

St Anne Line Catholic Infant School

part of the wider Christus Trust, Multi Academy Trust

English Policy



Love Learn Pray

English Policy Statement

At St Anne Line Catholic Infant School, we consider the teaching of English to be at the heart of the school curriculum.

In our school, where a high proportion of our children speak English as an additional language, the English curriculum is designed to be inclusive, supportive, and language-rich. It focuses on building strong foundations in listening, speaking, reading, and writing, with an emphasis on vocabulary development, phonics, and comprehension. Through tailored English lessons, interventions and a language-friendly environment, we aim to develop children's confidence in using English while celebrating their linguistic diversity. The curriculum fosters communication skills, ensuring all children, regardless of their language background, have the opportunity to succeed and engage meaningfully in their learning and develop a love of language and reading.

Teaching and Learning

At St Anne Line, we provide dedicated sessions throughout each week for English instruction, alongside Reading sessions, beginning in Reception and continuing through Key Stage 1. In Reception, children develop early literacy skills through a language-rich environment, daily phonics, shared reading, storytelling, mark-making, and opportunities for purposeful talk, all aligned with the Early Years Foundation Stage (EYFS) framework.

Teachers plan opportunities for cross-curricular links that integrate English skills across other subjects. Children are taught using the National Curriculum Programmes of Study for their year group from Year 1 onwards, with an emphasis on developing literacy skills consistently and meaningfully across all areas of the curriculum.

St Anne Line follows the National Curriculum 2014, which outlines a structured progression of English units in KS1. This progression is mapped in our Long-Term English Curriculum, which is reviewed annually to ensure it remains relevant and effective. The curriculum focuses on three core areas: Spoken Language, Reading, and Writing, with units organised into key text types—narrative, poetry, and non-fiction.

We strive to create a challenging and stimulating learning environment, where children develop essential skills in Spoken Language, Reading, and Writing. These skills are cultivated across a range of key areas to ensure a well-rounded and comprehensive education. These are detailed as follows:

Spoken language

Our aim is for children to:-

- Speak fluently, confidently and clearly.
- Adapt their talk for different audiences both in formal and informal contexts.
- Follow and give simple and coherent instructions.
- Be aware that spoken and written language is different
- Become aware of structured speech, expression, intonation and sentence construction.
- Respect and listen to other opinions

- Become increasingly aware of when it is appropriate to use Standard English in whatever accent or dialect they speak.
- Use speech to extend and support their thinking.
- Use talk and collaboration in problem solving.
- Ask questions when necessary.
- Be aware of when to speak and when to listen.
- Listen attentively and respond appropriately

We use the following strategies:-

- Speaking and listening is central to all teaching
- Children's home languages are celebrated
- All children's contributions are valued.
- Think, Pair, Share is used across the curriculum
- Children are encouraged to evaluate their learning and to share their ideas.
- High level vocabulary is specifically taught throughout: in English lessons, role play, modelling, phonics and reading sessions and Book Club in KS1
- Circle time games and activities
- Role play corners and puppets in EYFS and Year 1.
- Story sacks and story boxes.
- Drama groups perform and interact with the children in workshops.
- Specialist visitors discuss their work or life – authors, fire-fighters, nurses etc.
- Adult volunteers share books with the children, discussing characters and valuing the children's opinions
- Homework - parents are encouraged to discuss and work with their child.
- Trips encourage talks and open-ended questioning.
- Assemblies where children are encouraged to take part and participate in child-led liturgies.

