

**St Luke’s C.E. Primary School**

**English Policy**

**Langport Avenue**

**Longsight**

**Manchester**

**M12 4NG**

**St. Luke’s Mission Statement:**

*We believe in providing our pupils with the skills to be resilient, independent and brave. We look to God to help us be loving neighbours, caring stewards and reflective individuals. We do this through a rich, diverse curriculum, which is inclusive, accepting and supportive.*

*‘For with God, nothing shall be impossible’* (Luke 1:37)

**What this looks like in English?**

Our carefully selected texts and topics are inclusive, diverse and support spiritual, moral, social and cultural development. The literature we are exposed to as children plays a huge part inshaping our own view of ourselvesas well as the wider world around us.

Our system of ‘Cold Writes’ and ‘Hot Writes’ within each unit fosters independent writing skills, allows children creative freedom to be brave with their emerging language skills and helps pupils to reflect upon and celebrate their successes.

Collaborative working, where peers support one another to achieve, enables children to build one another up alongside the ongoing active feedback from staff. This encourages the children to reflect upon their own progress.

We support and encourage children to identify and nurture their individual gifts and talents as well as helping them to develop the confidence to share them with others

Our weekly reading certificates celebrate effort and progress from pupils’ own starting points as well as empowering children to believe that by showing resilience and determination, they can achieve.

**Rationale**

English is a vital life skill, central to accessing all aspects of the curriculum, lifelong learning, and personal development. It underpins academic success, social connections, and emotional growth. Mastery of English enables effective communication, critical thinking, and creativity, empowering students to confidently engage with the world. Our programmes of study for both Reading and Writing reflect a commitment to nurturing articulate, imaginative, and independent learners while fostering a love for language and literature.

In addition, at St. Luke’s, many of our children face significant barriers with their understanding of, use of and processing of language (see Communication and Language policy) and therefore, our curriculum takes into account the need to fill gaps, widen vocabulary and provide experiences, starting with our very youngest learners and continuing all the way through to the end of KS2.

**Intent: What are the aims and objectives?**

To ensure that children at St Luke’s will leave us well prepared for the next stage in their education.

To provide a progressional curriculum for both Reading and Writing throughout the school and phase-specific areas (EYFS, KS1, LKS2 and UKS2).

To raise attainment of foundation subjects across the curriculum by equipping children with the literacy skills to deepen their understanding and record their learning.

Reading

Effective teaching of reading will result in our pupils being confident, capable readers who are prepared for future learning.

Our aims are for all children in Reading at St Luke’s are that:

* **Children develop a lifelong love of reading** and are inspired by the power of words across a wide variety of texts including classic and modern fiction, diverse forms of non-fiction, and poetry.
* **Children develop reading skills which** build fluency, accuracy, and expression through regular practice. A thro phonics and word recognition to support decoding and spelling.
* **Children develop secure comprehension** skills such critical thinking and inference, by exploring themes, characters, and context.
* **Children develop a broad vocabulary** through diverse reading materials and activities which help children understand and use new vocabulary in context.
* **Children are supported in their lifelong learning** by gaining the skills necessary to access knowledge across the curriculum and foster independence and confidence.
* All learners, including those with additional needs, can succeed in their reading journey and we celebrate the diversity of texts to reflect students’ experiences and cultures.

Writing

Effective writing is the ability to communicate ideas, information and opinions through the printed word in a wide range of contexts.

Our aims are for all children in Writing at St Luke’s are to:

* Write competently for a range of purposes and audiences.
* Write with confidence, clarity and imagination.
* Understand and apply their knowledge of phonics and spelling.
* Understand and accurately apply the conventions of syntax and punctuation.
* Understand how to write in a range of genres (including fiction, non-fiction and poetry), using the appropriate style, structure and features.
* Plan, draft, revise and edit their own work, and learn how to self- and peer-assess against the success criteria.
* Develop technical vocabulary (meta-language) through which to understand and discuss their writing.
* Develop their imagination, creativity, expressive language and critical awareness through their writing.

