



***"Together, with
Jesus, we can LOVE,
LEARN and
SUCCEED"***

Ribchester St Wilfrid's CE Primary School

Whole School Policy for English	
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Date	July 2026
Approved by FGB	November 2026
Date of Review	July 2027

School Vision

Following the teachings of Jesus, St. Wilfrid's nurtures a love of learning, within a supportive and caring family; encouraging all of us to become confident and resilient members of the world community.

Together, with Jesus, we can LOVE, LEARN and SUCCEED.

¹³ Christ is the one who gives me the strength I need to do whatever I must do.

Philippians 4:13

Intent

At Ribchester St. Wilfrid's C of E Primary School, we believe the exposure of well-chosen, high-quality children's literature is vital; not only within English as a subject but to support building a reading culture throughout the school and to develop a literacy rich environment. With this in mind, we have adopted and are adapting the use of Literacy Tree curriculum to best meet the needs of our pupils.

The Writing Framework (2025) states that:

"Proficiency in writing is a key skill throughout school and life. Being able to express ideas clearly and write fluently creates opportunities."

"The national curriculum requires pupils in key stage 2 to write for a range of contexts, purposes and audiences. However, it does not specify the text types that should be taught. Purpose and audience should underpin decisions about the form any writing should take, such as a narrative, an explanation or a description."

Literacy Tree supports the use of high-quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing spoken language through debate, drama and discussion using the issues raised through, and within, the texts. Their vision is for excellence in literacy through an ambitious English Curriculum that places books at its core. The driver of our English Curriculum is high-quality texts which foster a love of reading and writing, inspiring children and igniting creativity.

By placing books at the core, teachers use the text as the context for the requirements of the National Curriculum. The National Curriculum (2014) states that: *"This guidance is not intended to constrain or restrict teachers' creativity, simply to provide the structure on which they can construct exciting lessons."*

This would suggest that a context for learning is vital – and this is where our chosen approach supports teachers with ensuring that objectives for reading and writing, including those for grammar, have purpose.

Writing opportunities are meaningful; whether short or long, and the audience is clear. Children have real reasons to write, whether to explain, persuade, inform or instruct and, where possible, this can be embedded within text or linked to a curriculum area. Writing in role using a range of genres is key to our approach, as is

writing a critique of the text and making comparisons – all writing skills that support children in preparation for their time in secondary school.

This sits comfortably alongside the following statement from the English National Curriculum:

“The National Curriculum for English aims to ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.”

Literacy Tree is a text-rich, spiral curriculum that builds in a layered approach.

Teaching and learning cannot be a ‘one size fits all’ approach and so Literacy Tree’s text led English Curriculum has been shaped to enable all children, regardless of background ability or additional needs, to flourish through adaptation and flexibility within robust pedagogy. Teachers at Ribchester St. Wilfrid’s will use the resources to best meet the needs of the class.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2025).

In the Early Years Foundation Stage (Reception) children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

English Subject Organisation

Ribchester St. Wilfrid’s English Curriculum is primarily planned from the National Curriculum 2014. English units are planned using the Literacy Tree Writing and Reading Roots. We have a long-term plan of texts and themes for each year group based on the Literacy Tree resources. These can be adapted and effectively altered to meet the needs of the cohort and are under constant review from class teachers and senior leaders. The Early Learning Goals are used to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

English units are planned following the teaching sequence from reading to writing. Phase one includes creating interest and reading comprehension and response. Phase two includes reading analysis and gathering content. Phase three includes planning, writing, editing and improving, and presenting.

In Foundation Stage and Key Stage One, phonics is taught discretely on a daily basis using Read Write Inc. Application is planned for throughout the curriculum. (See school's phonics policy).

In Key Stage One and Key Stage Two classes, grammar is taught discretely throughout English units. Easy Education has also adopted to support more regular practice and consolidation in this area. Spelling is taught discretely through Spelling Shed and application encouraged throughout.

In Foundation Stage, handwriting is linked to phonics and planned for during continuous provision. This includes both child initiated and adult directed activities. In Key Stage One and Key Stage Two, handwriting is taught discretely and applied across the curriculum. (See separate handwriting policy).

English is taught daily in every class.

Implementation

A whole-school approach to the teaching of reading and writing through Literacy Tree Writing Roots and Reading Leaf resources. This ensures rigour and consistency where children are appropriately challenged and supported to build core and lasting literacy skills.

Through use of Literacy Tree we have mapped the coverage of the entire English Programme of Study for KS1 and KS2, as well as meeting the needs of the statutory (March 2017) Early Years Framework. In many cases objectives are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years. We believe strongly that children should be secure in applying the skills of curriculum 2014 within their writing and their reading and that this approach is fully comprehensive.

Writing

Writing opportunities are based on high-quality texts, which have been carefully chosen to enable children to engage critically and creatively with the curriculum and with the world around them. Higher level vocabulary contained within these texts broadens children's literacy skills and is woven throughout our Writing Roots. Opportunities for exploring vocabulary through drama, oracy and short-written outcomes are thoughtfully interwoven within the context of the texts.

Children are encouraged to revise and edit their writing as part of the writing process, and revising and editing are integral parts of the Literacy Tree curriculum. Teachers model skills, such as planning, drafting, writing, revising and editing, using

physical resources (flip-charts, pens, sentences strips) and make use of working walls within the classroom as a live and active teaching tool. Writing is shared and celebrated with real purpose, enabling children to see themselves as writers! Writing books show progress, care and creativity.

