



St Anne's Catholic Primary School

English Policy – November 2025

1. Vision & Aims

Vision:

At St Anne's, every child becomes a confident reader and writer, developing a lifelong love of language. Pupils write with purpose, read fluently, and engage meaningfully with texts. They acquire **cultural capital**, building the knowledge, vocabulary, and experiences needed for later life. Our approach is rooted in **Catholic Social Teaching (CST)**, fostering justice, dignity, and empathy through literature and writing.

Aims:

- Deliver a coherent, evidence-based English curriculum rooted in **National Curriculum, DfE Reading Framework (2023), DfE Writing Framework (July 2025)**, and **EEF guidance**.
- Ensure pupils master **phonics, early reading, comprehension, writing, spelling, and handwriting**, while developing a rich cultural and moral understanding.
- Foster **reading for pleasure, talk, and reflection**, with texts that develop knowledge of the world, diversity, and social responsibility.
- Develop **writer agency**, enabling pupils to plan, draft, revise, and publish writing across genres.
- Provide **inclusive teaching**, meeting the needs of all pupils, and explicitly challenge **greater depth learners** to develop higher-order thinking, reasoning, and creative writing skills.
- Embed **CST principles** in literacy: dignity of the human person, solidarity, stewardship, and the common good through reading, discussion, and writing projects.

2. Roles & Responsibilities

English Lead:

- Oversees curriculum implementation, assessment, monitoring, and moderation.
- Provides staff CPD in phonics, comprehension (VIPERS), HfL Essential Writing, spelling, handwriting, CST integration, and cultural capital development.



- Ensures strategies for **greater depth learners** are embedded in planning.

Teachers:

- Deliver daily phonics (Reception–Y2) and reading lessons, with texts selected to develop **cultural capital**.
- Teach writing systematically, embedding transcription, grammar, and composition skills, while offering **challenges for advanced learners**.
- Use assessment to inform planning, groupings, interventions, and enrichment.
- Integrate **CST values** into reading discussions, writing prompts, and class dialogue.

Teaching Assistants / LSAs:

- Support phonics, reading, and writing interventions.
- Provide scaffolding, model strategies, and support small-group instruction, including **greater depth extension tasks**.

Pupils:

- Engage actively in reading, writing, self-, and peer-assessment.
- Apply feedback and pursue enrichment activities to challenge themselves.
- Reflect on texts and writing through a **moral and cultural lens**.

Parents / Carers:

- Support daily reading at home and encourage participation in enrichment activities.
- Engage in workshops on phonics, reading comprehension, writing strategies, and Catholic Social Teaching in literacy.

3. English Curriculum Structure

3.1 Phonics & Early Reading (EYFS – Y2)

- **Programme:** fidelity to our Little Wandle SSP Programme.
- **Frequency:** Daily, with small-group catch-up sessions as needed.
- **Progression:** Systematic grapheme–phoneme correspondence, blending, segmenting, and decoding.



- **Assessment:** Ongoing; Year 1 Phonics Screening Check; interventions for late decoders. Frequent monitoring and advice by our EYFS and Phonics Advisor.
- **Cultural capital focus:** Use texts that introduce children to a broad range of experiences, social contexts, and vocabulary.

3.2 Reading Comprehension (KS1–KS2)

- **Framework:** VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieve, Sequence/Summarise).
- **Strategies:** Teacher read-alouds, shared reading, guided reading, paired discussion, and written comprehension tasks.
- **Texts:** High-quality fiction, non-fiction, poetry, and culturally diverse texts to broaden understanding of society and the world.
- **Greater depth focus:** Encourage focus on higher order domains such as analysis, inference, comparison, and evaluation beyond age expectations. Our elected 'Reading Buddies' selected from our on track to meet GD or cusp GD children, are given frequent opportunities to develop and raise the profile of reading across the school and work with peers to give them opportunities to showcase their skills and support others.
- **Reading for Pleasure:** Daily storytime, independent reading, class libraries, trips to Durning Library, outdoor reading sheds and reading area in the corridor

3.3 Writing (EYFS–KS2)

- **Foundations:** Phonics-linked transcription (spelling, handwriting) using Little Wandle principles. In KS1 and KS2, writing is delivered in a 'I do, we do, you do' approach that allows children to learn, rehearse and apply newly learned skills
- **Composition:** HfL Essential Writing principles (audience, purpose, structure, sentence-level craft).
- **Process:** Planning → Drafting → Revising → Editing → Publishing.
- **Grammar & Vocabulary:** Embedded within writing; age-appropriate terminology taught explicitly.
- **Authenticity:** Pupils write for real audiences; integrate CST principles and explore moral, social, and cultural issues.
- **Greater depth focus:** Encourage sophisticated sentence structures, consistent and effective use of tier 2 and tier 3 vocabulary across a range of subjects, complex narratives, persuasive arguments, and analytical writing. Our on track



to meet GD or cusp GD writers attend the 'Aim Higher' writing workshops and share good models of writing on our displays around the school. They are also elected as 'Writing buddies' and get to model and share writing skills with peers.

