

Golborne St. Thomas' C of E J & I School

English Policy

A journey in faith, arriving with hope.

St. Thomas' School vision:

To ensure the children are highly valued by all members of the school community.

St. Thomas' creates a culture of high aspirations by making the school the heart of the community. We aim to develop a culture of curiosity and creativity by unleashing our children's God-given potential to make a difference in our locality and beyond.

Our parents, staff and governors see and understand the individual talents of each pupil and the opportunities provided. We openly celebrate and reward children's successes and achievements.

To inspire all children through a broad, balanced and engaging curriculum enabling every child to succeed.

We create an ethos where everyone is an explorer and an active participant. Children are challenged and encouraged to thrive in all areas. Our aim is to nurture talent and ensure children are equipped to live life in all its fullness.

Children experience a wide range of high-quality lessons and enrichment activities daily. We recognise that children are naturally curious; therefore, child-led learning is developed through their questions.

To nurture children's wellbeing to ensure healthy mind, body and spirit.

At St. Thomas' values are at the heart of all we do. We provide a safe, supportive environment which empowers children to grow and develop their self-worth, self-esteem and self-respect. Our unique learners are resilient and are willing to take big risks to make big leaps.

Values are actively promoted, modelled, and celebrated by all. Our inspiring curriculum and pastoral care teaches children the importance of healthy lifestyles: physically, mentally and spiritually.

English Policy

Here at Golborne St. Thomas', we believe English to be vitally important and we aim to deliver an English curriculum that gives children the best possible opportunities to become confident, literate and successful members of society. We believe the development of English skills is central to improving a child's life chances and that all of our children have the right to access a high quality and engaging English curriculum. English is taught in accordance to the EYFS statutory framework and English programmes of study: key stages 1 and 2 National curriculum in England.

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

We aim to encourage all children to:

- read easily, fluently and with good understanding
- 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
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

English is taught daily throughout the school. Phonics lessons are taught daily in all year groups following the Sounds~Write scheme. In the Early Years Foundation Stage we endeavour to provide a range of learning activities, both adult led and accessed through continuous provision, including mark making, drawing, reading and writing. Children are given opportunity daily to share and enjoy a range of books, poems, songs and stories. In Key Stage 1 and Key Stage 2 we split the different strands of English up and teach the different skills required of the children. Grammar lessons are taught discretely from Year 1-Year 6. Reading is taught focusing on the skills needed to decode and understand different texts: our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. Writing is taught by using a 'hook' to generate interest and creativity in the children, whilst making it accessible for all learners. Books are used to engage children and are linked to the wider curriculum.

Ongoing assessment is done formally and informally throughout the year. Children are assessed at the end of each term. Children's progress and attainment is tracked by the school. Data for this is taken from formal assessments, teacher observations and the work produced by children in the books. Writing assessment is moderated both internally and externally.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the statutory requirements of the English programmes of study: key stages 1 and 2 National curriculum in England

Further Information

For full details and to answer any further questions you may have, please consult our School Information Report, found on our school website.

English can be seen in action at Golborne St. Thomas through our school Facebook page, on the school's website and in person by visits and tours of the school. Writing is celebrated and displayed throughout the school.

Policy written: December 2022

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