

Emmaus Primary School

Church of England and Catholic
Primary School

Travelling together with Jesus



English Policy

Intent

At Emmaus, our intention in teaching the English curriculum is to ensure that pupils acquire the necessary knowledge, skills, and understanding to become lifelong learners and linguists. We strive to provide all pupils with a well-rounded learning experience in reading, writing, speaking, and listening—equipping them with the fundamental tools to succeed both within Emmaus and beyond. We aim to immerse pupils in the wonders of quality texts to instil a love of reading, a passion for discovery, and the confidence to explore their imagination.

English is a core subject of the National Curriculum and a prerequisite for educational and social progress, underpinning work across all other areas of learning. The acquisition of language skills is of utmost importance to us at Emmaus; therefore, the teaching of all aspects of English is given high priority within the school. Confidence in basic language skills enables children to communicate creatively and imaginatively, preparing them for their educational journey and life beyond school.

Our Aims

We aim to:

- Deliver an English curriculum that is carefully sequenced to develop the acquisition of knowledge and skills.
- Enable children to speak clearly and audibly, adapting their speech to suit different listeners.
- Encourage children to listen attentively and identify the main points of what they hear.
- Support children in expressing themselves creatively and imaginatively, becoming enthusiastic and critical readers of stories, poetry, drama, non-fiction, and media texts.
- Ensure children understand phonics and apply this knowledge to read and spell accurately.
- Help children enjoy writing and recognise its value.
- Enable children to write with accuracy and purpose in both narrative and non-fiction forms.
- Develop children's ability to plan, draft, and edit their work to improve its quality.
- Promote a fluent and legible continuous cursive handwriting style.
- Equip children with the literacy skills necessary to enhance their future economic well-being.

Implementation

Curriculum Planning of English

English is a core subject within the National Curriculum. It is planned both discretely and as a vehicle for learning across other areas. Our school's medium-term plans are based on the Ready Steady Write scheme, which is structured around a sequence of high-quality, age-appropriate texts. In Early Years, pupils engage with the Drawing Club scheme of work. These plans define our teaching content and ensure a balanced and well-distributed curriculum.

English lessons are complemented by regular Basic Skills sessions, which include focused teaching of grammar, handwriting, and spelling. We use the Spelling Shed scheme to deliver structured spelling

instruction. Adaptive teaching strategies are employed to ensure that all pupils can access the planned lessons effectively.

The skills children develop in English are closely linked to, and applied within, every subject across our curriculum. Their abilities in reading, writing, speaking, and listening enable them to communicate and express themselves confidently in all areas of school life.

Time allocations for English:

Foundation Stage

- Daily Read Write Inc. sessions covering phonics, comprehension, writing, and spoken language.
- Handwriting instruction, including physical handwriting taught as part of phonics lessons.
- Guided early writing activities.
- Daily opportunities for early writing, including a writing table and role-play area.
- Grammar taught in context across the curriculum.

Key Stage 1

- Daily Read Write Inc. sessions covering phonics, comprehension, writing, and spoken language:
 - Clear, sequential episodes of learning (Read, Model, Practise, Apply).
 - Equal coverage of fiction, non-fiction, and poetry.
 - Vocabulary development.
 - Reading strategies taught and applied.
- Ready Steady Write sessions (Year 2):
 - Clear sequential episodes of learning.
 - Use of example texts.
 - Learning objectives aligned with the teaching sequence (Immerse, Analyse, Plan, Write).
 - Vocabulary development.
 - Contextualised spelling, grammar, and punctuation (Basic Skills).
- One spelling lesson per week using the Spelling Shed scheme, with incidental spelling practice throughout the week (Year 2, Summer Term).
- Handwriting practice explicitly taught through weekly Basic Skills sessions and applied across the curriculum.
- Extended writing taught across the curriculum.