The Writing Root Pedagogy

Thematic Link	Links are made through themes and conventions within significant literature.
Discovery Point	Dramatic conventions support immersion and create a hook with the book to create resonance.
Literary Language	Literary language explicitly taught and applied in writing.
Embedded Comprehension	Reading comprehension explicitly embedded through prediction and inference.
Embedded Grammar	Explicit grammar skills for writing taught in context to be applied purposefully.
Spelling & Vocabulary	Explicit spelling skills are explored and linked to vocabulary acquisition.
Purpose & Audience	Distinct shorter and longer writing opportunities rather than genre-led.

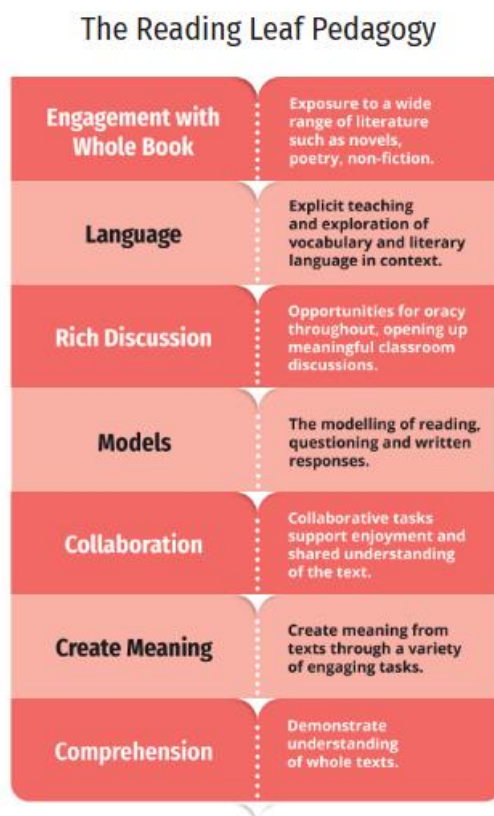
At Ribchester St. Wilfrid's our intent is to enable all children in our school to be able to communicate their ideas, thoughts and feelings through their own written words. With this in mind, it requires both spelling automaticity and fluent handwriting to be strong. These are areas school wishes to develop over the coming year.

To address gaps in spellings skills noticed by staff, a new spelling scheme has been introduced: Spelling Shed. The use of interactive and weekly sessions will enable the children to be exposed to their spelling rules and allow them to contextually apply them in a safe environment. Also, misconception and exceptions to rules are taught explicitly to enable all children to accurately understand how to spell their age appropriate word spellings.

To address gaps in handwriting skills noticed by staff, a new handwriting scheme has been introduced: Letter-join. Please see the handwriting policy for more details.. It is hoped that through exposure to this scheme we will enable all children to develop fluid handwriting to enable them to write at length and at speed legibly. This should also improve the content of written work as their fluency in handwriting increases.

Reading

Reading is an important part of our curriculum and is an integral part of all of our lessons. At St. Wilfrid's we also have time tabled shared reading sessions using the Reading Leaves. This provides enhanced reading comprehension with sequenced activities that guide children through whole books, creating critical readers. These resources centre around novels, poetry collections, and high-quality non-fiction books.



Teachers have access to high-quality text that will challenge all pupils within the group. These lessons are built around the teacher reading high-quality and challenging texts, which are dissected by the group through high-level questioning and discussion. Pupils work on activities that help them to understand new vocabulary and develop their comprehension of the text, ensuring that our pupils are able to make justified responses using evidence from the text. They are also taught to develop their ability to understand the author's intent, connections and links to their own experiences.

In both KS1 and KS2, reading is incorporated within our English lessons using the Writing Roots. Pupils explore a wide range of fiction, non-fiction and poetry within this phase as we recognise that reading development is closely linked to that of writing, for it is when given opportunities to reflect upon and discuss the texts they encounter, that pupils truly understand the writing process and are able to write in a variety of styles and forms appropriate for the intended audience.

We know that reading for pleasure is beneficial not only for reading outcomes, but for wider learning enjoyment and mental wellbeing. We understand the significance of parents and carers in supporting their pupils to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their pupils with reading at home.

Impact

Writing

With recent changes to our English curriculum, across many areas, we hope to improve writing outcomes. Teachers will feel more confident in the delivery of their curriculum. They have a reference point as to where they can go to find engaging writing activities that fundamentally teach the children in their class the grammar coverage for each year group. Teacher's workload has been reduced due to the new schemes, having all resources already available saves teachers time but also ensures outcomes for children as well.

Reading

By the time pupils leave Ribchester St. Wilfrid's, we aspire that all pupils are fluent, confident and enthusiastic readers, who can recommend books to their peers, access a range of texts for pleasure and enjoyments, as well as use their reading skills to unlock learning in all areas of the curriculum. They have a thirst for knowledge, can read a wide range of genres and confidently participate in discussions about what they have read. They can also read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience.

Cross-Curricular Literacy Opportunities

Teachers will plan for additional opportunities across the curriculum.

The Use of IT

Opportunities to use IT to support teaching and learning in English will be planned for and used as appropriate.

Assessment and Target Setting

Teachers are beginning to use assessment RATE assessment tools to support assessment and target setting for reading and writing. They may also continue to use KLIPS and LAPS to support their summative and formative assessments throughout the year and set appropriate targets for pupils. Pupil versions of the RATE assessment will be developed for the children to use in conjunction with teachers for target setting.

Inclusion and Adaptation

We aim to provide for all children to reach their maximum potential in English. Appropriate adaptations are made by the class teacher when planning to provide first quality teaching to all pupils within the class. In addition, we strive to identify which pupils are under-achieving and endeavour to take steps to improve their attainment/progress. As with children who may require more support, further adaptations will also be made for pupils who require further challenge.

The Governing Body

Termly reports are made to the governors on the progress of English provision. Our English Governor, also attends meetings with the subject leader and undertakes visits school.