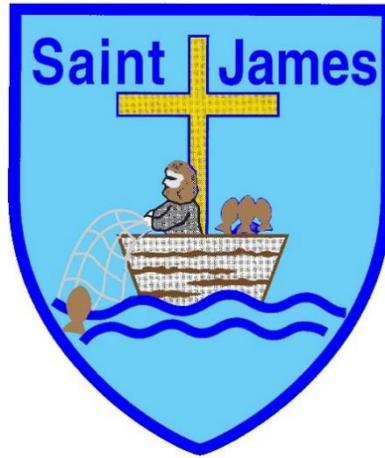


Altham St. James' CE Primary School



English Policy

Our mission statement is at the heart of all we do:

- Always be the best you can be
- Respect the world and everyone in it
- Love, forgive and reconcile

John 15:12 "Love each other as I have loved you"

Reviewed January 2026

1. Introduction and Purpose

This policy outlines the framework for the teaching and learning of English at Altham St. James' CE Primary School. It aims to ensure high-quality English provision for all pupils, enabling them to develop the skills necessary for effective communication, both orally and in writing, and to foster a love of reading. This policy is underpinned by the school's Christian vision, promoting inclusivity and nurturing the whole child.

2. Aims and Objectives

The aims of this English policy are to:

- Develop pupils' abilities to communicate effectively in spoken and written English.
- Foster a love of reading and promote reading for pleasure.
- Enable pupils to become confident and competent writers.
- Develop pupils' understanding of grammar, punctuation, and spelling.
- Provide opportunities for pupils to explore and appreciate a wide range of texts.
- Ensure that all pupils, including those with SEND, have access to a broad and balanced English curriculum.
- Equip pupils with the skills to analyse and evaluate information critically.
- Prepare pupils for the next stage of their education.

3. Roles and Responsibilities

3.1. Headteacher

- Ensuring that the English policy is implemented effectively.
- Providing leadership and support for the English subject leader.
- Allocating resources to support the delivery of the English curriculum.
- Together with the English Subject Leader, monitor the quality of teaching in English.
- Monitoring the progress of pupils in English.
- Analysing data and identifying areas for improvement.
- Providing training and professional development for staff.

3.2. English Subject Leader

- Developing and reviewing the English policy.
- Leading and supporting colleagues in the teaching of English.
- Monitoring the quality of teaching and learning in English.
- Providing training and professional development for staff.
- Managing resources for English.

- Keeping up-to-date with current developments in English education.
- Analysing data and identifying areas for improvement.

3.3. Teachers

- Planning and delivering high-quality English lessons.
- Assessing pupils' progress in English.
- Providing support for pupils with SEND.
- Creating a stimulating and engaging learning environment.
- Promoting a love of reading.
- Communicating with parents about their child's progress in English.
- Implementing the school's feedback policy effectively.

3.4. Teaching Assistants

- Supporting teachers in the delivery of English lessons.
- Providing targeted support for pupils who need it.
- Working with groups of pupils.
- Helping to create a positive learning environment.

3.5. Parents/Carers

- Supporting their child's learning at home.
- Encouraging their child to read for pleasure.
- Attending parents' evenings and other school events.
- Communicating with the school about any concerns they may have.

3.6. Pupils

- Engaging actively in English lessons.
- Completing homework tasks to the best of their ability.
- Reading regularly.
- Treating others with respect.

4. Curriculum and Teaching

4.1. Curriculum Framework

- The English curriculum at Altham St. James' CE Primary School is based on the National Curriculum for English.
- The curriculum is designed to be broad, balanced, and relevant to the needs of all pupils.
- The curriculum is differentiated to meet the needs of pupils with SEND.

- The curriculum promotes the development of key skills in reading, writing, speaking, and listening.
- The curriculum fosters a love of reading and promotes reading for pleasure.
- The curriculum includes opportunities for pupils to explore and appreciate a wide range of texts, including fiction, non-fiction, and poetry.
- The curriculum is enriched through visits, workshops, and other activities.

4.2. Teaching Strategies

- Teachers use a variety of teaching strategies to engage pupils and promote learning.
- Lessons are planned to be interactive and stimulating.
- Teachers use assessment for learning strategies to inform their teaching.
- Teachers provide regular feedback to pupils on their progress.
- Teachers use technology to enhance learning.
- Teachers create a positive and supportive learning environment.
- Teachers model effective communication skills.