Key Stage 2

- Shared reading sessions using the Ready Steady Read Together scheme:
 - Clear, sequential episodes of learning (Read, Model, Practise, Apply).
 - Equal coverage of fiction, non-fiction, and poetry.
 - Vocabulary development.
 - Reading strategies taught and applied.
- Ready Steady Write sessions:
 - Clear sequential episodes of learning.
 - Use of example texts.
 - Learning objectives aligned with the teaching sequence (Immerse, Analyse, Plan, Write).
 - Vocabulary development.
 - Contextualised spelling, grammar, and punctuation (Basic Skills).
- One spelling lesson per week using the Spelling Shed scheme, with incidental spelling practice throughout the week.
- Handwriting practice explicitly taught through weekly Basic Skills sessions and applied across the curriculum.
- Extended writing taught across the curriculum.
- Phonics interventions (Read Write Inc.) provided where needed.

The skills children develop in English are intrinsically linked to, and consistently applied across, every subject within our curriculum. Their abilities in reading, writing, speaking, and listening empower them to communicate effectively and express themselves confidently in all areas of school life.

Impact

We strive to ensure that each child's attainment aligns with—or exceeds—their potential, taking into account the varied starting points of all our pupils. Progress is measured using a range of assessment materials, with careful consideration of age-related expectations for each year group. Children are expected to make at least good progress in reading, writing, speaking, and listening from their last point of statutory assessment or from their initial starting point in Nursery. The intended impact of our English curriculum is to ensure that pupils are academically equipped for life beyond primary school and well-prepared for the next stages of their educational journey.

Teaching and Learning Styles

At Emmaus School, we employ a variety of teaching and learning styles in English lessons, drawing on best practices from the 2014 National Curriculum. Our principal aim is to develop children's knowledge, skills, and understanding in English, and to support their ability to generalise these skills across other areas of learning. Adaptive teaching ensures that all pupils can access the planned lessons effectively.

Learners are exposed to a wide range of texts and supported by resources such as dictionaries, thesauri, and word banks. ICT is used where it enhances learning—whether in drafting written work or exploring how words and images combine to convey meaning through multimedia. We actively encourage children to apply their English skills across the wider curriculum, fostering confident and capable communicators.

Differentiation and Adaptive Teaching

At Emmaus Primary School, we recognise that children in every class have differing abilities. We are committed to providing suitable learning opportunities for all pupils by matching the challenge of each task to the individual child's ability.

To support this, we employ a range of strategies across the school, including:

- Adaptive teaching —stepped activities that allow children to work at a level appropriate to their ability.
- Differentiation by outcome.
- Use of a graded school reading scheme, including extension and support levels, to ensure steady progress in reading.
- Planned extension work to challenge higher-attaining pupils.
- Breaking tasks into smaller, manageable steps for children who may struggle with the full activity.
- Use of graded textbooks and resources tailored to varying ability levels.
- Individual or small group support provided by teachers, support staff, and parent helpers for children with additional educational needs, wherever possible.

Contribution of English into other subjects

The skills children develop in English are closely linked to, and applied across, every subject within our curriculum. Pupils' abilities in reading, writing, and spoken language enable them to communicate effectively and express themselves confidently in all areas of their learning.

▪ Religious Education (RE)

As a Catholic and Church of England school, RE is at the heart of our curriculum and offers unique opportunities for the development of English through both written and spoken activities. Extended writing is often taught through RE topics, and Gospel values are reflected in the texts we use and the ethos we promote.

▪ Mathematics

English contributes significantly to pupils' mathematical understanding in a variety of ways. In the Foundation Stage, children develop their understanding of number, pattern, shape, and space through

discussion with adults and peers. In Key Stage 1, they encounter stories and rhymes that involve counting and sequencing. In Key Stage 2, pupils are encouraged to read and interpret mathematical problems, explain and present their work, and communicate using precise mathematical language.

- **Personal, Social and Health Education (PSHE) and Citizenship**

English supports the teaching of PSHE and citizenship by encouraging children to participate in class and group discussions on topical issues. Planned activities promote collaboration and respect for differing viewpoints, helping children develop social awareness and empathy.

