



Padiham St. Leonard's Church of England Primary School

English Policy

1. School Vision for English

At Padiham St. Leonard's, we perceive English as a divine gift that enables each child to flourish—empowering them to question, express, connect, and reflect. Rooted in our Christian ethos, we believe every child is created by God with a purpose: “plans to give you hope and a future” (Jeremiah 29:11). Our English curriculum nurtures this calling through high-quality teaching of reading, writing, and spoken language.

2. Aims

We aim to ensure that all pupils:

- Read fluently, confidently, and with comprehension.
- Write clearly, accurately, and creatively for various purposes.
- Speak and listen with respect, fluency, and meaning.
- Explore ideas deeply through language, literature, and discussion.
- Experience stories that help them understand faith, identity, and the world.

These aims align with the National Curriculum (2014), the Education Endowment Foundation's literacy recommendations, and the values of our school community.

In addition we encourage children to build a secure knowledge of:

- How language is used to express, explore and share information, ideas, thoughts and feelings
- The power of language and communication to engage people and influence their ideas and actions
- How creativity and imagination are essential to making new meanings and exploring and experimenting with language and effects
- How language and literature and media enable different ways of thinking and give access to ideas and experiences from different cultures and times

Implementation of National Curriculum

In the National Curriculum for 5 -11 year olds, English is developed through four key areas:

Spoken Language

Reading – Word Reading & Comprehension

Writing – Transcription & Composition

Spelling, Vocabulary, Grammar & Punctuation

It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other(s).

Speaking, listening, reading and writing play an important part in the learning process. We follow a three phased planning approach that incorporates reading, speaking, listening and writing skills. Spelling, punctuation and grammar is weaved into each phase to learn, practise and apply skills in the context of learning.

Language

- We promote a language rich curriculum. The development of speech and language is identified as one of the most important parts of our school's early years curriculum. EYFS school baseline upon entry data shows a significant number of children end Foundation Stage with low speaking and listening skills. The use of active engagement for writing to develop vocabulary and storytelling, spoken communication and language interventions, systemic phonics delivery in EYFS and Key Stage 1 to support all pupils to access a rich curriculum.
- The promotion and use of rich cross curricular vocabulary throughout school is planned in all subjects and evident in all learning areas.

3. Teaching and Learning

Early Years Foundation Stage (EYFS)

- Phase 2–4 phonics taught using Little Wandle.
- Retell stories with structure and rhythm.
- Begin to write independently with phonetically plausible attempts.
- Engage with high-quality texts to develop narrative awareness and vocabulary.

Key Stage 1 (KS1)

Year 1:

- Daily phonics teaching following Little Wandle to Phase 5.
- Focus on decoding strategies and developing fluency.

- Reading includes a mix of decodable books and rich story texts.
- Writing includes captions, lists, stories with a familiar setting, and instructions.
- Begin using capital letters, full stops, and conjunctions (e.g., and, but).

Year 2:

- Teaching of Phase 6 phonics and links to spelling rules.
- Comprehension strategies include prediction, sequencing, inference.
- Grammar: introduce subordination (when, if, because), expanded noun phrases, and punctuation for effect (question marks, exclamation marks).
- Writing includes recounts, traditional tales, letters, diary entries, and poetry.
- Introduce cursive handwriting formation.

Lower Key Stage 2 (LKS2)

Year 3:

- Continue developing reading fluency and expression through the Little Wandle Fluency Programme.
- Comprehension focuses on retrieving information, identifying vocabulary in context, and making simple inferences.
- Writing includes narrative with dialogue, instructional texts, poetry, and short explanations.
- Grammar: begin using inverted commas, conjunctions (e.g., when, although), and paragraphs to group related ideas.
- KLIPS indicators: "Use a range of conjunctions to extend sentences," "Organise writing using paragraphs and headings."

Year 4:

- Engage in guided reading using the Badger scheme, focusing on inference, vocabulary, summarising, and identifying themes.
- Writing expands to persuasive letters, narrative with developed character and setting, descriptive pieces, and explanations.
- Grammar: secure use of fronted adverbials, expanded noun phrases, prepositions, and appropriate punctuation for clarity.
- KLIPS indicators: "Use fronted adverbials with appropriate punctuation," "Vary sentence structure and organise writing for clarity and purpose."

Upper Key Stage 2 (UKS2)

Year 5:

- Guided Reading continues using the Badger Guided Reading Scheme with high-quality texts aligned to curriculum topics (e.g., environmental issues, historical settings).
- Focused reading objectives include reading across a range of genres with fluency and expression, identifying language techniques, and comparing authors' styles.