4.3. Reading

- The school uses Read Write Inc. Phonics as its systematic synthetic phonics programme to teach reading in EYFS and KS1.
- Pupils are given opportunities to read independently, in pairs, and in groups.
- Pupils are encouraged to read a wide range of texts.
- The school has a well-stocked library.
- The school celebrates reading through events such as World Book Day.
- **Reading for pleasure** is actively promoted throughout the school through initiatives such as book clubs, author visits, and paired reading.
- Teachers read aloud to pupils regularly.
- Guided reading sessions are used to develop pupils' reading skills.

4.4. Writing

- Pupils are taught the skills of writing through a variety of activities.
- Pupils are given opportunities to write for different purposes and audiences.
- Pupils are taught the importance of planning, drafting, and editing their work.
- Pupils are taught the rules of grammar, punctuation, and spelling, using Read Write Inc. Spelling and Headstart to consolidate and extend their knowledge.
- Pupils are encouraged to use a wide range of vocabulary.
- Handwriting is taught explicitly.
- Early intervention strategies are in place to support reluctant writers, including targeted small group work, use of assistive technology, and alternative methods of recording ideas. Examples of intervention include:

- **NELI (Nuffield Early Language Intervention)** for pupils requiring support with language development in EYFS/KS1.
- **Toe by Toe** for pupils who need a structured, multi-sensory approach to reading.
- Pre-teaching of key vocabulary to support writing tasks.
- Use of writing frames and sentence starters.
- Providing alternative methods of recording, such as dictation or the use of speech-to-text software.

4.5. Speaking and Listening

- Pupils are given opportunities to develop their speaking and listening skills through a variety of activities.
- Pupils are encouraged to participate in discussions and debates.
- Pupils are taught how to listen attentively and respond appropriately.
- Pupils are given opportunities to present their work to others.
- Drama and role-play are used to develop pupils' communication skills.

5. Assessment and Monitoring

5.1. Assessment

- Pupils' progress in English is assessed regularly through a variety of methods, including:
 - Formative assessment (assessment for learning)
 - Summative assessment (assessment of learning)
 - Standardised tests
 - Teacher observation
 - Pupil self-assessment
 - Peer assessment
- Assessment data is used to inform teaching and learning.
- Assessment data is used to identify pupils who need additional support.
- Parents are informed regularly about their child's progress in English.

5.2. Monitoring

- The English subject leader monitors the quality of teaching and learning in English through:
 - Work scrutiny
 - Pupil interviews
 - Data analysis

- The English subject leader reports regularly to the headteacher on the progress of pupils in English.
- The governing body monitors the effectiveness of the English policy.

6. Inclusion and SEND

- Altham St. James' CE Primary School is committed to providing an inclusive English education for all pupils, including those with SEND.
- The English curriculum is differentiated to meet the needs of pupils with SEND.
- Pupils with SEND are given additional support to help them succeed in English.
- The school works closely with parents and other professionals to support pupils with SEND.
- Reasonable adjustments are made to ensure that pupils with SEND can access the English curriculum.
- The school follows its SEND policy to ensure that the needs of all pupils are met.

7. Resources

- The school provides a range of resources to support the teaching and learning of English, including:
 - A well-stocked library
 - A variety of reading materials, including **Read Write Inc. Phonics** decodable readers.
 - Writing materials
 - ICT equipment
 - Subject-specific software
- The school seeks to provide the best possible resources for the teaching and learning of English.

8. Staff Development

- The school is committed to providing high-quality professional development for all staff members.
- The school uses performance management to identify staff development needs.
- The school invests in staff development to improve the quality of teaching and learning in English.

9. Parental Involvement

- Altham St. James' CE Primary School values the involvement of parents in their child's education.
- Parents are informed regularly about their child's progress in English.

- Parents are invited to attend parents' evenings and other school events.
- Parents are encouraged to support their child's learning at home.
- The school provides information and resources for parents to help them support their child's learning in English, including guidance on supporting phonics at home.

10. Policy Review

- This policy will be reviewed annually by the English subject leader and the headteacher.
- The review will take into account the latest guidance and best practice.
- The review will also take into account the views of staff, pupils, and parents.
- The policy will be updated as necessary.
- The updated policy will be communicated to all stakeholders.