We aim to develop, through our teaching of reading and writing, the following attitudes:

* Curiosity and interest
* Pleasure
* Critical appraisal
* Thoughtfulness
* Independence
* Confidence
* Perseverance
* Imagination

**Implementation: How do we meet the needs of all children?**

Reading

Reading is taught through a range of strategies including phonics, shared reading, guided reading, one to one reading, comprehension activities, research, assemblies and performances, independent home reading books, homework, opportunities to read aloud and present in debates and reading across the wider curriculum. In addition, staff ensure that they dedicate regular time everyday for reading aloud to children to promote their cognitive, social, and emotional development.

We use Twinkl Phonics – a DFE accredited SSP scheme – daily in EYFS and KS1 to ensure a systematic and consistent approach to the teaching of early reading skills. Children are grouped according to their emerging level of understanding and are assessed regularly. Children from Nursery to Year 2 also take home a phonics-based home reading book to support and consolidate their learning in school.

In EYFS, pupils work towards the Early Learning Goals (as set out in the EYFS Framework) using a thematic approach to learning. Reading is taught through a combination of play-based learning and structured approaches to build up their literacy skills. Alongside daily phonics, children are immersed in a vocabulary-rich world of stories and texts which they can explore in continuous provision, e.g. in role play areas, as well as during carpet sessions and one to one reading time.

Our KS1/2 Reading curriculum includes our ‘Rainbow Reading’ skills: word reading (phonics, sight words and decoding); text talk (book orientation and genre analysis); fluency; expression and performance; and reading for pleasure.

The content domains, which are aligned with the National Curriculum, are: understanding vocabulary in context; retrieval and identification skills; sequencing and summarising; making inferences using evidence; prediction; explaining how meaning is enhanced by language choices; and making comparisons within texts.

Our Reading curriculum ensures that the ‘Rainbow Reading’ skills will be covered in almost every session and each content domain skill strand should be taught at least once per half term in a rolling programme of coverage.

Writing

Writing is taught across the curriculum as well as in English lessons. In English lessons, Writing is taught as part of a unit of work on a specific genre according to our ‘St Luke’s Writing Journey’, which ensures that the key skills of transcription (including spelling and handwriting), composition, vocabulary, grammar and punctuation are taught in context in order to for children to understand the purpose of these skills as well as giving opportunity to practise and progress. Opportunities for exploration of language and vocabulary development are embedded through speaking and listening, drama, debate and ‘Talk for Writing’ retelling activities. All pupils have regular opportunities for developing their letter formation and handwriting, moving towards continuous cursive by UKS2.

Like in Reading, pupils in the EYFS are supported in their writing development through a curriculum which focuses on building confidence, curiosity, enjoyment, and helping children feel capable as they develop their skills. Children are encouraged in their fine motor skills and mark making, which leads to improving letter formation. Staff regularly model the writing process and support learning through shared writing as well as small group work to foster independence. Due to the engaging thematic EYFS curriculum and varied enrichment activities, our pupils have many opportunities for creative and purposeful writing.

In all KS1 and KS2 classes, our ‘St Luke’s Writing Journey’ begins with a ‘Big Question’ for each genre unit which children will be able to answer by the end of the unit. The learning is then organised into 4 steps, which remain consistent throughout KS1 and KS2:

Step 1: What are my writing targets? Children plan and write a ‘Cold Write’ (an independent attempt at writing a piece of writing from a specific genre) which they are given feedback on so that the children know what their targets for this unit are.

Step 2: What makes an effective…? Over several days, children are immersed in a range of examples of the genre they are studying and identify text features, such as presentational/layout features, grammatical features and language choices/style. This step is usually heavily reading-focussed.

Step 3: What skills must I develop to write an effective …? Over the next several days, pupils will explore the SPaG elements which are typically found in this genre (word, sentence and whole text level – depending on unit). In this step, pupils will have opportunities for short writing practise and creative writing.

Step 4: Is this an effective …? Children plan, draft and write their own text. Sometimes, pupils will be given a particular stimulus and other times, pupils will have wider scope for individuality. They may need to research information, use ‘Talk for Writing’ activities or use drama activities as part of their planning process. They will produce a ‘Hot Write’ as an end of unit price. Both staff and pupils are then able to assess progress and understanding using success criteria.

