traditions.*
- ✓ *Strengthening in each of our children, the Christian virtues of love, integrity, tolerance, compassion and kindness.*

2. AIMS

Statement of Intent

To enable all pupils to read, comprehend and engage with texts for information and enjoyment.

To empower all children through the acquisition of writing skills, to express thoughts, ideas, facts and opinions

To embolden all children to have confidence and fortitude through the ability to communicate effectively and listen intently.

We aim to develop pupils' abilities within an integrated program of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At St. Cuthbert's Primary School, we strive for children to be a 'Primary Literate Pupil'.

We aim for a child to be able to:

- ✓ *read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct.*
- ✓ *have an interest in books and read for pleasure*
- ✓ *have an interest in words, their meaning, developing a growing vocabulary in spoken and written forms.*

- ✓ understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation.
- ✓ develop their powers of imagination and inventiveness.

3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2021)

THE GOVERNORING BODY

Regular reports are made to the governors on the progress of English provision and to our Curriculum Governor, Mrs. Naomi Murphy.

This policy will be reviewed every three years or in the light of changes.

4. SUBJECT ORGANISATION

The English Curriculum is delivered using the National Curriculum Framework 2014. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

Planning in the long term follows the Lancashire Grid for Learning recommendations. Medium term planning takes the form of the unit overviews. Short term / daily plans are devised by the teachers to cover the relevant objectives over the half term.

5. APPROACHES TO SPEAKING AND LISTENING

Speaking and Listening have strong foundations here. The actions of speaking, listening, group discussion and interaction, and drama permeate the whole curriculum. Teachers are professional role models and set exceptionally high standards for the pupils. Children in EYFS are encouraged to share things with their class regularly and are asked to present a "talk" to their class at Key Stage 1. They regularly listen to stories and are encouraged to discuss and interact daily. Poems are regularly learnt and performed for a variety of audiences, such as assemblies or church.

At Key Stage 2 the pupils are asked to discuss and debate topics in a more formal manner. Interaction, group discussion and drama are used regularly as they form the basis of our writing approach "Talk for Writing".

Pupils develop their speaking, listening and drama skills through the regular church services such as Mothering Sunday and Harvest Festival, class assemblies, Christmas performances, Strawberry Teas Show and the Year 6 Leavers' Service. We occasionally have visiting theatre groups, who perform plays for the pupils.

6. APPROACHES TO READING

Reading enjoys a high profile throughout the school, with the emphasis on access to high quality texts. The school is a text-rich environment, with a good central library and small class collections. Classrooms are full of modern, engaging texts that link with the other areas of the curriculum being studied such as History or Geography.

Phonics

See separate Phonics Policy

In the Foundation Stage and Key stage 1 there are daily phonic lessons. The scheme we follow is Twinkl phonics. Children have an individual phonics tracker which is used to ensure progression toward the phonics assessment at the end of Year 2.

Reception - Children are given individual reading books that match the phonics phase they are working on. They are heard reading on a one-to-one basis every week. Guided reading sessions take place from Reception, with the teacher using similar ability groups and mixed ability groups. Children have reading modelled daily, using a shared text or e-book. Topic work is regularly based on a chosen text.

KS1 - Pupils are given 2 individual levelled reading books: one that matches the current phonics phase and one challenge book. Pupils are heard reading on a one-to-one basis every week. Progress through Key Stage 1 is recorded in Reading Records which show progression through the levelled reading scheme. Each level is secured before pupils are allowed to move on to the next band (using a 95% accuracy marker).

Guided reading is a strong feature of Key Stage 1, with an emphasis on fluency and early comprehension of the texts.

Children have reading modelled daily from a shared text or e-book, either as part of the English lesson or stand-alone. From Year 1 onwards, children share a class novel with the teacher. Boxes of selected books are available for independent reading time.

