



ENGLISH POLICY

OVERVIEW

Our English curriculum is designed to foster a love of language, literature, and creativity while building key skills in reading, writing, and speaking. By providing high-quality, structured, and engaging learning experiences, we aim to inspire children to become confident, capable communicators in all aspects of their lives. This policy sets out our whole-school approach to the teaching of English.

INTENT

1. Our vision is to become an outstanding Reading School for all pupils at St James'.
2. In our Hattersley context, where many families experience socio-economic disadvantage and limited cultural capital, reading is a key driver for equity, opportunity, and lifelong success. We are committed to building a reading culture that is inclusive, ambitious, and rigorously focused on ensuring all pupils become confident, fluent, and motivated readers.
3. Close the attainment gap caused by socio-economic disadvantage.
4. Develop fluency, comprehension, and a lifelong love of reading in all pupils.
5. Use high-quality texts to build vocabulary and background knowledge.
6. Celebrate diversity through inclusive book choices and cultural representation.
7. Ensure all children, including EAL, SEND, and reluctant readers, are fully supported and challenged.
8. At St. James, we believe that every child can become a successful writer. Our primary goal is to ensure that children develop fluency, legibility, and a love of writing. Writing is seen as a powerful tool for communication and self-expression, and we encourage children to develop confidence in their ability to write for different purposes and audiences.
9. To teach pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
10. To provide children with a range of reading materials and writing styles to help them understand the purpose of writing and develop the skills to express themselves clearly and creatively.
11. To ensure that pupils are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

IMPLEMENTATION

EYFS and KS1 – Phonics (Read Write Inc)

We follow the Read Write Inc (RWI) phonics programme with fidelity to ensure systematic and consistent phonics teaching. Daily RWI sessions are delivered by trained staff. Pupils are grouped by phonic stage and assessed every six weeks. Intervention is rapid and targeted. EAL and SEND pupils receive tailored support with appropriate scaffolds and visuals.

KS2 – Fluency, Vocabulary, and Comprehension (Christopher Such Theory)

We follow Christopher Such's research-based approach to reading, which emphasises:

- Building background knowledge before and during reading.
- Systematic vocabulary teaching in all reading sessions.

- Repeated reading and guided oral practice to build fluency.
- Use of knowledge-rich texts that challenge and inspire pupils.

Teachers model reading strategies explicitly, using whole-class reading to explore texts deeply and promote discussion.

Comprehension (Schofield and Sims)

In KS2, we supplement our reading provision with Schofield and Sims Comprehension. This structured scheme supports pupils in developing retrieval, inference, summarising, and vocabulary skills. It allows pupils to access questions in a consistent, accessible format while enabling progression and challenge. Teachers adapt activities to support EAL and SEND learners.

Reading for Pleasure

All pupils have access to a wide range of books through well-stocked class libraries and our school library. Teachers read aloud daily. We promote reading for pleasure through:

- DEAR (Drop Everything and Read) time
- Reading ambassadors
- Author visits and book fairs
- Home reading challenges

We ensure our texts reflect diverse cultures, languages, and family experiences to foster inclusion and representation.

WRITING

Children follow the **Pathways to Write** scheme, which is designed to foster mastery in writing through structured, high-quality lessons. The scheme focuses on:

- **Vocabulary development:** Expanding word knowledge to enhance writing.
- **Reading and writing integration:** Encouraging children to read a variety of texts and use them as models for their own writing.
- **Mastery approach:** Ensuring that children are able to master the key skills of writing before moving on to more complex tasks.

This approach is implemented from **EYFS through to Year 6** with units that provide detailed lesson plans, clear learning objectives, and resources linked to high-quality texts. The writing units are designed to engage and challenge all students, including those working at greater depth, by incorporating effective teaching strategies and fostering creativity.

SPEAKING AND LISTENING

Teachers will develop pupils' spoken language across the whole curriculum – cognitively, socially and linguistically.

1. Spoken language will underpin the development of reading and writing.
2. The quality and variety of language that pupils hear and speak will be used for developing their vocabulary and grammar and their understanding for reading and writing.
3. Teachers will ensure the continual development of pupils' confidence and competence in spoken language and listening skills.
4. We regularly use role play and drama activities to develop children's understanding of texts and promote empathy.

Inclusion and Equality

Reading provision is adapted to ensure inclusion of all pupils:

- EAL learners receive visual supports, bilingual texts, and vocabulary scaffolds.
- SEND pupils follow personalised reading plans and access multisensory strategies.
- Reluctant readers are supported through mentoring, high-interest low-level texts, and 1:1 reading.

We ensure no child is left behind by tracking reading engagement and progress closely.

Impact

We measure impact through:

- Progress in phonics, fluency, and comprehension assessments.

- Use termly PIRA and Gaps tests from Reception to Year 6 to monitor progress and inform future planning.
- Half termly writing assessments using Pathways to Write exemplar materials.
- Writing moderation across the school as well as opportunities to moderate with local schools.
- Monitoring of reading records and home reading engagement.
- Pupil voice surveys and reading attitudes.
- Speech and Language assessments
- Book looks, learning walks, and data analysis.

Our ultimate goal is for all pupils, regardless of background, to leave primary school as fluent, knowledgeable, and enthusiastic readers and writers ready for the secondary curriculum and beyond.

Monitoring and Review

This policy is reviewed annually by the Literacy Leaders and SLT. Governors receive updates on the impact of reading and writing strategies. CPD is ongoing to ensure staff are confident and effective in delivering our whole-school vision.

Revised and adopted by the Governing Body on 2nd July 2025
Review date: July 2026