Writing

Our aim is for children to:-

- Enjoy writing
- Develop a fluent and legible handwriting style
- Write for a range of purposes and have an awareness of the audience and reader
- Develop a lively and expressive written vocabulary
- Begin to understand and use punctuation
- Spell correctly using their knowledge of phonics and spelling patterns
- Use a dictionary and thesaurus as directed
- Use word processing when appropriate
- Begin to have a knowledge about the structure of language and of the variety of ways in which meaning is made.
- Plan, revise and evaluate their writing
- Form, articulate and communicate ideas, and then organising

We use the following strategies:-

- We use the EYFS Framework, and the National Curriculum for English in KS1 as a basis to plan our learning sessions.
- In KS1, the English Kit 2020 v2 by Jonathan Bond, a local literacy consultant is adopted. This enables us to plan, deliver and assess a broad, balanced and challenging curriculum coherently and effectively by providing purposeful opportunities for reading, comprehension, writing, speaking and listening, as well as grammar and drama.
- A writer's toolkit is used in Reception and KS1 to help children develop the skills needed to write confidently and build on foundational knowledge.
- Additional lessons within each unit are designed to offer targeted vocabulary building support for all learners, using interactive activities like storytelling, role-play, exploration and visual aids.
- Writing in English sessions is planned to link where possible to cross-curricular topics and a book focus.
- Opportunities for writing for different purposes: notes, jottings, plans, prayers, diagrams, letters, explanations
- Children are given the opportunity to write across the curriculum.
- Foundation stage children are encouraged to develop as writers through free play and directed activities. They use a variety of materials to explore mark making.
- Writing tasks have a purpose and an intended audience.
- Where possible teachers mark work with children.
- Writing Talks are planned once children have completed an independent piece of writing to help them edit and improve their writing (aimed at Secure writers who are on the cusp of achieving Greater Depth in Year 2).
- Knowledge organisers are used for each writing unit in KS1.
- Children are encouraged to talk and share their ideas before beginning a writing task.
- Children are encouraged to read, evaluate and self-correct their writing.

Assessment

- Use of effective assessment for learning to ensure planning is based on prior attainment.
- Effective marking and feedback is used to move the children' learning on within lessons. Live marking is used where possible along with Writer Talks for some children.
- Writer's toolkits are used to help children be successful writers and develop their writing skills for the reader.
- Children are assessed regularly against the National Curriculum Programmes of Study for their year group which are updated and assessed termly.
- Recording termly progress and data outcomes on Sonar Tracker.
- Ensuring children have knowledge organisers in their English books and are aware of what they need to do to achieve the outcomes.
- Liaising effectively with Year group partners so that standards are maintained consistently.
- Whole school moderation
- Moderation of books with other schools for standard measures.
- Pupil Progress Meetings with the Head Teacher and Assessment manager.
- The Early Years Foundation Stage Profile is completed in the final term of the year in which children reach the age of five, usually at the end of Reception.

Handwriting

Our aim is for children to:-

- Practise handwriting every day as part of dedicated phonics lessons and during stand-alone handwriting lessons using RWI.
- Practice pre-writing skills involving pattern work and mark making, developing perception and hand & eye coordination.
- Comfortably control a pencil, using the correct pencil grip (perfect pencil grip) and posture (perfect handwriting position).
- Correctly form letters in the right direction and of the relative size, starting and finishing in the correct place.
- Begin to use horizontal and diagonal strokes needed to join letters (Year 2)
- Present their work with neatness in all learning books across the curriculum

We use the following strategies:-

- The Read Write Inc. handwriting programme is taught throughout our school.
- Before letter formation instruction begins, a range of handwriting building strategies are adopted such as: chalkboard activities, overwriting of patterns with dry wipe pens, tracing, drawing between two lines, finger painting, writing in sand, moulding with clay, practicing writing shapes using fingers. Children also use their fingers on the interactive whiteboard to form their letters. These help with writing movement and correct formation of letters and numbers.
- The teacher models the correct writing posture and position 'perfect handwriting position'.
- Finger gym, dough disco, squiggle while you wiggle and fine motor skills interventions are used for those children who need to develop fine motor skills and hand strength.

Assessment

- Teachers formatively assess children and give children feedback to help them develop their handwriting.
- Live marking in lessons gives children the opportunity to make better progress in their handwriting.
- Children are formally assessed termly against the year group outcomes to form an overall judgement for English.