KS2 - At Key stage 2, pupils have 2 individual reading books: one levelled reading book and one choice book from the library or home. This allows the children to read what interests them as well as progress through more challenging books. A judgement is made by the teacher towards the end of year 5, regarding when a child is ready to leave the levelled reading scheme and move on to "Free readers". This is based on fluency, comprehension, stamina and the outcomes of assessments. "Free readers" are a set of carefully selected novels that the children choose their reading book from. It is a step towards independent choosing of reading books for pleasure.

Guided reading occurs weekly, with pupils grouped according to reading level. These guided sessions are led by either teachers or trained teaching assistants and focus on fluency and comprehension.

Shared reading is a feature of the daily English lesson.

Each class has a class novel, modelled by the teacher, in progress at all times. In most cases the sets of the novel are large enough for each child to have their own copy.

Independent reading time is given weekly (in most classes daily), when the pupils can choose to read their own books, a topic book or one of the publications we subscribe to: First News and The Week Junior. Key stage 2 classes have 15 mins daily fluency work.

All pupils have a reading diary which forms a link between home and school. Both parents and staff record in this.

Reading is assessed and progress tracked every half term - Reading ages are used at half terms and NFER assessments are used at the end of terms. The data is accumulated onto trackers. This allows pupils who are not making expected progress to be identified quickly and plans and interventions can then be tailored.

This assessment data is relayed to parents so that they are regularly updated on their child's progress in reading.

Enhancing Reading

We actively seek ways of promoting reading, for example:

- We celebrate Children's Book Week every year. The whole school focuses on a text, author or Genre and produce age-appropriate work throughout the week.
- We hold an annual Scholastic Book Fair
- We have y6 reading ambassadors who perform a variety of roles, including reading buddies and taking books out at playtimes
- We hold an annual Book Swap
- We promote reading through events such as Readathon and Extreme Reading!
- A Reading Reflection Box - Each class has a beautiful box containing a book, reflection book, coloured pencils, hot chocolate and a biscuit. Each week, a child will take the box home to enjoy the book and they are asked to complete a page in the reflection book. They share this with the class on their return.
- The Reading Den - Children have the opportunity to read a book of their choice in the Hall on Wednesday break time. We have bean bags, covers and a lovely selection of books.

7. APPROACHES TO WRITING

Our writing curriculum is designed to provide a broad and balanced education that meets the needs of all children. We follow the award-winning Ready Steady Write from Literacy Counts to develop confident, independent and successful writers with high aspirations. Our writing curriculum is research-informed and impact-proven, carefully designed to support all children to master the foundational skills and write for a clear audience and purpose. Through the use of high-quality, vocabulary-rich texts, we provide exciting and meaningful reasons to write. Children are immersed in literature and taught to craft their writing with precision, using a range of pedagogical approaches, including sentence accuracy, modelled writing and shared writing, as well as regular opportunities for editing. We value spoken language as a foundation for writing. Through structured talk, drama and vocabulary exploration, children learn how to organise and express their ideas clearly before writing them down. Our aim is for every child - regardless of need - to write fluently and take pride in their work. We want our pupils to leave primary school as enthusiastic writers, ready for the next stage of their education.

At the end of each half term, children write an independent piece. They then edit and refine their work, presenting it in their portfolios. These portfolio books progress

through the school with the pupil. In total, it contains 6 completely independent pieces each year. Each piece is assessed using the Lancashire KLIPs document and targets are set and communicated to the pupil. This is then used in conjunction with other written work to assess progress. It is tracked throughout the school. Plans and interventions are tailored from this information.

Spelling

In the Foundation Stage and Key Stage 1, daily phonics sessions occur, using Twinkl. Spellings at Key stage 1 take the form of the Common Exception and High frequency words. As children enter Phase 6, weekly spellings follow prefixes, suffixes and rules. In Key Stage 2 Twinkl's spelling scheme is used to ensure continuity. Each week has a focus such as a rule, letter string or prefix/suffix. It is explored together then the pupils practice words for that week's focus. Dictation is used to practice and assess. Spelling is assessed as a strand in the writing assessments half termly, from Year 2. Every term we carry out the NFER Grammar and punctuation test and this has its own spelling test. This is tracked throughout the school. Interventions are put in place if necessary.