- Writing genres include balanced arguments, persuasive leaflets, biographies, and narrative with dual perspectives.
- Grammar teaching includes the use of relative clauses, parenthesis for additional information, and modal verbs to indicate degrees of possibility.
- Vocabulary development includes domain-specific language and figurative language such as similes and metaphors.
- KLIPS indicators: "Manipulate grammar and punctuation for effect," "Link ideas across paragraphs using adverbials," "Use modal verbs to suggest degrees of possibility."

Year 6:

- Advanced comprehension skills including analysing bias, identifying viewpoint, evaluating authorial choices, and summarising across paragraphs.
- Read confidently and critically across fiction, non-fiction, and poetry.
- Writing includes flashback narratives, formal letters, discussion texts, and literary analysis.
- Grammar: mastery of active/passive voice, subjunctive form, and advanced punctuation (semi-colons, colons, hyphens).
- Redrafting, editing, and publishing are embedded in writing routines.
- KLIPS indicators: "Use a wide range of clause structures for purpose and effect," "Use a range of cohesive devices to link ideas across writing," "Adapt style and language for a range of contexts and audiences."

4. Spoken Language

At Padiham St. Leonard's, we recognise that spoken language underpins the development of reading and writing. The National Curriculum states that pupils should be "taught to speak clearly and convey ideas confidently in Standard English." We therefore place a strong emphasis on developing oracy skills from the Early Years through to Year 6.

- **Oracy and Confidence:** Pupils are given regular opportunities to develop their spoken language through class discussions, collaborative group work, debates, presentations, drama, assemblies, and performance.
- **Vocabulary Development:** Structured talk activities support children in extending their vocabulary, clarifying their thinking, and building new ideas. Teachers model the use of ambitious, subject-specific vocabulary which pupils are encouraged to use orally and in writing.
- **Progression:** Expectations are age-appropriate and progressive. For example, in Key Stage 1 pupils will retell narratives and recite poems by heart, while in Upper Key Stage 2 pupils will debate key issues, give reasoned arguments, and perform with confidence.
- **Inclusion:** All pupils, including those with SEND or EAL, are supported to participate fully in spoken language activities, ensuring equal access to opportunities to develop fluency and confidence.

Through this approach, children become effective communicators, able to adapt their speech to a range of audiences and purposes.

5. Grammar, Punctuation and Spelling (GPS)

High standards of grammar, punctuation and spelling are essential to effective communication. At Padiham St. Leonard's we follow the expectations set out in the National Curriculum, ensuring that pupils progressively build their knowledge and apply it confidently in writing.

- **Daily Focus:** Each English lesson includes a discrete GPS element, carefully matched to year group expectations (for example, Year 3: use of inverted commas; Year 5: relative clauses and modal verbs).
- **Application Across the Curriculum:** Children are expected to apply their GPS learning in all subjects, not just English. Teachers regularly revisit and model grammar, punctuation, and spelling in shared and guided writing.
- **Spelling:** At Padiham St. Leonard's, spelling is taught systematically using the *Spelling Shed* scheme, which aligns closely with the statutory word lists and spelling patterns set out in the National Curriculum. Pupils are introduced to new spelling rules and patterns through engaging, interactive lessons that promote phonics, morphology, and etymology. Weekly spelling lessons provide structured practice in school, while online and paper-based home practice tasks help reinforce learning. This consistent approach ensures that children develop a secure knowledge of spelling rules and strategies, which they apply confidently in their writing across the curriculum.
- **Assessment and Feedback:** Teachers monitor progress in GPS through formative assessment, weekly spelling checks, and termly summative assessments. Misconceptions are addressed promptly, and feedback is targeted to ensure accuracy.

This structured approach ensures that pupils develop control and accuracy in their writing, and gain the skills required for successful composition across the curriculum.

6. Handwriting and Presentation

Handwriting is a key skill for life and a visible expression of children's learning. We set high expectations for handwriting and presentation, ensuring pupils take pride in their work.

- **EYFS and KS1:** The focus is on developing fine and gross motor control, correct pencil grip, and correct letter formation. In KS1, handwriting is taught through the *Penpals for Handwriting* scheme with discrete weekly lessons, building towards consistency and fluency.
- **KS2:** Children are taught to join their handwriting and develop a fluent, cursive style. The *Penpals for Handwriting* scheme is continued with weekly lessons to ensure consistency across the school. Pupils are expected to use joined, legible handwriting in all subjects.
- **Consistency:** Teachers model high standards of handwriting and presentation across the curriculum. Consistent expectations are reinforced in all books, including: correct

use of margins, neat crossing-out, underlining with a ruler, and clear dating/titling of work.