Spelling

Our aim is for children to:-

- become independent and accurate spellers.
- use their phonics knowledge to help them to spell phonically plausible words.
- feel confident enough to 'have a go' at spellings while at the same time supporting them by teaching rules and strategies to use when spelling.

We use the following strategies:-

- Spellings are taught through Read Write Inc. phonics and storybook sessions, stand alone spelling lessons (KS1) and English lessons.
- In KS1, children are given weekly spellings to learn at home.
- Children are encouraged to 'have a go' – therefore making them think about spelling and giving them a chance to demonstrate their phonic skills.
- We use low stakes spelling checks so all children can apply the rules and strategies taught.
- Use phonological awareness.
- Using word banks around the classroom.
- Using dictionaries.
- Learning to write words from memory.
- Dictation of simple sentences in Reception, Year 1 and 2.
- Encourage children to look for patterns in words, recognise letter shapes, identify words when within words.
- Collecting and talking about words containing common letter patterns.
- Encourage children to verbalise their attempts at different words.
- Recognise patterns and letter strings during handwriting sessions.
- Discussions with children regarding written work, redrafting and spelling common words.

Assessment

- Weekly spelling/dictation checks (Year 1 and 2) and end of half-term common exception word list assessment.
- Teachers assess children in lessons and give children feedback to help them develop their spelling.
- Children are formally assessed termly against the year group outcomes to form an overall judgement for English.
- Live marking in lessons to help develop children's spelling.

Reading

Our aim is for children to:-

- Develop the necessary reading skills, strategies and knowledge to equip each child for life as a reader.
- Learn with a structured and systematic approach to reading, learning how to decode words, develop fluency in reading and improve their spelling and writing.
- Be confident, independent readers ensuring children have a solid foundation in English to support overall academic success.
- Foster a love of books and be encouraged to read for interest and enjoyment as well as for information.

We use the following strategies:-

The strategies of the Read Write Inc. programme include:

- Teaching phonics in a systematic, structured, step-by-step approach, starting with simple sounds and building to more complex ones.
- Short, focused sessions that teach sound-letter correspondences and blending to read words.
- Helping children decode (blend) and encode (segment) words to develop reading and writing skills.
- Children read books that are carefully matched to their phonics knowledge, promoting fluency and confidence.
- Providing additional support for children who need extra help to catch up, through one-to-one or

small group sessions.

- Regular revisiting of sounds, words, and concepts to reinforce learning and ensure retention.
- Encouraging children to read with fluency and expression, focusing on comprehension and understanding.
- Using fun, age-appropriate books, games, and activities to maintain engagement and make learning enjoyable.
- In Year 1 and 2, after the children have moved through the Read, Write Inc. programme, they begin the Read Write Inc. Comprehension scheme.
- By encouraging reading at home – keeping a reading record, using Oxford Owl ebooks, and learning via Read Write Inc. virtual classrooms to develop their phonic knowledge.
- Providing opportunities for reading in different contexts e.g. on their own, to the teacher or another adult, with peers and for a variety of audiences.
- Exposing children to a variety of texts which have been carefully chosen, such as: picture books, books with interesting features (pop up, lift the flap, etc), rhymes, jingles, poems, traditional tales, fables, Bible stories, plays, stories & poems from other cultures, reference books – encyclopedias, dictionaries, non-fiction books, recipe books etc., non-book material – photographs, brochures, posters, catalogues, letters, internet, ebooks, dual language books
- Book Club is held each week for 20 minutes in KS1 using a variety of books from Ruth Miskin's recommended Windows and Mirrors book lists. These selections allow every child to see themselves reflected in stories and to gain insight into the lives of others. 'Windows' provide glimpses into diverse experiences, while 'Mirrors' reflect children's own lives. These narratives foster empathy and self-reflection, covering important themes such as family and friendship, exploring emotions, kindness and community, environmental awareness, change and loss, relocation, and the importance of speaking up. We believe these stories will inspire and resonate with all young readers.
- Children are encouraged to read at home with an adult each day.
- Books are changed at least weekly in Reception and KS1. Children are assigned an eBook (which matches their Read Write Inc. book in school), a Book Bag book, and/or a 'Link' book (colour banded book), Share-a-Story Library book, Fact-Finders Library book.
- Children are supported in their reading development through use of games and activities appropriate to their level during English sessions and Virtual classrooms (RWI). These include word and sound games, discussion and investigation of stories, characters, comprehension activities, drama and using modelled texts.