- **Spiritual, Moral, Social and Cultural Development**

Through English, children develop the skills to offer thoughtful responses to moral questions encountered in their learning. Their engagement with a wide range of texts fosters an appreciation of their literary heritage and introduces them to diverse cultural perspectives. Our lesson structures encourage collaborative learning and provide opportunities for pupils to share and discuss their ideas.

- **Computing**

English skills are integral to computing, where pupils apply them in writing programs, designing logical sequences, and using a variety of software. ICT is also used to enhance and support English teaching at word, sentence, and text levels, enabling pupils to explore how language and digital media interact to convey meaning.

Resources

A wide variety of resources are available throughout the school to support the teaching and learning of English. These include children's reference books, teacher resources, planning notes, and specialised ICT equipment. Resources are shared among all staff, including visiting students and teachers.

The English subject leader(s) is responsible for maintaining these resources, monitoring their use, and organising storage. Staff are expected to submit resource requests to the subject leader(s) and report any damaged items. Resource purchasing follows standard school procedures and is funded through the English budget, which is allocated from the main school budget. The size of this budget reflects the priority given to English in the School Development Plan.

Each classroom is equipped with dictionaries, thesauri, and a range of age-appropriate materials. A selection of fiction and non-fiction texts is available in every classroom, and children also have access to books within classrooms. Internet access is provided through the ICT suite, and iPads. (For additional resources, refer to the Reading Policy and Handwriting Policy.)

Assessment and Recording

Teachers assess children's work in English using both formative and summative methods. Formative assessments, carried out during daily lessons, help teachers adjust their planning and tailor instruction to meet pupils' needs. These short-term assessments are closely matched to teaching objectives and are used alongside summative assessments to measure progress and inform the planning of future units.

A range of teacher-led and standardised assessments are used to record pupil achievement and guide ongoing planning. In the Foundation Stage, a profile is built throughout the year to capture each child's development. Phonics is assessed formatively through children's contributions in lessons and their reading and writing. Summative phonics assessment takes place at the end of Year 1 via the national phonics screening check, and again in Year 2 for pupils who did not meet the expected standard.

In Key Stage 1, reading and writing are assessed formatively through teacher observations and lesson evaluations. These assessments are recorded on the school's tracking system, and pupil progress and attainment are regularly reviewed during intervention meetings. Children also complete NFER tests to support teacher judgements.

In Key Stage 2, reading, writing, grammar, and spelling are assessed formatively through teacher evaluation and lesson review. These assessments are recorded on the school's tracking system. NFER summative assessments are used in Years 3 to 5 to support teacher judgements and provide evidence of progress. In Year 6, pupils are assessed through end-of-year statutory tests (SATs).

Teachers also maintain informal records, such as spelling test results and progress notes. Marking and feedback provide valuable insights into pupil understanding and support ongoing development.

Extra-curricular activities

The school offers a range of extra-curricular activities to support and enrich pupils' learning in English:

- Booster sessions for gifted and talented pupils in reading, writing, and SPaG (Spelling, Punctuation, and Grammar).
- Booster sessions for targeted pupils requiring additional support in reading, writing, and SPaG.
- Book clubs designed to promote reading for pleasure and foster a love of literature.
- Out-of-school-hours Book Fairs to encourage reading for enjoyment and engagement with a wide variety of texts.

Our statement of SMSC

Through Our Varied Curriculum, Our Children Will Develop:

- A sense of enjoyment and fascination in learning about themselves, others, and the world around them—including the intangible.
- Imagination and creativity in their learning.
- A willingness to reflect on their experiences.
- The ability to recognise the difference between right and wrong, and the readiness to apply this understanding in their own lives.
- An understanding of the consequences of their actions.
- A willingness to participate in a variety of social settings, cooperating effectively with others and resolving conflicts constructively.
- A willingness to engage with and respond to artistic, musical, sporting, mathematical, technological, scientific, and cultural opportunities.

Date: - September 2025

Date of next review: - September 2027