- **Inclusion and Support:** Pupils with additional needs receive support through targeted interventions, use of adapted resources, or fine motor programmes to develop handwriting skills.
- **Pride in Presentation:** Children are encouraged to take pride in their written work, reflecting the school's values of respect, perseverance, and excellence. Good presentation is celebrated and shared.

By embedding consistent, progressive handwriting and presentation expectations, we enable children to communicate clearly, write efficiently, and take pride in the appearance of their work.

7. Assessment and Monitoring

Assessment at Padiham St. Leonard's is ongoing, purposeful, and used to inform teaching and learning. We make use of both formative and summative assessment to track pupil progress and ensure that children are meeting age-related expectations. Assessments are underpinned by adaptations of Lancashire's KLIPs and LAPS, which provide clear progression statements across year groups.

Formative Assessment

- **Guided Reading:** Teachers use guided reading observations in coordination with grids adapted from Lancashire's KLIPs and LAPS, ensuring coverage of year group reading expectations.
- **Writing:** Writing targets and pupil checklists are developed in line with Lancashire's KLIPs and LAPS. These are used to guide teacher feedback and enable children to understand their next steps.
- **GPS and Spelling:** Ongoing assessment takes place through short spelling and grammar quizzes, which inform planning and targeted support.
- **In-Class Assessment:** Teachers continually assess understanding during lessons through questioning, pupil responses, and feedback, adjusting teaching accordingly.

Summative Assessment

- **EYFS:** Early Learning Goals are used to assess progress against the statutory framework.
- **KS1 and KS2:** Statutory assessments include the Year 1 Phonics Screening, and end of Key Stage assessments (SATs) in Year 2 and Year 6.

- **Insight Tracker:** Insight Tracker is used for half-termly summative assessments, allowing staff to monitor attainment and progress against year group expectations derived from Lancashire's KLIPs and LAPS.
- **Moderation:** Moderation takes place regularly within school and across key stages to ensure consistency and accuracy of teacher judgements. In addition, staff participate in moderation with local schools and cluster groups.

Through this comprehensive approach, assessment is used to celebrate achievements, identify gaps in learning, and plan targeted teaching so that all pupils make good progress.

8. Inclusion and Intervention

Support and Intervention

At Padiham St. Leonard's, we are committed to ensuring that all pupils make progress in English, including those who may require additional support to meet age-related expectations. A range of targeted interventions and adaptive strategies are in place, underpinned by regular assessment and monitoring, to meet the needs of all learners.

- **Phonics in KS2:** Pupils who have not secured early reading skills receive additional phonics support in Key Stage 2, using systematic, structured approaches tailored to their stage of development.
- **Writing Interventions:** Targeted writing support is provided through booster groups, small-group sessions, and targeted support from teaching assistants, ensuring children have opportunities to practise and refine key skills.
- **Individualised Support:** For pupils working significantly below age-related expectations, individual targets are set and monitored through **PIVATs** and **Individual Education Plans (IEPs)**, enabling personalised pathways to progress.
- **Resources:** A wide range of resources are deployed to remove barriers to learning, including visual aids, writing scaffolds, vocabulary banks, and bespoke reading books matched to pupil needs.
- **Adaptive Strategies:** Adaptive teaching strategies, outlined in the school's **Adaptive Strategies document**, ensure that provision is inclusive and responsive to the needs of all learners, including those with SEND and EAL.

Through these interventions and strategies, we ensure that every pupil is supported to make progress, develop confidence, and access the full English curriculum.

9. Enrichment and Wider Curriculum Links

- Reading challenges, author visits, and themed days.
- Cross-curricular English (e.g. report writing in Science).
- Engagement with themed days, reading for pleasure activities and drama groups.

10. Leadership and Evaluation

Strong leadership and rigorous evaluation are central to maintaining high standards in English at Padiham St. Leonard's. The subject leader, alongside the Senior Leadership Team (SLT) and Governors, plays a key role in monitoring, supporting, and driving improvement.

- **Monitoring:** The English subject leader monitors the quality of provision across the school through regular lesson observations, planning scrutiny, book looks, pupil voice, and analysis of outcomes. This ensures consistency, progression, and alignment with National Curriculum expectations.
- **Professional Development:** Ongoing staff CPD is provided in key areas such as phonics, reading strategies, vocabulary development, and writing progression. Training is responsive to school priorities and supports staff in implementing effective classroom practice.
- **Reporting and Accountability:** The subject leader reports regularly to the SLT and Governors, providing an overview of current standards, strengths, and areas for development in English. Priorities for improvement are identified within the School Improvement Plan (SIP), ensuring accountability and strategic focus.
- **Collaboration:** The subject leader works closely with staff across all key stages, supporting planning, sharing best practice, and facilitating moderation both within school and with local cluster groups.