3.4 Spelling & Handwriting

- **Spelling:** Systematic, cumulative, linked to phonics and statutory word lists (see *Spelling Policy*)
 - **Handwriting:** Legibility, fluency, pencil grip; progression to joined script as appropriate (see *Handwriting Policy*)
 - **Assessment:** Formative embedded in writing lessons; targeted interventions for gaps.
 - **Enrichment:** Children who show consistency handwriting especially effective joining of letters in cursive handwriting, receive their 'pen licence' from Y3. Good models of handwriting will be displayed on our separate handwriting display board.
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4. Assessment & Monitoring

- **Phonics:** Ongoing checks; Year 1 Phonics Screening Check.
 - **Reading:** Teacher observation, VIPERS tasks, comprehension tasks, Reading Running Tests and termly summative PIRA assessments.
 - **Writing:** Moderated using National Curriculum, HfL Essential Writing standards, and exemplars. Writing is moderated termly; cross-phase and externally.
 - **Handwriting & Spelling:** Periodic assessment; interventions where needed.
 - **Greater depth learners:** Targeted enrichment tasks; high-expectation marking; opportunities to produce extended, evaluative writing consistently across the curriculum.
 - Frequent monitoring, moderating and CPD sessions led by our HFL advisor
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5. Teaching & Learning Principles

- **Evidence-informed:** Aligns with Reading & Writing Frameworks, EEF guidance, and Ofsted best practice.
- **Dialogic teaching:** Teacher modelling, talk for writing, peer discussion.



- **Formative feedback:** Verbal and written feedback used to support pupil progress.
 - **Scaffolding to independence:** Gradual removal of support as pupils develop confidence.
 - **Culture of reading & writing:** Promote pleasure, discussion, creativity, and audience awareness.
 - **CST & cultural capital:** Integrate texts, discussions, and writing prompts that promote empathy, justice, and understanding of the world.
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6. Inclusion

- Additional support for pupils with reading/writing difficulties is through the use of appropriate models, visual learning prompts, oral rehearsal, pre-teaching, small group focus groups and in-lesson support and scaffolds (Wave 1 support). Support is also offered with Little Wandle 'Catch up' and 'Keep up' interventions in phonics and reading (Wave 2 support).
 - Reading support records targeting the lowest 20% of readers in each class. DEAR time to be used to further support children in their reading.
 - Reading volunteers for all year groups to support a love of reading and encourage greater participation in regular reading.
 - Specific strategies and challenges for **greater depth learners** to extend comprehension, reasoning, and writing creativity.
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7. Parental Engagement

- Daily reading at home; support enrichment tasks.
 - Workshops on phonics, comprehension, writing, and Catholic Social Teaching in literacy.
 - Celebrate writing through displays, newsletters, and school publications.
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8. Professional Development

- CPD in phonics SSP, VIPERS comprehension, HfL Essential Writing, spelling, handwriting, CST integration, and cultural capital awareness.
- Moderation cycles for consistency.



- Reflective practice using research and national guidance.

9. Monitoring & Review

- Annual policy review: pupil outcomes, staff feedback, research updates.
- Use evidence-based tools to evaluate curriculum impact.
- Adjust curriculum sequencing and teaching strategies in response to monitoring outcomes.

10. Progression Appendices (Summary)

Area	EYFS	KS1	KS2	Greater Depth Focus
Phonics	Daily SSP; blending, segmenting	Consolidation of decoding	Support for late decoders	Apply phonics in challenging texts; rapid decoding
Reading	Shared stories, decodable texts	Guided reading; VIPERS	Independent reading; inference, analysis	Critical evaluation, comparative analysis, authorial intent, moral and cultural discussions
Writing	Emergent mark-making, simple sentences	Simple structured texts	Extended composition; audience, purpose, style	Complex narratives, persuasive writing, analytical writing, sophisticated vocabulary (tier2/tier3) and sentence structures
Spelling	Phase-linked sounds	Common exception words	Statutory word lists, morphology	Apply spelling knowledge in extended writing; explore etymology
Handwriting	Letter formation, grip	Fluency, consistent script	Joined handwriting, legibility, speed	Neat, fluent handwriting supporting extended writing production



11. References

- **National Curriculum (2014)** – English programmes of study
- **DfE Reading Framework (2023)**
- **DfE Writing Framework (July 2025)**
- **EEF Improving Literacy in KS2 Guidance**
- **EEF Feedback Research**
- **Little Wandle Letters & Sounds**
- **HfL Essential Writing Principles**
- **Ofsted Education Inspection Framework – Literacy & Reading Guidance**

Date agreed by governing body on December 2025	Signature of Chair or Vice Chair
Date agreed for review Autumn 2027	Frequency of Review Three years
Responsibility for Review A&C Committee	