

St John's CE Academy

'Life in all its fullness' - John 10:10



English Policy 25-26

Date last reviewed: May 2026
Reviewed by: Head of School and LGC
Date for next review: September 2026

Vision and Values

At St John's CE Academy, our vision is rooted in the Christian belief:
"Life in all its fullness" (John 10:10).

We are committed to ensuring that all pupils flourish academically, socially and spiritually. English plays a central role in this vision by equipping pupils with the skills to communicate effectively and engage meaningfully with the world.

Our core values of **Faith, Hope and Love** underpin all aspects of our English curriculum:

- **Faith** – developing confidence and belief in each pupil's ability as a writer
- **Hope** – fostering resilience and perseverance throughout the writing process
- **Love** – promoting empathy, respect and thoughtful communication

Intent

The intent of our English curriculum is to provide an ambitious, coherently planned and knowledge-rich curriculum that enables all pupils to develop as confident, fluent writers.

At St John's CE Academy, we:

- Develop children's love of reading, writing and discussion
- Inspire an appreciation of a rich and varied literary heritage

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Hope

Faith

Love

- Encourage pupils to write clearly, accurately and adapt their language for a range of contexts
- Ensure pupils develop a secure knowledge base in spoken and written English
- Provide opportunities to read widely across genres including fiction, non-fiction, poetry, myths and legends

We ensure that:

- The curriculum is progressively sequenced from EYFS to Year 6
- Pupils build cumulative knowledge and skills over time
- All pupils, including those with SEND and disadvantaged pupils, can access and succeed in the curriculum

Implementation

Curriculum Design

Our English curriculum is:

- Structured through a school-adapted Pathways to Write approach which is adapted to meet the needs of every pupil.
- Organised into clearly sequenced units based on high-quality texts
- Designed to revisit and build on prior learning through spaced practice and retrieval

Writing is taught through a clear process:

- **Immersion (Imitation)** – exploring and learning from model texts
- **Innovation** – adapting ideas and structures
- **Independent application** – producing sustained, independent writing

Teaching Approaches

Teachers deliver high-quality lessons through:

- Modelled, shared and guided writing
- Each Lesson follows a standard structure of: Retrieve, Learn, Apply, Reflect and is based on the EEF 5-a-day principles
- Scaffolded support leading to independence
- Rosenshine's Principles (*I do, We do, You do*)

Each lesson includes:

- Clear learning objectives and success criteria
- Grammar, punctuation and spelling (GPS) teaching
- Opportunities for speaking, listening and discussion
- Opportunities to read
- Development of vocabulary
- Application of compositional/transcriptional skills
- Ongoing assessment and feedback

Children are taught to:

- Plan, draft, edit and publish their writing
- Write across a range of genres and subjects
- Respond critically to their own and others' work

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Key Components of Writing

Grammar, Punctuation and Spelling (GPS):

- Taught daily and applied in context
- Enables pupils to manipulate language for effect

Phonics and Spelling:

- A **phonics-first approach** using Read Write Inc. in EYFS and KS1
- Structured spelling teaching across all year groups

Handwriting:

- Explicitly taught from EYFS onwards using the RWI handwriting scheme
- Developed progressively to ensure fluency and presentation

Oracy (Speaking and Listening):

- Embedded throughout the curriculum
- Supports vocabulary development, reasoning and writing outcomes

Inclusion and Adaptive Teaching

We ensure **Quality First Teaching** for all pupils:

- Targeted interventions support pupils who require additional help
- High expectations are maintained for every pupil
- Scaffolds and supports are used to ensure all lessons are adapted to meet the needs of learners

Use of 1:1 iPads

At St John's CE Academy, 1:1 iPads are used purposefully to enhance the teaching and learning of writing, supporting our vision of "Life in all its fullness" (John 10:10). Technology is used to complement, not replace, high-quality teaching and enables pupils to plan, draft, edit and publish their work with increasing independence. iPads support engagement and motivation, provide access to high-quality model texts and stimuli, and allow for immediate feedback and redrafting. They are particularly effective in supporting inclusion, with accessibility features such as speech-to-text and word prediction enabling all pupils, including those with SEND, to access the curriculum and demonstrate their learning. Teachers ensure that the use of technology is purposeful and balanced, with continued emphasis on handwriting, spelling and transcription skills. As a result, pupils produce high-quality, well-presented work and develop confidence in using digital tools to support their writing.

Cross-Curricular Writing

Pupils are given opportunities to:

- Write across a range of curriculum areas
- Apply writing skills in meaningful contexts
- Develop creativity, independence and purpose in writing

Impact

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The impact of our English curriculum is demonstrated through pupils' ability to:

- **Know more and remember more** over time
- Write with **clarity, accuracy and purpose**
- Apply grammar, punctuation and spelling effectively
- Write independently across a range of genres

Assessment includes:

- Ongoing formative assessment within lessons
- Summative assessment to track progress
- Book scrutiny, pupil voice and moderation

By the end of Year 6, pupils:

- Write confidently for a range of audiences and purposes
- Demonstrate secure use of grammar and punctuation
- Are well-prepared for the next stage of education

Early Years Foundation Stage (EYFS)

In EYFS, writing is developed through:

- Early mark-making and letter formation
- Phonics and sound-letter correspondence
- Rich opportunities for talk and storytelling

By the end of Reception, children are expected to:

- Write simple sentences that can be read by others
- Use capital letters and full stops
- Apply phonic knowledge to spelling
- Re-read and check their writing

Personal Development

Through the English curriculum, pupils:

- Develop confidence in expressing ideas and opinions
- Engage with diverse texts that promote cultural awareness
- Build resilience and perseverance

Enrichment opportunities include:

- Author visits
- Library Visits
- Reading buddies
- Competitions and performances
- World Book Day and other literacy events

These contribute to pupils' **cultural capital** and wider development.

Behaviour and Attitudes

Pupils demonstrate:

- Positive attitudes towards writing and learning
- Pride in their work and presentation

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- Engagement and resilience during lessons

Leadership and Management

The English subject leader, **Miss B Moulton**, is responsible for:

- Ensuring a **well-sequenced and effectively implemented curriculum**
- Monitoring teaching and learning through lesson visits, book scrutiny and pupil voice
- Supporting staff through professional development
- Evaluating impact and driving continuous improvement

Parental Engagement

We work in partnership with parents by:

- Providing guidance on supporting reading and writing at home
- Encouraging regular practice
- Sharing pupil progress and next steps

Monitoring and Review

This policy is reviewed regularly by the English subject leader and senior leadership team to ensure it remains aligned with statutory requirements and school priorities.

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Hope Faith Love