Leyland St. James' CE Primary School

English Policy

Reviewed June 2026

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English Rationale

At Leyland St James' C of E Primary School, we recognise that both written and spoken language are fundamental skills which underpin pupils' academic development, confidence and success as learners. Through a carefully sequenced English curriculum, we aim to develop articulate communicators who can express their ideas fluently, coherently and with purpose across a range of contexts.

We place a strong emphasis on writing as a core component of the curriculum, ensuring that pupils develop the skills necessary to write with accuracy, creativity and increasing independence. Central to this is the development of clear, fluent and legible handwriting, which enables pupils to communicate their ideas effectively across all subjects. By securing handwriting fluency, we reduce the cognitive load associated with the physical act of writing, allowing pupils to focus on higher-level skills such as spelling, vocabulary selection and composition.

We understand that high-quality handwriting supports wider developmental needs. It contributes to the refinement of fine motor skills, enhances concentration and stamina, and fosters a sense of pride and ownership in pupils' written work. Through a systematic and consistent approach to handwriting from the early years onwards, pupils are equipped with a lifelong skill that underpins learning, supports self-expression and enables them to present their ideas with clarity and confidence.

Alongside writing, oracy is central to our English provision. We provide rich opportunities for pupils to develop their speaking and listening skills through structured discussion, debate, presentation and collaborative learning. By explicitly teaching oracy skills—such as vocabulary development, sentence stems, active listening and expression—pupils are empowered to articulate their thinking, justify their opinions and engage thoughtfully with the ideas of others.

Our English curriculum is underpinned by our Christian vision, ***'Shine like stars as children of God'*** **(Philippians 2:15),** and our core values. We believe that every child should take pride in their work and strive for excellence in both presentation and communication. Handwriting and oracy are therefore embedded across all areas of the curriculum, ensuring high expectations are consistently upheld in every subject.

Intent

Our curriculum aims to inspire children, through engaging lessons, a standard of language whilst developing their literacy skills. We believe providing a high level of English for all is vital for children to achieve at school and beyond. We aim to ensure that every child becomes primary literate and progresses in the areas of reading, writing, speaking and listening. We believe that the ability to read and write is fundamental to our children succeeding; enabling them to access each stage of their education.

Implementation

Our English curriculum is delivered through consistently high-quality, inclusive teaching, where all staff demonstrate strong subject knowledge and a clear commitment to developing pupils' spoken language, reading and writing skills. Lessons are carefully structured, with clear modelling, purposeful practice and timely feedback, ensuring that all pupils can make sustained progress from their starting points.

A strong emphasis is placed on oracy, with pupils given frequent and meaningful opportunities to articulate their ideas, justify their thinking and engage in high-quality discussions. Teachers explicitly model and teach vocabulary, enabling pupils to become confident communicators across a range of contexts.

We provide a language-rich curriculum, where high-quality texts underpin learning and support the development of reading comprehension, writing skills and a love of literature. Vocabulary is explicitly taught across all subjects, ensuring pupils develop a deep understanding of language and can apply it effectively in both spoken and written forms.

Learning is further enriched through a range of experiences, including outdoor learning, inspirational visitors and carefully planned educational visits. These opportunities broaden pupils' cultural capital and provide meaningful contexts for language development, enhancing both engagement and outcomes in English.

Beyond discrete English lessons, opportunities to develop language and literacy skills are embedded across the wider curriculum. Pupils regularly engage in activities such as:

- Structured talk opportunities (e.g. circle time, show and tell, discussion and debate)
- Drama and role play to explore character, narrative and vocabulary
- Shared, guided and independent reading sessions
- Storytelling and story time to promote a love of reading
- Extended writing opportunities across subjects
- Spelling and handwriting sessions to support transcription skills
- Reading partner work to build fluency and comprehension

- Use of high-quality media and texts to support language development

This cohesive and carefully planned approach ensures that pupils develop the knowledge, skills and confidence they need to communicate effectively, think critically and become enthusiastic, lifelong readers and writers.

Impact

The impact of our English curriculum is reflected in pupils who are confident, articulate and enthusiastic communicators. Through a language-rich curriculum, underpinned by high-quality and diverse texts, pupils develop a secure understanding of vocabulary, enabling them to express ideas clearly, effectively and creatively in both spoken and written forms.

As pupils progress from EYFS to Year 6, they demonstrate increasing control and precision in their use of language, adapting their communication to suit a range of purposes, audiences and contexts. Their exposure to high-quality literature fosters a love of reading, deepens comprehension and supports pupils in crafting writing that is imaginative, coherent and purposeful.