We use adaptive teaching to meet the needs of all children including our INA and EAL pupils, SEN pupils, disadvantaged pupils, higher attaining pupils and other vulnerable groups. We run a series of interventions designed to help children catch up and, ideally, prevent children from falling behind their peers. Some of our interventions include: additional phonics sessions for KS1 pupils, KS2 phonics sessions for INA/EAL pupils, Toe-by-Toe reading programme, daily reading with dedicated member of staff, and booster sessions (mornings or after school).

**What does SEND look like in English?**

We are committed to ensuring that all pupils are able to access a broad, high-quality curriculum. Pupils are likely to learn at different rates and require different levels and types of support. We seek to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning. We use adaptive teaching where we focus on how teachers can help all learners reach the same goal and learn the same skills and concepts at their own individual level. In order to meet the additional needs of individual SEND pupils at St. Luke’s, we tailor resources, organise classroom environments and buy further resources as and when the need arises.

**How do we promote SMSC and British Values?**

SMSC and British values are consistently promoted through the curriculum, and in English particularly through choice of texts, discussions, topics and themes we are studying. We aim to ensure that children have exposure to genres, themes and styles from other cultures and many of our topics provide opportunities for discussion about PHSCE and SMSC topics, friendships, democracy, treating others with respect and kindness, rules of law, individual liberty and freedom of choice.

**How do we safeguard children?**

We promote safeguarding and wellbeing of all of our children at all times throughout the curriculum. Our children are given opportunities to develop self-confidence and resilience; they are taught to challenge, question and make informed choices, and are given skills to resolve conflicts. Should any pupil make a disclosure, all staff are aware of the safeguarding policy and follow our safeguarding procedure. In English, class teachers and other teaching staff are mindful of individual children’s experiences and will make adaptations and adjustments to our curriculum accordingly, for example, using alternative texts or themes to teach objectives. (Please see Safeguarding Policy for further details.)

**Impact**

We set aspirational targets at St Luke’s, and strive to ensure that all of our children make excellent progress from their own starting points. We expect that at least:

- 65% of children will achieve GLD in Reception Baseline assessments.

- 75% of children leave our EYFS secure at phase 3 phonics.

- 80% of children will meet the required standard in the Year 1 Phonics Screening Check.

- 75% of children should be reading and writing at or above age-related expectations by the end of Key Stage 1.

- 75% of children should be reading and writing at or above age-related expectations by the end of Key Stage 2 (in line with national).

Attendance should be at least at, or above, national, and PA should be eradicated to well below national average.

Pupils leave our school, equipped with essential literacy skills that prepare them for the next stage of education and life beyond school.

**Communication and Language Policy Statement**

Secure communication and language skills are prioritised in our school as they bedrock of all subjects within St. Luke’s. Being competent and confident in these areas lays the foundation for a successful future for our children and it is essential that these skills are nurtured and developed at every stage of their schooling.

Language is fundamental to life and without it, limits experiences, reduces positive and purposeful interactions and creates additional challenge. Having a large bank of vocabulary helps children learn more. Words allow them to make sense of the world around them and therefore opens the doors of opportunity throughout their lives. Going hand in hand with language skills, communication skills are essential. If children cannot communicate effectively, they are limited in all areas of their school life, not only with regard to academic progression, but socially, emotionally and spiritually, too.

This is why we believe that, by fostering and developing the acquisition and understanding of communication and language skills, our children can effectively use words, share their emotions and communicate appropriately through body language, too. In turn, they will thrive and prosper, not only throughout their primary school careers, but- and perhaps more importantly- in their futures beyond.

**What opportunities do we provide for out of school learning?**

Every child, from Nursery to Year 6, takes home reading books to support and accelerate their progress in reading at home. These are changed regularly when a child has demonstrated their competence and fluency with the word reading and comprehension of the text. Parents and carers are encouraged to support and encourage their child with their reading and make comments in their reading journals. Parents and carers are also invited into school for forums and workshops in order for them to learn how best to support their children at home with phonics and reading. We also make regular visits to the local library in order to broaden children’s experiences with different texts as well as incorporating reading as a fundamental part of enrichment visits.