Through robust leadership and evaluation, the English curriculum remains ambitious, inclusive, and effective in securing high standards of teaching, learning, and pupil outcomes.

Appendices

Appendix a – Writing Journey Progression

EYFS: Captions, Lists, Story Retelling

Year 1: Instructions, Recounts, Stories with Repetition

Year 2: Letters, Diaries, Poetry, Traditional Tales

Year 3: Adventure Stories, Reports, Instructions

Year 4: Narrative with Dialogue, Persuasion, Myths and Legends

Year 5: Balanced Arguments, Biographies, Narrative Openings

Year 6: Formal Writing, Flashbacks, Figurative Language, Authorial Voice

Policy Review: Annually by English Subject Lead and Headteacher

Last Reviewed: June 2025

Next Review Due: June 2026

Curriculum Intent for English

Our Intent

At Padiham St. Leonard's, we view English as a gift from God that enables every child to flourish academically, spiritually, and socially. Rooted in our Christian ethos, we believe language empowers children to question, express, connect, and reflect. Through English, children develop the ability to explore ideas deeply, communicate with clarity, and engage with the world with confidence and compassion.

Our English curriculum is designed to ensure that every child becomes:

- **A confident, fluent reader** with a lifelong love of literature and learning.
- **A skilled, imaginative writer** able to communicate ideas with accuracy, purpose, and flair.
- **An articulate speaker and respectful listener** who can debate, present, perform, and collaborate effectively.

We aim for children to see language as powerful: a means to express identity, explore creativity, and access ideas and experiences from a wide range of cultures, faiths, and times.

Implementation – How We Achieve It

Our curriculum is carefully sequenced and ambitious, enabling progression across all strands of English.

- **Early Reading:** Systematic phonics teaching (Little Wandle) in EYFS and KS1 builds secure word recognition and decoding. Children who need additional support in KS2 receive targeted phonics intervention.
- **Reading Comprehension:** From Year 2 upwards, comprehension skills are progressively developed through guided reading, with Badger Guided Reading texts and high-quality novels in LKS2 and UKS2 to challenge and inspire.
- **Writing Journeys:** Writing is taught through a structured three-phase approach, beginning with immersion in rich texts and oral rehearsal, followed by skill practice, and culminating in purposeful, extended writing outcomes. Genres are mapped across year groups (see Appendix A) to ensure breadth, depth, and progression.
- **GPS and Handwriting:** Grammar, punctuation, and spelling are taught discretely and embedded in writing. Spelling is taught through *Spelling Shed*, handwriting through the *Penpals* scheme, ensuring accuracy and fluency.
- **Language-Rich Classrooms:** Oracy is prioritised through debate, discussion, drama, and performance. Vocabulary is taught explicitly and revisited across subjects, ensuring children have the language they need to succeed.
- **Inclusion and Intervention:** Adaptive strategies, targeted interventions, and the use of KLIPs and LAPS ensure that all children, including those with SEND and EAL, make progress from their starting points.

What Children Will Know and Be Able to Do

By the end of Key Stage 2, children at Padiham St. Leonard's will be able to:

- **Read** fluently, accurately, and for enjoyment, applying higher-order skills such as inference, analysis, and critical evaluation.
- **Write** effectively for a wide range of purposes and audiences, demonstrating creativity, technical accuracy, and control of language.
- **Speak and Listen** with confidence in structured discussions, debates, and performances, adapting speech for different contexts.
- **Apply** a secure knowledge of grammar, punctuation, spelling, and handwriting in all written work.
- **Use** a rich vocabulary drawn from wide reading, cross-curricular learning, and personal reflection.

Impact

The impact of our English curriculum is seen in:

- **High engagement and achievement** in reading and writing across all year groups, supported by formative and summative assessment (KLIPs, LAPS, Insight Tracker).
- **Secure outcomes** in national benchmarks, including the Phonics Screening Check, KS1 and KS2 SATs, and writing moderation.
- **Preparation for the future:** Pupils are ready to thrive in secondary English and beyond, equipped with communication skills that empower them in learning and life.
- **Personal growth:** Through reading, writing, and discussion, children develop moral understanding, empathy, and confidence to share their own voice and listen to others.

We believe English at Padiham St. Leonard's is more than a subject — it is a pathway for children to discover who they are, tell their story, and walk confidently into the future God has planned for them.