Pupils' oracy skills are evident across the curriculum, with children able to discuss, explain and justify their thinking using subject-specific vocabulary. This strong foundation in spoken language enhances their confidence, supports their writing and contributes to their overall academic success.

Assessment is used effectively to ensure that all pupils make sustained progress. Teachers use ongoing formative assessment, including skilled questioning and observation, to identify pupils' next steps and respond through high-quality teaching. Clear targets are set to support individual development, ensuring that all learners are appropriately challenged and supported.

The success of the curriculum is measured through:

- Sustained progress and attainment from starting points across EYFS to Year 6
- Pupils' ability to transfer language, reading and writing skills across the wider curriculum
- Outcomes in statutory assessments at Key Stage 1 and Key Stage 2
- Teacher assessment of reading, writing and grammar, punctuation and spelling
- The quality of pupils' spoken language, writing and engagement with texts

As a result, pupils leave primary school as confident readers and writers, with a rich vocabulary and a genuine appreciation of literature, fully prepared for the next stage of their education and as lifelong learners.

LPDS Talk Programme Scheme

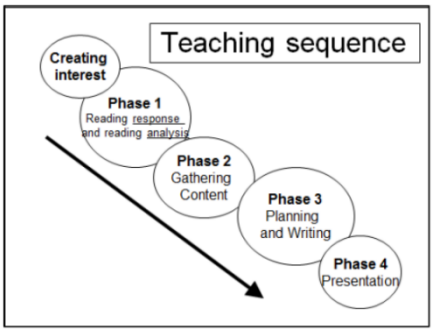
We use the Lancashire Professional Development Service (LPDS) English units as our core planning tool at Leyland St James'. Central to these units is a strong emphasis on oracy, supported through the LPDS Talk Programme, which actively develops pupils' speaking and listening skills across all phases of learning. Through structured talk opportunities, children are encouraged to articulate ideas, justify opinions, and engage in purposeful discussion, deepening both understanding and confidence.The LPDS English units provide a broad range of opportunities for pupils at Leyland St James' to explore and innovate within a variety of fiction and non-fiction genres. Carefully planned oracy-rich activities—including discussion, debate, drama, and collaborative talk—are embedded throughout each unit, ensuring that spoken language underpins reading and writing development.

At the beginning of the school year, we use bridging units to allow pupils to draw upon prior knowledge and skills from the previous year while integrating new learning from their current year group. Within these units, the Talk Programme principles are used to revisit and strengthen key oracy skills, enabling pupils to confidently express their thinking and build on others' contributions.

For both bridging units and year group LPDS units, pupils are introduced to a high-quality link text that is designed to engage and motivate them. These texts act as a stimulus for rich discussion and provide meaningful contexts for oracy, allowing pupils to explore themes, vocabulary, and ideas through structured talk before applying these in their reading and writing.

Throughout each unit, pupils work towards two outcomes, typically linked to a fiction and a non-fiction genre. Across the learning journey, pupils engage with a wide range of texts and participate in purposeful speaking and listening opportunities. We follow a clear, phased approach to English, consistent across the school, where oracy is woven throughout each phase to support comprehension, rehearsal of ideas, and the development of high-quality written outcomes.

The phases of learning are outlined below:



Grammar – I model

Throughout the LPDS English units, we have daily grammar starter sessions related to final outcomes within the unit. We follow the 'I' model for grammar:

- **Immerse** – this is where we introduce the children to the aspect of grammar being developed
- **Imitate** – the children will have an opportunity to copy and change examples given to them
- **Innovate** – the children will be able to change or extend examples of grammar given to them
- **Invent** – the children will be able to generate their own example using the feature of grammar
- **Improve** –the children will develop and improve their innovation.

This model is used to give children the opportunity to develop their grammar skills and become more confident in applying them in their outcome for the unit.

At Leyland St James', writing takes the form of modelled, shared and independent writing.

Modelled Writing

A modelled write, within the LPDS framework, is a carefully planned teacher demonstration that explicitly shows pupils how to construct writing in line with the Learning and Progression Steps (LAPS) and Key Learning Indicators of Performance (KLIPs). During this process, the teacher "thinks aloud", modelling vocabulary choices, sentence structure, grammar and punctuation, while making clear links to the key skills identified in the National Curriculum and Lancashire Key Learning documents. LAPS are used to break learning down into small, progressive steps to support pupils in developing writing skills, while KLIPs focus on the most significant objectives that indicate secure understanding and inform assessment and next steps. At Leyland St James', this ensures that the modelled writing is purposeful, aligns with assessment expectations, and supports pupils in understanding both the process and the success criteria, enabling them to apply these skills independently across a range of writing contexts.