Grammar, Vocabulary and Punctuation

This is taught both explicitly and as part of the current unit of work. It is evident on teachers' plans.

From Year 2 through to Year 6, the CGP workbooks are used, as a basis, to ensure coverage. The grammar and punctuation that is a feature of a certain text type is also taught and developed alongside the unit.

In each classroom, displays are visible for children to use or refer to when they are working. Progress is assessed termly using NFER tests.

Enhancing Writing

Opportunities are sought to promote writing, for example:

- Every October, we celebrate Children's Book Week – the whole school reads and writes based on a theme.
- Occasionally the school holds competitions to raise the profile of writing throughout the school.
- Lots of quality writing is on display around the school, based on trips and holidays.

Handwriting

Letter formation begins in Reception with a pre-cursive style. When a child is competent at letter formation, usually in year 1, a continuous cursive style is developed. This is then practiced regularly throughout every year group. Handwriting is assessed as part of the writing assessment half termly. Interventions or tools are put in place if necessary.

8. CROSS-CURRICULAR ENGLISH OPPORTUNITIES

As English is integral to learning in all areas of the curriculum, teachers will seek to take advantage of opportunities, making cross-curricular links when appropriate. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

9. THE USE OF IT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate. We use a wide variety of IT in English such as our green screen, Word for publication, Scratch for animated stories, e-books, Publisher for newspapers, etc.

10. ASSESSMENT

In Reception, the children are assessed against the Early Learning Goals.

Throughout Key Stage 1, children are assessed every half term in reading, writing and GPS. The results give teachers a wealth of information to check progress. The children are set individual targets, usually recorded in their writing portfolios or English books, based on their assessments.

In Key Stage 2, assessment happens every half term in Reading, Writing and GPS. Progress is tracked on grids and is used to identify children who may need extra support or intervention programs.

Statutory assessment procedures (SATs) are followed for years 2 and 6. The phonics screening check is carried out at the end of Year 1. All results are reported to parents.

11. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning opportunities provided, such as Aim High events.

INTERVENTION PROGRAMMES

Pupils requiring intervention programs are identified through the use of our assessment and tracking systems. The interventions we currently use are Fast Track Phonics, Fresh Start, Fast Forward Grammar, Fast forward Spelling, Lancashire Reading partners, Nessy, Toe by Toe and Stareway to Spelling.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. Books / texts are chosen with care to ensure a fair representation of society.

12. ROLE OF SUBJECT LEADER:

The Subject Leader (Mrs Claire Galley) is responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating English :-

Pupil progress

Provision of English (including Intervention and Support programs)
The quality of the Learning Environment;
The deployment and provision of support staff
Taking the lead in policy development
Auditing and supporting colleagues in their CPD
Purchasing and organising resources
Keeping up to date with recent developments
Reporting to the appropriate governor (Mrs Naomi Murphy)

13. PARENTAL INVOLVEMENT

Parents are encouraged to take an active role in helping their child acquire Literacy. They are asked to read with their child frequently, discussing the text and recording this in their records. They are supported in this by receiving guidance sheets and a bookmark at the beginning of the school year. Parents can also help with their child's homework.

Parents' Workshops are held on phonics at the beginning of the academic year.

Parents may also be asked to support the school during any events such as National Book Week or National Poetry Day.

Reporting to parents

Parents are kept updated on their child's performance by receiving their half-termly assessments. They will be able to check progress and see the expectations for the year group.

Two parents' evenings are held: one during the Autumn term and one at the end of Spring term. A final, end of year report is sent out in July informing parents of their child's attainment for that year. Targets are given for the coming year. Parents are also informed of any interventions their child has accessed.

14. CONCLUSION:

This policy also needs to be in line with other school policies.