

**Broadbent Fold Primary School  
and Nursery**

**English Policy**



**March 2025**

In line with the Equalities Act (2010) we aim to ensure that any child, irrespective of protected characteristics (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.) is treated fairly and with respect. The law states that the public sector equality duty includes a general duty to, "Foster good relations between people who share a protected characteristic and those who do not." This policy can be adapted to suit individual needs.

## **Aims**

At Broadbent Fold Primary School and Nursery, we aim to develop all pupils' abilities within an integrated programme of Speaking & Listening and Reading & Writing. We strive for all children to be literate. By the end of year 6 we aim for all children to:

- Be at the age-related expectations in reading, writing and SPaG (Spelling, Punctuation and Grammar).
- Have an interest in books and read for enjoyment.
- Have an interest in words, their meanings; develop a growing vocabulary in spoken and written styles and forms.
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- Develop powers of imagination, inventiveness and critical awareness.
- Have a technical vocabulary to articulate their response.
- Speak with confidence in a range of environments.

## **Requirements**

The requirements for the teaching and learning of English are laid out in the Primary Curriculum and EYFS Curriculum. These requirements are integrated through quality teaching which leads to exciting and successful learning.

This includes:

### **Early Years Foundation Stage (EYFS)**

All pupils within the EYFS are taught to develop their English skills as an integral part of the topic work covered during the academic year. All English objectives are underpinned by the areas of learning and development that are required to shape educational programmes in early years settings.

Pupils by the end of Early Years will be able to:

- ✓ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- ✓ Anticipate (where appropriate) key events in stories.
- ✓ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
- ✓ Say a sound for each letter in the alphabet and at least 10 digraphs.
- ✓ Read words consistent with their phonic knowledge by sound-blending.
- ✓ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

- ✓ Write recognisable letters, most of which are correctly formed.
- ✓ Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- ✓ Write simple phrases and sentences that can be read by others.

### **Key Stage 1**

Children learn to speak confidently and to listen to what others have to say. They begin to read and write independently with enthusiasm and use language to explore their own experiences and imaginary worlds. They take part in daily phonic teaching sessions in Year 1 and Year 2 and additional phonics for targeted children in KS2. In KS1, children read a range of texts and respond to different layers of meaning in them using the content domains of reading. They explore the use of language in fiction, non-fiction and poetry texts and learn how the structure of language works.

### **Key Stage 2**

Children learn to adapt the way they speak and write to suit different situations, purposes and audiences. Once more the use of drama, role play and verbal skills underpin this. Children read a range of texts and respond to different layers of meaning in them using the content domains of reading. In KS2 children also explore the use of language in fiction, non-fiction and poetry texts and learn how the structure of language works. Phonics teaching is continued in KS2 for those children who did not reach the required standard by the end of KS1 through additional group sessions and 1-1 support. Spelling, Punctuation and Grammar (SPaG) sessions are taught daily as English is integrated into all areas of the curriculum.

### **Planning**

English and SPaG is taught daily by integrating into other subjects through cross curricular themes. Medium Term Planning encompasses 'Sequence of writing' planning circles, which ensures reading and writing are planned effectively across the phases. The length of each unit varies depending on the age of children involved and the genre that is being covered. Weekly English plans focus on day to day learning and assessment. English outcomes are regularly scrutinised to ensure that coverage, pitch and expectations are age and challenge appropriate. Older pupils may have extended sessions where necessary. Additional writing opportunities are planned to further practise and consolidate skills in English and other areas of the curriculum. See our English long-term plans, which display the genre work and text work focussed on in each year group.

Core areas include:

- Teaching pupils to read easily, fluently and with good understanding.
- Developing the habit of reading widely and often, for both pleasure and information, which in turn will develop an appreciation for our literary heritage.
- Pupils will acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

- Pupils will write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences.
- Ensuring pupils feel confident with discussion; pupils should be able to elaborate and explain clearly their understanding and ideas, in order to learn.

### **Approaches to Speaking and Listening**

At Broadbent Fold Primary School and Nursery, we believe that all children should be able to communicate orally and listen effectively in a variety of situations. We have a progression of oracy skills which embed strategies from the Universally Speaking document. This can be found on our website.

We also use Talk for Writing approaches, individual, group and class presentations and all children are encouraged to read aloud in various lessons. Children develop the skills needed for group discussion and presenting to small and large groups as well as interaction through Drama. Interactive teaching strategies are used to engage all pupils in order to raise standards.

English programmes of study: key stages 1 and 2. All pupils within KS1 and KS2 are taught English in line with the requirements of the English National Curriculum.

#### ***Spoken language:***

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate platform for effective communication.

### **Approaches to Reading**

Full details of these are available in our school Reading policy.

#### **Writing Provision within EYFS**

An important part of our Nursery and Reception provision is the development of early and emergent writing skills. In Nursery Writing is delivered through continuous provision around the children's interests. In Reception children receive regular guided writing sessions where they are supported at a level appropriate to their development to produce a piece of writing

in response to a range of stimuli. In addition to this, children receive daily phonics teaching and are encouraged to begin to use the letter/sound correspondence from their own name, then build on to familiar words and finally sentences. The skills progression for phonics is laid down by the First Class Phonics programme. Alongside this, children are taught pencil grip, pencil control and letter/number formation in line with the school handwriting scheme and Handwriting policy. This is regularly assessed and additional provision is made for those who need it. All children take part in Dough Disco and Finger Gym activities which are designed to strengthen fingers and hand grip in preparation for writing. Provision is also made for children to write in all learning areas, through additional adult led activities and child-initiated opportunities. Cross curricular Writing development is addressed through continuous provision. This includes the development of writing skills using a wide range of multisensory tools and equipment eg. markers, crayons, chalk, water, sand and ribbons. All Writing development is strongly underpinned by Drama, role play and storytelling.