Shared Writing

At Leyland St James', shared writing builds on modelled writing by providing opportunities for pupils to actively contribute to the composition process while being guided by the teacher. During shared writing, the teacher and pupils co-construct a text, with the teacher still leading the writing but inviting ideas, vocabulary choices, and sentence structures from the class. This collaborative approach allows pupils to practise the key skills identified within the Learning and Progression Steps (LAPS) and Key Learning Indicators of Performance (KLIPs), while benefiting from immediate feedback and discussion. The teacher supports pupils in refining their ideas, making purposeful choices, and applying grammatical knowledge, ensuring that learning is scaffolded and

accessible. At Leyland St James', shared writing strengthens pupils' understanding of the writing process, reinforces success criteria, and builds confidence, enabling pupils to transfer these skills more independently in their own writing across the curriculum.

Independent Writing

At Leyland St James', independent writing provides pupils with the opportunity to apply and consolidate the skills developed through modelled and shared writing. During independent writing, pupils draw on their understanding of the Learning and Progression Steps (LAPS) to support their development, while demonstrating the key skills identified in the Key Learning Indicators of Performance (KLIPs). This stage enables pupils to write with increasing independence, selecting appropriate vocabulary, structuring sentences effectively, and applying grammar and punctuation accurately in line with National Curriculum expectations. Teachers use this opportunity to assess pupils' writing against KLIPs, identifying strengths and next steps to inform future planning. At Leyland St James', independent writing ensures that pupils can transfer taught skills across a range of contexts and purposes, developing confidence, fluency and resilience as writers.

Cross Curricular Writing

At Leyland St James', high expectations for writing extend beyond English lessons, with planned opportunities for extended writing across the wider curriculum. Pupils are expected to apply the same skills, knowledge and strategies taught in English—such as using appropriate text types, accurate grammar and punctuation, and purposeful vocabulary—to a range of subjects, including history, geography and science. This ensures that writing is meaningful and embedded within learning, allowing pupils to communicate their understanding effectively and deepen their knowledge by organising and expressing their ideas. For example, pupils may use their understanding of recounts, explanations or instructions within creative curriculum topics, demonstrating their ability to transfer skills across contexts. At Leyland St James', this approach promotes consistency, reinforces high standards, and supports pupils in becoming confident, adaptable writers who can apply their learning across the curriculum.

Monitoring and Review

The English subject leader, in collaboration with the headteacher, is responsible for monitoring the effective implementation and impact of this policy. Monitoring activities include lesson observations, review of planning, book monitoring across English and other curriculum subjects, and discussions with pupils.

Assessment information is reviewed on a termly basis to evaluate standards, identify strengths, and highlight areas for development, including consistency and progression in handwriting across the curriculum. Staff are supported through targeted professional

development to ensure high-quality teaching and continuous improvement of handwriting are sustained.

Special Educational Needs and Disability

Pupils with Special Educational Needs and/or Disabilities (SEND) are fully included in the English curriculum at Leyland St James'. We recognise that some pupils may experience barriers in reading and writing; therefore, a strong emphasis is placed on oracy through the LPDS Talk Programme to support understanding and expression. Structured talk opportunities—such as partner talk, sentence stems, vocabulary rehearsal, and guided discussion—enable pupils to explore ideas verbally before recording them, building confidence and reducing cognitive load.

A range of carefully selected resources and strategies are used to support access to learning. These may include coloured overlays, large print texts, iPads or laptops, as well as visual prompts and word banks to aid communication and understanding. Pupils are encouraged to rehearse language aloud, develop vocabulary, and organise their ideas through talk as a key step in the writing process.

Tasks are adapted to meet individual needs so that all pupils can participate and achieve success. Flexible and supportive grouping is used to promote inclusion, with opportunities for collaborative talk allowing pupils to learn from and contribute to shared ideas in a structured and supportive environment.

Additional equipment, such as pencil grips, sloped boards, wrist weights and adapted lined paper, is available to support physical aspects of writing. Alongside this, oracy strategies—including modelling, repetition, and scaffolded speaking frames—help pupils to develop sentence structure and confidence before writing.

Interventions are carefully planned and sequenced by class teachers to provide timely and targeted support. These interventions often incorporate elements of the LPDS Talk Programme, ensuring that pupils have repeated opportunities to practise speaking, listening, and verbal rehearsal alongside the development of handwriting and writing skills.