

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 is vitally important. We strive to deliver an English curriculum that provides children with the best possible opportunities to grow into confident, literate, and successful members of society. We are firm in our belief that the development of English skills is crucial in improving a child's life chances. We ensure that all our children have the right to access a high-quality and engaging English curriculum. Our English teaching aligns with the EYFS statutory framework and 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](#).

Our objectives are to encourage all children to:

- Read easily, fluently, and with good understanding.
- Develop the habit of reading widely and often, both for pleasure and information.
- Acquire a broad vocabulary, 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 for various contexts, purposes, and audiences.
- Utilise discussion as a means of learning; children should be able to elucidate and clearly express their understanding and ideas.
- Demonstrate competence in speaking and listening, including making formal presentations, showcasing to others, and engaging in debate.

Implementation of English Curriculum

English is taught daily throughout the school. Phonics lessons are delivered daily in all year groups following the Sounds~Write scheme. In the Early Years Foundation Stage, we provide a variety of learning activities, encompassing mark-making, drawing, reading, and writing, which are both adult-led and accessed through continuous provision. Children are given daily opportunities to share and enjoy an array of books, poems, songs, and stories. In Key Stages 1 and 2, we segment the English curriculum into different strands to teach the necessary skills to the children. Grammar lessons are discreetly taught from Year 1 to Year 6. Reading instruction focuses on the skills required to decode and comprehend different texts, including a diverse range of texts and resources that reflect the backgrounds and diversity of all our children. Writing is taught using a 'hook' to spark interest and creativity, ensuring accessibility to all learners. Our Novel Curriculum texts are employed to engage children and are linked to the broader curriculum.

Assessment

Ongoing assessment is carried out formally and informally throughout the year. Children are assessed at the conclusion of each term, and their progress and attainment are monitored by the school. Data for assessment is derived from formal assessments, teacher observations, and children's work. Writing assessments are internally and externally moderated.

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: May 2024

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