ST PETER'S CE PRIMARY & NURSERY SCHOOL WEM

Reflecting God's love for us all, we strive to shine like a light in the world; empowering each and every unique person to dream, believe, achieve and flourish.

'In the same way you should be a light for other people. Live so that they will see the good things you do.'
(Matthew 5:16)

ENGLISH POLICY
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Reviewed by: B Hughes, K Lack, J Coackley, E Sayce February 2026

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At St Peter's CE Primary School, we inspire every child to be happy, confident, self-motivated and resilient so that they achieve personal success and will be able to make a positive contribution to society.

Intent

We inspire every child to be happy, confident, self-motivated and resilient so that they achieve personal success. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

Through a creative approach, we aim for each child to achieve the highest possible standard they possibly can. A quality English curriculum should develop a children's love of reading, writing and discussion. The school values of honesty, ambition, care, teamwork, respect and fairness underpin everything that we do in school. We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum.

At St Peter's Primary & Nursery School we aim to provide opportunities for children to:

- ✓ Speak clearly, fluently, confidently and listen patiently and carefully so that they can communicate effectively in a range of situations, including formal presentations.
- ✓ Develop their ability to learn through discussion, elaborating and clearly explaining their understanding and ideas.
- ✓ Read fluently and with good understanding.
- ✓ Develop a love of literature and language.
- ✓ Develop the habit of reading widely and often, for both pleasure and information.
- ✓ Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- ✓ Write clearly, accurately and effectively for a range of audiences and purposes.

Reading

Reading is a key skill and at St Peter's Primary School we believe that children should be continually developing their reading skills and increasing their love of books.

Phonics is taught using the RWI scheme throughout the Early Years Foundation Stage (EYFS), Year 1 and the first term in Year 2, as these are the building blocks of working out unfamiliar words. Red words – those that cannot be decoded – are also taught so that, combined with their decoding skills, children are able to read and comprehend texts speedily and skilfully.

In EYFS and Year 1 the children take part in RWI storybook sessions. These storybooks are read three times in order to improve fluency and comprehension before the books are then taken home.

The teaching of reading is based on the excellent and inspiring reading programme, which has been tailored to meet the needs of our children. In Years 2 – 6, children take part in daily reading sessions. Studying a range of genres including stories, poems and non-fiction. A variety texts have been carefully selected for all year groups which ensures that children are exposed to a wide range of rich vocabulary. The children develop and improve their comprehension skills and confidence in reading.

A love of reading is an important factor at St Peter's. Children are read to daily by their class teacher. Children in Years 2-6 use the Accelerated reader scheme which ensures all children are reading books that are appropriate to their own individual needs. Those children who are working below the AR starting point are given books from RWI or a Wordsparks book as it is essential that they are reading texts matched to their own ability.
Home reading remains an important element of development and reading diaries are monitored on a weekly basis by school staff. We also encourage shared reading at home where parents read with and to their children.

Writing
At St. Peter's we follow the Pathways to Write scheme. Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils. The children know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be.
Writing is taught systematically across the school daily, both in English lessons and across other curriculum areas. Teachers model the writing process for children to apply these skills in their own writing. This gives children confidence in creating their own version which inspires them to become an author. Each block of work is based on a high-quality text or activity stimulus and focuses on developing sentence construction, vocabulary, sense of audience, and punctuation, grammar and organisation. Knowledge and skills are consolidated and developed in each year following a clear progression plan.

Our aim is that all children should:
- use writing to consolidate and develop thinking
- write with interest, commitment and enjoyment
- write with confidence in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- punctuate to make meaning clear to the reader
- plan draft and edit their writing to suit the purpose
- work with peers to discuss and evaluate their writing
- develop writing stamina
- where appropriate, use ICT for presenting work and manipulating text
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation
- develop an independent approach to spelling and to word acquisition.

Spelling
Spelling will be taught in accordance with the National Curriculum for English with an emphasis on the teaching of phonics, conventions, exceptions and rules.
Years 1- 6 will follow the Spelling Shed scheme of work. The format of the week will be:
- spelling pattern for the week will be introduced;
- words following the pattern will be explored and linked to meaning and etymology;

- ways of memorising the spellings will be taught with children having opportunities to practise them through games.
- The children will be given a spelling task to complete.
- Hive spelling quiz to take place weekly.

We recognise and make links between handwriting patterns and spelling patterns, and these will often be taught together.
Throughout the school the children will use word banks, dictionaries and thesauruses. Children are encouraged to attempt spelling by themselves and to self-check their own writing in order to help them develop self-reliance and continuity of thought. They will also proof-read writing individually or with a partner to identify mistakes.
Spelling will have a high priority in every classroom. Adults will pick up reasonable spelling errors such as high frequency words, common exception words and statutory word lists. In line with the marking policy, children will correct spellings three times.

Handwriting

At St. Peter's we value legible and fluent handwriting. We value handwriting as a skill that needs explicit instruction and practise. We are very proud of our pupil's handwriting and take particular care in our cursive/joined-up handwriting style. We use Letterjoin as a handwriting scheme.
Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent and legible handwriting. We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.
The children are taught handwriting in Reception and Year 1 linked to RWI phonics scheme. The children are encouraged to say the rhymes as they write so that each letter is formed correctly. By Year 2 we expect the majority of children to be writing in a cursive handwriting style. If a child produces consistently good handwriting in all books, then we will quickly move them on to writing in pen (except in Maths books).
Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.
Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage outcomes are met. We follow a handwriting progression plan which has been designed to support children's development through school.

Spoken Language

We believe spoken language to be fundamental to the achievement of the children at St. Peter's. Our curriculum reflects the importance of spoken language in pupils' development – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing.
Spoken language is fundamental to learning. From the first days in school, speaking and listening play a large part in a child's progress in all curriculum areas. Teachers plan to

develop these skills in a wide variety of ways. We aim to develop and encourage fluent speakers, who are confident to speak in a wide range of situations.
We develop spoken language skills through the whole curriculum. We prioritise good speaking and listening skills amongst all our pupils. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of our curriculum. These are reflected and contextualised within the reading and writing.

Pupils are taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes.
- maintain attention and participate actively in collaborative conversations.