

English Policy

Start children off on the way they should go and even when they are old they will not turn from it. Proverbs 22:6

2025



This policy reflects our school vision: Newchurch St. Nicholas is a school which supports all of its community to thrive and flourish now and in the future.

Everyone in the community will be empowered to recognise their God-given potential, a strong sense of personal identity, an unshakable notion of their self-worth and the impact of God's love on them. This will be so deeply embedded in our pupils that it will stay with them all their lives.

Policy written by: Rachel Phelan

Policy date: November 2025

Next review: November 2026

Framework & Compliance

- This policy has been written in align with current statutory guidance: *National Curriculum in England: English programmes of study* (2014)
- It integrates core expectations from DfE's *Curriculum & Assessment Review* (Nov 2025): oracy, reading, writing, grammar, inclusivity, and SEND.
- It incorporates guidance on phonics, reading, assessment/testing frameworks (e.g., SATs, modulation, SEND adjustments).

Statement of intent

At Newchurch St. Nicholas, we have designed our English curriculum with the intent that all children, regardless of background, will become fluent, insightful readers and technically skilled, creative writers. Our children will engage with a range of genres during their time with us and will develop their understanding of fiction and non-fiction styles. Across the key stages, children will analyse, create and perform poetry from a range of forms. Furthermore, we have developed a curriculum that will instil a love of reading and writing that we hope will stay with them throughout their lives. We understand the importance literacy skills have across curriculum and that children who are confident and adept readers and writers will be empowered to succeed in all other areas. We understand, too, the vital role played by parents and carers in the development of reading and writing and in the nurturing of positive habits, particularly in attitudes towards reading. Therefore, we strive to engage and empower parents in developing their child's literacy skills as much as possible.

We aim to deliver an English curriculum that:

- Recognises that reading is the core skill to everything that children do.
- Develops positive attitudes towards reading so that it is a pleasurable and meaningful activity.
- Develops fluent, independent and reflective readers who are confident to talk about books and authors.
- Adopts the principles and recommendations set out The Reading Framework (2022).
- Uses recommendations in The Writing Framework (2025) to support the planning and delivery of transcription and composition.

- Equips pupils with not only the minimum statutory requirements of the Early Years Foundation Stage/the reading National Curriculum, but also prepares them for the opportunities, responsibilities and experiences of later life.
- Offers a rich variety of experiences, inside and outside of the classroom.
- Exposes all children to a wide range of high-quality texts that explore different styles, plots, tones and cover many diverse authors and characters.

Implementation:

- The English Curriculum is led and overseen by the English Curriculum Leader, in conjunction with the EYFS lead and SLT. They will regularly monitor, evaluate, and review English teaching and learning, celebrating and sharing good practice. Formative assessments will be integrated into every day English teaching to ensure teachers have an in-depth knowledge of the children's learning and to inform their next steps.
- Classes follow units outlined in the Lancashire Planning Grids. This aids staff to ensure there is the coverage of skills and genres in each year group when completing writing.
- We ensure a consistent and robust teaching and learning of early reading and phonics in Foundation Stage and KS1, so that pupils are able to read with increased speed and fluency and access the wider curriculum. We follow the Twinkl Phonics scheme and use their Decoding units to support children in Years 2-6 where necessary. Children are provided with books that match and support their phonics development and ability. A Year 1 Phonics Screening Check is administered in June. This determines whether or not children are able to decode and use phonic knowledge to an age-appropriate standard.
- The Salford Reading and Comprehension text is administered three times a year to accurately assess children's reading age and therefore their corresponding book band. This helps staff track progress with more accuracy, but also ensures children are constantly being challenged.
- Children are expected and encouraged to read at home every day. Reading diaries log reading activity, including pages read.
- All pupils have opportunities to develop their reading skills daily and are encouraged to read at home with an adult. We provide a text-rich environment, to encourage a positive culture of reading throughout all classes and promote reading for pleasure.

- Effective CPD is available to staff to ensure high levels of confidence and knowledge are maintained.
- Whole class Guided Reading is taught daily, and this follows the same structure throughout school: Prior knowledge is activated, layered fluency reads, direct teaching of content domains, independent practice.

Impact

Our pupils will:

- Become confident, fluent readers and increasingly accurate spellers.
- Create pieces of writing, across genres, which they are proud of.
- Have the ability to decode and work out unfamiliar words in any new texts they encounter even when they have come to the end of the Twinkl Phonics Scheme (or Decoders).
- Leave school with a richer vocabulary which will enable them to raise the standard and quality of their spoken and written vocabulary.
- Have high aspirations, which will see them through to further study, work and a successful adult life.
- Make good progress on their Salford Reading and Comprehension tests.

Statutory requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Programme (2014) and Early Years Foundation Stage Statutory Framework (revised Dec 24).

In Reception, children should be given opportunities to:

- Speak and listen and represent ideas in their activities.
- Use communication, language and literacy in every part of the curriculum
- Become immersed in an environment rich in print and possibilities for communication.

In Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm.

They should use language to explore their own experiences and imaginary worlds. In Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond appropriately.

The Governing Body

Regular reports are made to the governors on the progress of English provision.

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

Inclusion

In line with our vision, we aim for all children to reach their potential. Therefore, lessons are planned and delivered to ensure all children 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. More able children will also be identified and suitable learning challenges provided. We work closely with Acorn Psychology who support teachers to identify barriers to learning and how to address these.

Interventions

Intervention programmes in school are delivered throughout the year, these include:

Additional phonics (Twinkl Decoders), IDL Literacy, Write from the Start (Handwriting and fine motor development), daily one-to-one readers and Comprehension groups.

Key roles and responsibilities

The headteacher:

- Is responsible for the day-to-day implementation and management of the Literacy Policy of the school.
- Has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.

The governing body:

- Is responsible for overseeing and reviewing whole-school literacy curriculum delivery and should regularly receive updates on the progress of literacy provision within the school, ensuring high standards are upheld.
- Has overall responsibility for the implementation of the Literacy Policy and procedures of the school.

Teachers:

- The literacy subject leader will oversee the implementation of literacy teaching and learning, as well as the delivery of cross-curricular literacy skills.
- All teachers will be responsible for ensuring a high-quality of teaching, allowing development and progression of pupils' literacy skills.

English Subject Leader: R. Phelan

Date: November 2025

Headteacher: G. Callaghan

Date: November 2026

Policy review date: November 2026