



ST. ANNE'S COPP
CHURCH OF ENGLAND PRIMARY
SCHOOL, GREAT ECCLESTON

English



January 2026

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"Let us love, not in word, but in truth and action." (1 John 3:18)

In building solid foundations for every unique individual and putting God’s love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in **compassion and **understanding**, **promote justice** and possess commitment and **aspire** to make a positive difference. We offer an ambitious curriculum that ignites **curiosity** along with high personal expectations that fosters **resilience** and which enables them to flourish. Our children are easily distinguished by the **courage** they show when making brave choices and understand the importance of becoming the very best versions of themselves.**

At St Anne’s Copp CE Primary School Great Eccleston we believe that all aspects of English are a fundamental life skill which develops pupils’ ability to listen, speak, communicate, read and write for a wide range of purposes.

Pupils are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. They gain an understanding of how language works by looking at its patterns, structures and origins and use their knowledge, skills and understanding in speaking and writing across a range of different situations.

We aim to:

- enable pupils to read and write with confidence, fluency and understanding
- enable pupils to use a range of strategies to develop accuracy in reading and an understanding of the meaning of a text
- develop an understanding of the sound and spelling system to foster accurate reading and writing in a variety of genres
- develop fluent and legible handwriting
- foster and develop pupils’ own imaginative language and critical awareness through reading and writing
- develop an appreciation of books for both learning and pleasure
- develop speaking and listening skills through literacy and across all curriculum areas
- encourage parents/carers to play an active role in the education of their child.

Early Years Foundation Stage (EYFS)

In the Foundation Stage, Communication and Language and Literacy development are incorporated in all areas of learning. Opportunities are provided for pupils to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Pupils are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of experimenting with mark making and writing for different purposes. Pupils enjoy daily phonic sessions.

Key Stages 1 and 2

KS1 and KS2 pupils have 4 genre lessons a week. The structure over time goes through key phases. These are (i) Creating Interest; (ii) Reading; (iii) Gathering; (iv) Writing.

Punctuation and Grammar (PAG)

PAG is taught throughout the week, either as a discrete session or a short activity before an English lesson.

Guided Reading

This takes place three times a week throughout the school from EYFS to Year 6.

Comprehension

Comprehension is taught weekly in Years 1-6, using the Cracking Comprehension Scheme and other available resources.

Reading

Pupils in KS1 will be heard throughout the week and pupils in KS2 at least once a week, according to ability. KS2 pupils are expected to read independently every day. We aim to enhance the provision and enjoyment of reading through having quality books in our class libraries which are updated each year, subject related library loan boxes, celebrating World Book Day, reading/writing competitions, reading displays and working walls.

Reading for pleasure is a key part of developing a love of reading. We foster this love in a variety of ways, including pupils choosing class books, focus authors in class, quality books available throughout school, children in all classes being read to everyday and staff as reading role models.

Writing

PAG is recapped each day, with skills learned being applied to extended and everyday writing. An understanding of a range of text types has been planned throughout the year which allows pupils to re-visit writing objectives. Time is built into planning for pupils to evaluate their work by editing and redrafting.

Writing for purpose is encouraged wherever possible.

Spelling

Spelling is taught in two discrete sessions a week in Y2 (when the children are ready for spellings) and throughout KS2 and is assessed on a regular basis. This involves an interactive and investigative approach using Spelling Shed.

Phonics

Phonics lessons are taught daily in both EYFS and KS1. At St Anne's Copp we use the 'Little Wandle' scheme for teaching phonics.

Speaking and Listening

Effective speaking and listening is encouraged throughout the school, and not just in English lessons. Throughout the year, we provide opportunities to enhance children's S&L skills. These opportunities may include school council, performing in class, worship, plays and music opportunities.

Handwriting

All teachers have high expectations for the presentation of work in all areas of the curriculum. Handwriting plays an important part and is taught regularly using an agreed font. Joined up handwriting is taught from Year 1, if the pupils are ready.

Adaptive Teaching

At St Anne's Copp, we provide appropriate and focused learning opportunities to ensure all pupils are able to reach their potential. This includes sharing high but realistic expectations, pitching learning correctly according to the ability of the child, supporting and challenging different individuals and groups and providing intervention sessions, where necessary.

Drama, role play, cooperative activities, group discussion and interaction will be used to develop speaking and listening skills in a variety of contexts.

Opportunities will be provided in other curricular areas to practice and apply skills acquired during English sessions. Additional time will also be allocated for continuing the practice of reading to and with the class, independent reading for interest and pleasure and extended writing.

Assessment

Formative assessment is carried out through questioning, talk partners, group discussion, work scrutiny, teacher observation, peer evaluation, self-evaluation and mini-plenaries.

Summative assessments are used to track pupils throughout the year to ensure that they are on track to achieve age related expectations by the end of the school year. We use comprehension assessments to assess reading termly, and in writing we assess using a writing grid specific to each year group.

Teachers assess the children in September on entering a new year group, using comprehension assessment, writing tasks, spelling/phonics assessments and information from the previous year group.

Year group spellings are mapped out across the year and assessed termly.

Teacher assessment on each individual child's work, which is closely matched to learning objectives, will be a continuous process. This process will serve to reinforce both teaching and learning and will inform next steps for planning.

Foundation Stage profile is an ongoing assessment at Foundation Stage.

Formal screening of pupils takes place during the summer months.

EYFS	Early Learning Goals
Year 1	Phonics screening
Year 2	End of KS1 SATs (now optional) and teacher assessment
Year 6	End of KS2 SATs in reading and spelling, punctuation and grammar. Writing is teacher assessed

The results of these formal tests are recorded for each individual child. The progress and attainment of each child will then be tracked by the assessment leader, both for target setting and intervention purposes. In all year groups, children who have made slower than expected progress are identified and targeted support is put in place. It may be deemed necessary that children identified as making slower than expected progress be put on a support plan (see SEN Policy).

Parents/Carers

We believe that parents/carers have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- having informal discussions when necessary;
- holding annual Meet the Teacher afternoon/evening to discuss settling in;
- holding parents' evenings to discuss children's progress;
- sending out written reports 3 times per year to parents in which we explain the progress made by each child and indicate how the child can develop their learning;
- explaining to parents how they can support their children with their targets.

What we want for our children

- Pupils enjoy reading regularly for information and for enjoyment/pleasure.
- Pupils discuss books with excitement and interest.
- Pupils enjoy writing and use the features of different genres and styles; they can write for different purposes and audiences.
- Pupils are proud of their writing.
- Pupils know that others value their writing; they see it on display, used as examples, made into class books, shared on Dojo with their families etc.
- Skills progress (grammar and punctuation) throughout the school is evident in pupils' books.
- Pupils are adventurous with vocabulary choices.
- There is evidence of a clear teaching sequence in books:
 1. Reading and responding phase
 2. Reading and analysis phase
 3. Gathering content phase
 4. Planning

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5. Writing phase

6. Scaffolded outcome

7. Independent outcome.

- A range of text types are taught across the school, resulting in pupils being exposed to (and being knowledgeable about) literary styles, authors and genres.
- Marking provides positive support and directs the pupil on their next steps to improve their writing.
- Pupils use classroom resources to support their learning.