### **Writing Provision within Key Stage 1**

Within Key Stage 1 the development of Writing is still closely linked to the acquisition and application of phonological knowledge as in the First-Class Phonics programme. Children continue to receive daily phonics teaching, but Writing is planned so that there is a piece of structured writing produced regularly. Focus also moves to the development of sentence structure and writing with a meaning and purpose. Children begin to experience writing in a variety of fiction, non-fiction and poetry genres. By Year 2 it is expected that children will have gained the phonological knowledge needed to write and spell fluently and confidently. Regular Writing opportunities across a range of subjects are used to develop and extend skills in preparation for end of Key Stage assessments. Underpinning this, we use Talk for Writing strategies to enable all children to develop the language needed to be a writer.

Children continue to be monitored to correct poor pencil grip or incorrect letter formation. Handwriting is taught through the school Handwriting Policy. The teaching of Spelling, Punctuation and Grammar, is a strong element which runs throughout the whole of the English Curriculum. Year group teaching expectations are very specific and are taught as both discrete sessions as well as explored through reading and writing activities. All these skills are to be applied in a range of writing opportunities and genres in order for the majority children to reach the age-related expectations for their year group. For those children working above those expectations, opportunities are provided for them to develop and master their skills further.

### **Writing Provision within Key Stage 2**

It is expected that once children enter Key Stage 2, they will be able to write with a level of independence. During Key Stage 2 children's writing skills are further developed to encompass a range of fiction and non-fiction genres and different purposes. Children are taught the specific technical language needed for non-fiction genres as well as how to manipulate words for different effects within fiction genres.

Additional Phonics teaching is provided for those children where required. As with EYFS and Key Stage 1, all children in Key Stage 2 benefit from Talk for Writing strategies. Within the

Writing curriculum all children in school have regular access to Shared Writing sessions. This is an approach where the teacher acts as a scribe for either a whole class or group and they work together to create a final piece of writing. This can be used as a way of scaffolding the support needed for children to become independent writers. Guided Writing is used to support a group of children working on their own piece of writing. Children have the opportunity to discuss ideas, improvements and structure with an adult and then respond to them immediately in their own writing.

As with Key Stage 1, Spelling, Punctuation and Grammar are key elements within the new Curriculum. Year group teaching expectations are very specific and are taught within English sessions. The Jane Considine Spelling Scheme is used in KS2 which is a comprehensive system based on consolidating phonics knowledge and teaching connections between words, sound associations, patterns and rules in spelling and the etymology of words.

All children in years 3 to year 6 work hard to display excellent handwriting skills using a pen when appropriate. Handwriting and good presentation is celebrated in our weekly awards session and good writing is proudly displayed on our school handwriting board every half term. Please see our Handwriting Policy for further information.

### **Cross–Curricular Writing Opportunities**

We believe that it is crucial children have the opportunity to practise and consolidate their writing skills in all areas of the Curriculum and in an enjoyable manner. All teachers take advantage of opportunities to make cross-curricular links within their English and Topic planning. This also allows the children to practise and apply the skills, knowledge and understanding taught through English lessons to other areas of the curriculum. Authors are invited into school to enrich children’s experiences with inspirational writing opportunities and workshops.

### **The Use of Technology**

We live in a technological age and aim to use ICT to support teaching and learning in English. Teachers and children have access to a range of websites and apps, including Purple Mash, to promote the English Curriculum. Class sets of laptops and iPads are available and teachers ensure activities and skills are planned for and equipment is used appropriately and safely. At Broadbent Fold we have a subscription to Teach Mate AI which is an AI-powered digital assistant designed by teachers to support and improve speaking, reading and writing skills in innovative and engaging ways for all pupils.

### **Assessment and Target Setting**

All English work is marked and assessed in line with the school’s Marking and Feedback Policy. Children are given the opportunity to regularly respond to marking and feedback and make improvements to their work. In addition to this, children’s progress is then reported to the Head Teacher, Assessment Leader and SENDCo. This is done termly through tracking assessments online using the school’s online system Arbor and through Pupil Progress meetings. Groups of children requiring additional support are identified as part of this process and provision put in place. The Dukinfield Cluster of primary schools regularly meet

to review writing and moderate standards. Full details of this process are outlined in the Assessment Policy.

### **Parental Involvement**

It is clear children make more progress when parents are involved in their education. Parents are encouraged to help their children with individual reading practise, learning spellings and any other homework. Parents are also kept up to date with new educational developments which involve their children. We aim to set up meetings or parental workshops regularly so that parents have the best knowledge available that can help their children as much as possible. We have regular workshops which enable parents to come into school to join in with Reading activities with their child. Parents can access activities through our school website and the Seesaw App.

### **Inclusion and Equal opportunities**

All children will have equal access to the English Curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede a child from accessing English lessons. If English is an Additional Language (EAL), a Teaching Assistant will be allocated to the child to provide extra help where needed. Additionally, support from outside agencies may be put in place. Where it is inappropriate for a child to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the child's needs and alternative arrangements involving extra support will be provided where necessary. Cultural and gender differences are positively reflected in lessons and teaching materials used.