

St Anne Line Catholic Infant School

part of the wider Christus Trust, Multi Academy Trust

English Policy



Love Learn Pray

English Policy

Vision and Intent

At St Anne Line Catholic Infant School and Nursery, English is at the heart of our curriculum because language is at the heart of learning. We believe that every child has the right to become a confident communicator, an enthusiastic reader and a purposeful writer.

Our English curriculum is ambitious, language-rich and carefully sequenced from Nursery to Year 2. Through high-quality texts, purposeful talk and meaningful writing opportunities, children develop the vocabulary, knowledge and skills they need to express themselves clearly and engage fully with the world around them.

As a Catholic school, our mission of Love, Learn and Pray underpins all that we do. We nurture children who communicate with kindness, listen respectfully and use language to share their ideas, beliefs and experiences. We foster a love of stories and literature that broadens horizons, celebrates diversity and develops empathy.

As a school with a high proportion of pupils who speak English as an Additional Language, we place vocabulary development, oral language and reading at the centre of our curriculum. We celebrate the linguistic diversity of our community and ensure that all children are supported to achieve highly through explicit teaching, rich discussion and carefully planned learning experiences.

Our English curriculum is built around the golden thread:

Language → Reading → Writing → Independence

Language is the foundation, reading opens the door, writing provides the voice, and independence is the outcome.

Children first develop their communication skills through rich talk and meaningful interactions. They become fluent readers through systematic phonics and exposure to high-quality texts. They then use their reading experiences to become increasingly skilled writers who can communicate confidently, creatively and independently.

By the time children leave St Anne Line, they are:

- Confident speakers who articulate their ideas clearly.
- Enthusiastic readers who read fluently and widely.
- Thoughtful writers who write accurately and creatively for a range of audiences and purposes.
- Independent learners who use language to communicate, question and explore the world around them.

Curriculum Journey

Our English curriculum is carefully sequenced so that knowledge and skills build progressively from Nursery to Year 2.

Nursery

Language-rich foundations

In Nursery, we nurture children's earliest experiences of reading and writing by creating a language-rich environment where books, mark-making, talk and storytelling are valued and celebrated.

Children are immersed in high-quality stories, rhymes, songs and poems which are revisited regularly to develop a love of language and reading. Through play, exploration and meaningful interactions, children develop communication skills, vocabulary and the fine and gross motor skills needed for writing.

Writing opportunities are woven throughout the provision, both indoors and outdoors. Children experiment with a range of tools and materials, make purposeful marks and begin to understand that print and symbols carry meaning.

Highly skilled adults model language, storytelling and mark-making, helping children to become confident communicators and eager early writers.

As a result, children develop positive attitudes towards reading and writing and are well prepared for the literacy experiences and expectations of Reception.

Reception

Building early reading and writing

In Reception, children build on the foundations established in Nursery through a carefully planned curriculum that places communication, reading and writing at its centre.

Daily phonics lessons, delivered through Read Write Inc., teach children to decode words accurately and develop early reading fluency. Children are immersed in high-quality texts and engage in rich discussions, storytelling and role play that broaden their vocabulary and deepen comprehension.

Writing is taught through purposeful and engaging experiences. Children develop letter formation, learn to hear and record sounds and begin to compose sentences orally before writing them down.

The curriculum places a strong emphasis on:

- Oral rehearsal and storytelling
- Vocabulary development
- Mark-making progressing to writing
- Sentence composition
- Writing for real purposes

- Re-reading and improving work

By the end of Reception, children see themselves as readers and writers who can communicate their ideas with growing confidence and independence.

Year 1

Developing fluency and confidence

In Year 1, we build on the strong foundations established in the Early Years by immersing children in language-rich lessons that develop confident, enthusiastic readers and writers.

High-quality texts, purposeful talk, drama and vocabulary exploration sit at the heart of our curriculum, enabling children to rehearse ideas orally before writing. Through our Think, Say, Write, Check approach, children learn to compose sentences, develop fluency and begin to write with increasing independence.

Writing opportunities are carefully planned across the curriculum, using ideas adopted from the Jonathan Bond scheme alongside our own bespoke curriculum. Children apply their phonics knowledge, experiment with vocabulary and communicate for a range of purposes.

Teachers model the writing process explicitly, demonstrating how to:

- Select vocabulary carefully
- Construct sentences
- Use punctuation accurately
- Re-read and edit work
- Develop ideas into longer pieces of writing

As a result, children develop stamina, accuracy and confidence and are well prepared for the increasing demands of Year 2.

Year 2

Developing independence and authorial voice

In Year 2, we build on the confidence and fluency developed in Year 1 by continuing to immerse children in language-rich lessons that inspire them to write with purpose, creativity and precision.

High-quality texts, purposeful talk, drama and explicit vocabulary instruction remain at the heart of our curriculum. Through the Think, Say, Write, Check approach, pupils learn to plan, compose, edit and improve their writing with growing independence and stamina.

Children explore a wide range of genres and purposes for writing, applying their knowledge of grammar, punctuation and spelling while experimenting with vocabulary and language structures to create different effects.