Assessment

- Continuous teacher assessment during Read Write Inc. Phonics and Reading sessions.
- At least half-termly assessments using the Read Write Inc. online assessment and tracking tool helps teachers analyse individual children's reading progress and plan the next steps.
- Reading comprehension (as part of RWI, or during English lessons)
- By carrying out Foundation stage profiling on children in their reception year to identify skills and knowledge acquired so far.
- Pupil Progress Meetings with the Head Teacher and Assessment manager.
- The Early Years Foundation Stage Profile is completed in the final term of the year in which children reach the age of five, usually at the end of Reception.

Early Years Foundation Stage

The children work towards meeting the relevant objectives in the 'Communication and Language' and 'Literacy' section of Development Matters. These areas include 'Listening and Attention', 'Understanding', 'Speaking', 'Reading' and 'Writing'. The children will work towards achieving the Early Learning Goals by the end of the year.

Listening and Attention

Children will be taught to listen attentively in a range of situations. They will listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding

Children will be taught to follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking

Children will be taught to express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Reading and Phonics

Children will be taught to read and understand simple sentences using 'Read Write Inc'. They are taught as a whole class until the teacher has assessed their knowledge and then grouped accordingly into challenge groups (from Autumn Term 2). They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. English lessons progress after the Autumn Term and books are used as a hook to engage and excite children's learning. From the summer term in Nursery, children begin to use RWI to prepare for Reception.

Writing

Children will be taught to use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences or phrases, which can be dictated, and which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Handwriting is taught explicitly after children have been taught all Set 1 sounds. (See handwriting progression)

The Role of the English Subject Leader

The English Subject Leader should monitor the teaching of English regularly, reporting on good practice, attainment and progress in the subject by:

- Work sampling
- Book scrutiny
- Lesson observations
- Learning walks
- child interviews/ feedback
- Planning scrutiny
- Data analysis
- Moderation
- Attend Pupil Progress Meetings and develop strategies to support children with class teachers.
- Regular curriculum reviews.

The Role of the Teacher and Learning Support Assistants

- Model high standards of written and spoken Standard English.
- Continually develop their own skills, knowledge and practises in response to the English National Curriculum, identifying their own needs and notifying the English co-ordinator of any training developments needed.
- Adopt a consistent approach to teaching literacy skills in lessons; transferring these skills to all other subject areas where possible.
- Plan, prepare for and deliver lessons matched to the National Curriculum, which will engage and enable all children to make progress.

Inclusion

All members of staff at St Anne Line Catholic Infant School set high expectations for all children. They will use appropriate assessment to set ambitious targets and plan challenging learning for all groups, including:

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with SEND
- Children with English as an additional language (EAL)
- Teachers will plan lessons so that children with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every child achieving.
- All children receive quality first English teaching on a daily basis and activities are adapted and scaffolded accordingly, with children able to self-select their own challenges where appropriate (in EYFS and Year 1 during provision).
- Children who are identified to require targeted support to enable them to work towards or above age appropriate objectives, intervention programmes will be implemented and monitored for their effectiveness.

Equal Opportunities

Please refer to our Policy for Equal Opportunities and our policy for Race Equality and Cultural Diversity.