



ENGLISH CURRICULUM POLICY

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INTRODUCTION

English is a core subject area for the EYFS (Communication and Language; Literacy), Key Stage 1 and Key Stage 2. The requirements of these are set out in the Early Years Foundation Stage Statutory Framework (2024) and The National Curriculum in England: Primary Curriculum (2013). In EYFS, Communication and Language refers to the ability to listen, understand and speak, whilst Literacy refers to the ability to read and write. In Key Stages 1 and 2, English is broken into sub-sections of Spoken English, Reading and Writing. This policy was developed by the SLT in conjunction with the whole teaching staff.

INTENT

The aim of our English curriculum is to produce high standards of language and literacy by allowing our pupils to develop a good understanding of spoken and written word and to develop a love of literature. From EYFS to Year 6, through the teaching of our English curriculum, we aim for pupils to:

- Enjoy the subject of English and view it as an essential skill to develop;
- Understand and use Standard English when speaking and be able to apply this when writing;
- Develop their understanding and confidence in Oracy and be able to make a range of performances to audiences;
- Have the strategies to read fluently, with a good understanding of what they have read;
- Be able to read with prosody, using comprehension to add emphasis and make decisions about intonation to engage the reader;
- Develop an appreciation for reading, for both pleasure and information;
- Acquire a wide vocabulary, an understanding of grammar and spelling patterns and how to punctuate writing correctly;
- Be able to write for a range of purposes, making conscious decisions about language and structure for effect.

IMPLEMENTATION

Teachers plan English using the Early Years Foundation Stage Statutory Framework and the National Curriculum to ensure detailed coverage. Further documents are provided for class teachers to support this and ensure age-appropriate expectations and challenge by the English Leader at the start of each academic year. Teachers plan an English curriculum that is

engaging and meaningful, demonstrating to pupils the importance of mastery of English. From EYFS to Year 6, pupils are exposed to a wide variety of texts that are chosen to specifically develop a love of reading, reflect the world around us and to demonstrate a range of writing purposes. Pupils then apply this into their own writing, increasing in the range of genres they are expected to access and produce as they move through the primary age phase. This is further embedded through the same expectations of speaking, reading and writing across the curriculum.

In EYFS, children have daily phonics lessons to develop an understanding of sounds and skills such as segmenting and blending. The School follows their own Systematic Synthetic Phonics Programme (SSPP) based on Q Phonics. Planning ensures that pupils are given opportunities to speak and to listen, to use communication and literacy across the Early Years curriculum and become immersed in a rich environment of language. Pupils are encouraged to develop their English language and literacy skills in a range of engaging independent and supported activities.

In Key Stage 1, children continue to build on their understanding of Standard English and their confidence in speaking to an audience. Phonics lessons continue to further develop the knowledge pupils already have of letters and sounds and provide further opportunities for pupils to apply this. Reading comprehension continues to be developed through class discussions, being taught more explicitly in Year 2. We use FRED's Teaching planning and resources for the teaching of reading comprehension. Pupils learn to read and write more independently and at greater length. They use language, along with their developing understanding of grammar and punctuation, to communicate their ideas through writing.

In Key Stage 2, pupils refine their understanding of Standard English and how it can change, such as in dialect. Spelling focuses on patterns and exceptions to rules. Pupils engage in a greater variety of genres, which are increasing in challenge. They learn to change the way they speak and write to suit the purpose and audience, along with manipulating sentence structure for effect. Pupils in Key Stage 2 extend and deepen their knowledge and understanding of grammatical terminology through explicit teaching during Grammar, Punctuation and Spelling (GPS) sessions, along with daily reading lessons following FRED's Teaching planning and resources.

Pupils are taught English as a whole class, with scaffolding provided to support those who need it to access the learning. All pupils have access to the same curriculum content so as to not provide a 'glass ceiling'. Individual and group interventions (called Doctor's Surgery) are provided for pupils needing specific, additional support. Groupings in classes vary between similar ability and mixed ability seating, depending on activity and need. These decisions are made through continuous Assessment for Learning.

IMPACT

The assessment and recording of pupils' achievements in English is carried out through both continuous teacher assessment (through observations and marking) and through formal assessments. These are then used to track pupils' progress and are shared with parents/

carers through end of term reports or Parents' Evenings. Assessment is used to inform planning and teaching, and to identify key pupils who would benefit from further support or challenge. This is monitored through termly Pupil Progress meetings.

In EYFS, continuous teacher assessment of Communication and Language and Literacy is made. In Key Stages 1 and 2, the assessment of English is divided into Phonics/Reading and Writing. The data collated is a mixture of test scores (increasing in formality and length as the pupil progresses through the school) and teacher assessment. This provides a balanced judgement of a pupil's attainment and progress. Whole school writing moderation is undertaken throughout the year across the year groups.

We use a range of measures to determine the success of our curriculum which are monitored and shared with governors, these include:

- Pupil attitudes. If we have created a reading and writing for pleasure environment, pupils will choose to do these for enjoyment and value them.
- Pupil attendance. If our curriculum is engaging, broad and balanced, pupils will want to attend School.
- Pupil behaviour. If the curriculum is right for our children, lessons and other activities will be engaging and rates of poor behaviour and exclusions will be low.
- The quality of lessons observed. If our curriculum is well designed and planned, lessons will be of a high quality and this will be shown through the grades the senior team award for lesson observations.
- Pupil engagement in the enhanced curriculum. We will monitor pupil participation in trips and visits, events within School and clubs, ensuring that all pupils are involved in a broad mix of activity.
- A strong positive response for our stakeholder surveys. We annually survey staff, pupils and parents asking a range of questions about our curriculum.
- Outcomes at the end of the EYFS, Phonic Screening Check and KS2 SATs, along with progress measures. If the curriculum we offer meets the needs of our children, outcomes will be good or better.