As part of homework tasks, children are provided with a variety of opportunities to develop their writing skills at home, particularly through regular home-school projects. Our projects allow children to write creatively, for a variety of purposes, across a range of genres, about interesting and engaging topics. Parents and carers are encouraged to support their children to complete projects to a high standard, focussing on presentation as well as creativity. In addition, all KS1 and KS2 pupils are set weekly spellings to learn and practise at home as well as grammar and punctuation exercises, and longer writing tasks as part of weekly homework in KS2.

Some more examples of our out-of-the-classroom provision include: the residential trips to Conway (Year 6), Castleton (Year 3, 4 and 5) and the Early Explorers programme (KS1 and EYFS) which all offer invaluable experiences and opportunities to facilitate language through discovery of new vocabulary and inquisitive learning. In addition, EYFS also have a resident story teller to stir the senses and generate a buzz for language for our youngest learners and our youngest children, our ‘Rising Threes’ will take part in half termly trips to external role-play centres to develop and build their communication and language skills, ready for the start of their primary school careers. The aim is that by improving language skills, we will be able raise attainment in Reading and Writing too.

The school subscribes to online learning platforms which the children can access at home with their own log-in. Please contact your child’s teacher for details and login information.

**Assessment**

Assessment informs our teaching in all areas of English and supports our children to develop and progress well. Our school has clear and streamlined monitoring and evaluation schedules which support a shared vision of what pupil progress looks like. Assessment of English takes the form of:

- Statutory assessments:

* Reception Baseline (GLD)
* Phonics Screening Check (Year 1 and Year 2)
* End of KS2 SATs (Year 6)

- Assessment data from NFER tests (Reading and SPaG in Years 1-5)

- Moderation data. Paired year group teachers regularly moderate ‘Hot Write’ pieces of writing using standardised criteria to ensure consistency and accuracy of assessments.

- PPMs (Pupil Progress Meetings) – These termly meetings allow teachers to discuss progress and achievement in Reading and Writing and identify support for children who may need additional intervention or challenge

- SLT monitoring outcomes (pupil voice, work scrutiny, subject deep-dives, learning walks, lesson observation and staff dialogue)

- Half-termly KIP (Key Indicators of Progress) coverage for Reading and Writing, along with and termly summative data are tracked across the whole school.

- Reading Benchmarking – regular checks to ensure suitability of reading book band level

- Assessment for Learning (AfL) is used as a dynamic approach that focuses on improving students' learning through continuous feedback and active involvement. We use it to create a supportive environment where pupils feel confident to explore and learn from mistakes. In English we use:

* **Clear learning objectives linked to our unit ‘Big Question’**: teachers ensure that children know what they are learning and how it fits in to the unit structure, so they understand what they are aiming to achieve.
* **Active feedback**: teachers provide regular in-the-moment feedback on students' work linked to success criteria. Both staff and children can then see immediately how to improve.
* **Peer and self-assessment**: pupils are taught to evaluate their own work and their friends’ work using success criteria. This fosters critical thinking and helps them take ownership of their learning.
* **Questioning techniques**: teachers use a range of questioning techniques to assess understanding and encourage deeper thinking.
* **Marking and written feedback**: teachers may give written feedback where appropriate to enable children see their achievements and to be able to correct and improve further work.
* **Adaptive teaching**: based on assessments, teachers adjust their objectives, activities, methods etc. to best meet the needs of the individual pupils, close gaps and address misconceptions.

See our Assessment policy for further details.

**Attendance and punctuality**

We actively support excellent attendance and punctuality at St Luke’s. We understand that poor attendance and punctuality can impact negatively on learning, causing gaps in learning to form, as well as negatively impacting on social and emotional wellbeing. Our school target is 97% attendance.

**How do we report to parents?**

Parents are kept regularly informed of children’s progress and attainment in reading through the home-school reading journals. Teachers always have an open-door and encourage parents to come in, before or after school, to informally discuss their children’s progress and find ways to support learning. We hold two formal Parents’ Evenings, in October and March, at which parents and carers are given a clear written and verbal indication of how their children are progressing and targets for future development. At the end of each academic year, each pupil receives a written report of their progress and attainment. Additional reports are sent home to parents of pupils at the end of EYFS, Year 1 and Year 6 to explain their performance against national standards.

|  |  |
| --- | --- |
| Title | English Policy |
| Date | March 2025 |
| Last Reviewed |  |