Teachers continue to model the writing process explicitly, demonstrating how to:

- Develop ideas over several sentences
- Select precise and ambitious vocabulary
- Write for different audiences and purposes
- Edit and improve work
- Make deliberate language choices

As children progress through Year 2, they become increasingly fluent writers who can sustain their ideas, adapt their writing and communicate effectively.

By the end of Key Stage 1, children leave St Anne Line as confident communicators, enthusiastic readers and thoughtful writers who are well prepared for the greater independence and complexity of Key Stage 2.

Assessment

Assessment is an integral part of teaching and learning in English and is used to inform planning, identify next steps and ensure that all pupils make strong progress from their starting points.

Teachers use a range of formative assessment strategies, including:

- Questioning and discussion
- Observation of learning
- Marking and verbal feedback
- Pupil conferencing
- Review of independent work
- Retrieval practice and low-stakes quizzes

Summative assessments are used to monitor attainment and progress across reading, writing, phonics and spelling. Teachers make professional judgements against the Early Learning Goals, National Curriculum objectives and Teacher Assessment Frameworks.

Writing is assessed through regular independent pieces, enabling teachers to evaluate pupils' ability to apply their skills across different genres and purposes. Reading fluency, comprehension and phonics are assessed regularly (every half term) to ensure that gaps are identified and addressed swiftly.

Assessment information is used to:

- Inform future planning
- Identify pupils requiring additional support or challenge
- Monitor progress of key groups
- Evaluate the effectiveness of the curriculum
- Ensure pupils are prepared for the next stage of education.

Inclusion

At St Anne Line, we believe that every child can achieve success in English.

Our curriculum is ambitious for all learners and is designed to be inclusive, enabling all pupils to access high-quality teaching and achieve their full potential.

Teachers use a range of adaptive strategies, including:

- Explicit modelling and scaffolding
- Dual coding and symbols
- Sentence structure scaffolds
- Visual prompts and concrete resources
- Vocabulary pre-teaching
- Oral rehearsal and sentence stems
- Flexible grouping
- Targeted intervention
- Opportunities for overlearning and repetition
- Reduced cognitive load

Classrooms are language-rich environments where all pupils are encouraged to participate, contribute and develop confidence as readers, writers and communicators.

SEND

We recognise that pupils with Special Educational Needs and Disabilities (SEND) may require adaptations and additional support to access the English curriculum successfully.

Teachers work closely with the SENDCo to ensure that provision is tailored to individual needs and that barriers to learning are identified and removed.

Support may include:

- Adapted texts and writing tasks
- Additional adult support
- Multi-sensory approaches to phonics and spelling
- Pre-teaching of vocabulary and concepts
- Assistive technology where appropriate
- Individual targets linked to Education, Health and Care Plans

All pupils are encouraged to participate fully in English lessons and are supported to become confident communicators, readers and writers.

Disadvantaged Pupils

We are committed to ensuring that disadvantaged pupils achieve highly in English.

We recognise that language acquisition, vocabulary development and access to high-quality literature are key drivers of success. Therefore, we provide:

- A language-rich curriculum from Nursery onwards
- Daily story and reading opportunities
- Explicit vocabulary instruction
- Timely interventions and targeted support
- High expectations and ambitious learning goals
- Opportunities for enrichment through books, drama and storytelling

Leaders monitor the progress and attainment of disadvantaged pupils carefully to ensure that barriers are identified and addressed promptly.

English as an Additional Language

As a school with a high proportion of pupils who speak English as an Additional Language, we celebrate the linguistic and cultural diversity of our community.

We recognise that bilingualism is an asset and that pupils' home languages enrich our school community.

Our curriculum supports EAL learners through:

- Explicit vocabulary teaching
- Rich opportunities for talk and discussion
- Visual scaffolds and practical experiences
- Repetition and revisiting of key concepts
- High-quality texts and storytelling
- Opportunities to rehearse language orally before reading and writing

We maintain high expectations for all pupils and ensure that EAL learners are supported to access the full curriculum and achieve their potential.

Monitoring and Evaluation

The quality of English teaching and learning is monitored regularly to ensure consistency, high expectations and continuous improvement.

Monitoring activities include:

- Lesson visits and learning walks
- Book looks and moderation
- Pupil voice interviews
- Planning scrutinies
- Assessment analysis
- Monitoring of phonics and reading practice

- Professional dialogue with teachers

The English Subject Leader works closely with senior leaders to:

- Evaluate the effectiveness of the curriculum
- Identify strengths and areas for development
- Monitor the progress and attainment of all groups of pupils
- Provide support and professional development for staff
- Ensure that statutory requirements are met

Findings from monitoring activities inform the School Development Plan and contribute to ongoing curriculum development.

Impact

The impact of our English curriculum is evident in the confidence, enthusiasm and achievement of our pupils.

By the time children leave St Anne Line Catholic Infant School and Nursery, they are:

- Confident communicators who articulate their ideas clearly.
- Fluent readers who enjoy books and read with understanding.
- Purposeful writers who write accurately and creatively for a range of audiences and purposes.
- Independent learners who use language to question, explain and explore the world around them.
- Resilient learners who take pride in their work and see themselves as successful readers and writers.

Children leave St Anne Line equipped with the language, literacy skills and love of reading needed to flourish in Key Stage 2 and beyond.

For more information, please view our curriculum overviews and English subject policies on the school website.