

Broadbent Fold Primary School and Nursery

English Policy



In Partnership with
**STAMFORD
PARK TRUST**

September 2026

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:

- Achieve the relevant age-related expectations in reading, writing and grammar, punctuation and spelling, while making strong progress from their starting points.
- Become a confident, accurate and enthusiastic reader, with wider reading skills needed to understand, enjoy and respond to increasingly complex texts.
- Develop a rich vocabulary and the knowledge of language needed to communicate effectively in spoken and written forms
- Understand and use a range of text types, genres and forms, adapting their writing for purpose and audience.
- Develop imagination, creativity, critical thinking and a love of language through speaking, listening, reading and writing.
- Use appropriate subject-specific and technical vocabulary to articulate their ideas and responses.
- Speak with confidence and listen respectfully and attentively in a range of contexts and for a range of purposes.

Requirements

The requirements for the teaching and learning of English are set out in the Early Years Foundation Stage (EYFS) statutory framework and the National Curriculum for English at Key Stages 1 and 2. The curriculum is taught through high-quality, well-sequenced teaching, with spoken language, reading and writing developed both within English and across the wider curriculum. The Department for Education’s Reading Framework (2023) and Writing Framework (2025) inform our evidence-informed approach, alongside the statutory curriculum requirements.

This includes:

Early Years Foundation Stage (EYFS)

Literacy is one of the seven areas of learning in the EYFS. The statutory educational program emphasises the development of a lifelong love of reading. Reading has two dimensions: language comprehension and word reading. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech before writing). High-quality interaction, stories, rhymes, songs, vocabulary

development and shared reading provide the foundations for later literacy. Formal teaching is carefully matched to children's developmental stage and follows the '**First Class Phonics**' program. (See Phonics Policy)

Pupils by the end of Reception will be supported to work towards the Early Learning Goals for Literacy. These include:

- Comprehension: demonstrating understanding of what has been read to them, retelling stories and narratives using their own words and recently introduced vocabulary, anticipating key events where appropriate, and using and understanding recently introduced vocabulary when discussing stories, non-fiction, rhymes and poems and during role play;
- Word Reading: saying a sound for each letter of the alphabet and at least 10 digraphs; reading words consistent with their phonic knowledge by sound-blending; and reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words;
- Writing: writing recognisable letters, most of which are correctly formed; spelling words by identifying sounds and representing them with a letter or letters; and writing simple phrases and sentences that can be read by others.

Key Stage 1

Children develop confidence in spoken language through discussion, drama, role play, storytelling, performance and structured talk. They receive systematic synthetic phonics teaching through our 'First Class Phonics' scheme with additional support for identified pupils. Reading teaching develops accurate decoding, fluency, vocabulary and comprehension through high-quality fiction, non-fiction and poetry. Children are taught to discuss texts, explain their thinking, retrieve information, make inferences and predictions, and respond to language and structure. Writing develops from oral rehearsal and sentence construction towards increasingly independent composition across a range of purposes and audiences. Spelling, handwriting, grammar and punctuation are explicitly taught and applied in meaningful writing.

Key Stage 2

Children develop increasing independence and fluency as speakers, readers and writers. They learn to adapt language, register and style for different purposes and audiences, while continuing to build vocabulary and subject knowledge through reading. Reading teaching develops fluency, comprehension, inference, retrieval, summarising and evaluation across fiction, non-fiction and poetry, alongside a strong reading-for-pleasure culture. Phonics and decoding support continue for pupils who have not secured fluent reading through First Class Phonics Intervention and Spelling Interventions. Writing teaching combines oral composition, explicit sentence instruction and transcription with increasingly sophisticated composition, planning, drafting, revising, editing and proofreading. Grammar, punctuation and spelling are taught explicitly and applied through reading and writing.

Planning

English is taught daily and is deliberately connected to the wider curriculum where this strengthens vocabulary, knowledge and purposeful application. Medium-term planning includes the school's 'Sequence of Writing' approach and ensures that reading, writing, spoken language, grammar, punctuation, spelling and vocabulary are sequenced appropriately across phases. Units are planned around high-quality texts and purposeful outcomes, with the length of a unit determined by the learning and the needs of the pupils rather than a fixed timetable. Weekly planning identifies the specific knowledge and skills to be taught, opportunities for rehearsal and application, and how assessment will inform subsequent teaching. Writing outcomes are regularly scrutinised to ensure appropriate coverage, pitch, challenge and progression. Additional opportunities to read and write are planned across the curriculum so that pupils can practise and transfer their knowledge authentically.

Core areas include:

- Teaching pupils to read accurately, fluently and with good understanding, using First Class phonics as the foundation for early word reading and continued targeted support where required.
- Developing the habit of reading widely and often for both pleasure and information, with access to a rich, diverse and carefully selected range of books and texts.
- Developing a wide vocabulary, strong background knowledge, understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Teaching pupils to write clearly, accurately, fluently and effectively for a range of purposes and audiences, with quality prioritised over length.
- Developing pupils' ability to plan and compose orally, construct and control sentences, and apply transcription skills in handwriting and spelling.
- Developing pupils' confidence in discussion so that they can explain, justify, question, elaborate on and build upon ideas.

Approaches to Speaking and Listening

At Broadbent Fold Primary School, we believe that all children should be able to communicate effectively and listen attentively in a variety of situations. We use our Progression of oracy skills (on website), informed by the Universally Speaking document, alongside structured talk, storytelling, drama, role play, presentations and discussion. Talk for Writing strategies are used where appropriate to support oral rehearsal, vocabulary development, story structure and composition. Children are given regular opportunities to read aloud, rehearse ideas, explain their thinking and present to different audiences. Adults model rich vocabulary, Standard English where appropriate and effective listening and questioning. Interactive teaching strategies are used to engage all pupils and develop confidence, participation and understanding.

English programmes of study: key stages 1 and 2.

All pupils in Key Stages 1 and 2 are taught English in line with the statutory National Curriculum. Spoken language is developed across the curriculum as well as within English lessons.

Spoken language:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Build and use vocabulary effectively.
- 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 listeners.
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate ways and platforms to communicate effectively and safely.

Approaches to Reading

Full details are available in the school Reading Policy. In summary, our reading provision is underpinned by the principles of the Department for Education's Reading Framework. Children experience high-quality daily reading teaching, including systematic synthetic phonics, fluency practice, vocabulary and background-knowledge development, comprehension and reading for pleasure. Early reading books are closely matched to pupils' developing phonic knowledge. Children who are not yet reading fluently receive timely, additional teaching and practice. Across the school, teachers read aloud high-quality fiction, non-fiction, poetry and other texts to build language, knowledge, motivation and a lifelong love of reading. Reading is promoted across the curriculum so that pupils read to learn as well as learn to read.

Writing Provision within EYFS

An important part of our Nursery and Reception provision is the development of early writing through communication, language, physical development, play and meaningful experiences. In Nursery, children encounter writing through continuous provision, adult modelling, storytelling, role play and opportunities to make marks for a purpose. Reception provides carefully sequenced teaching of phonics, handwriting and composition, alongside opportunities to write independently in meaningful contexts.

Children are supported to articulate and rehearse ideas orally before writing and to develop the transcription skills needed for fluent writing. Handwriting, pencil control and letter formation are taught in line with the school Handwriting Policy. Fine-motor development is supported through purposeful activities, including Dough Disco, Finger Gym activities and tool-use experiences. Children have frequent opportunities to write across the learning environment using a range of materials and for a range of purposes. Adults model writing, vocabulary and sentence construction and support children to reread what they have written and consider whether it makes sense.

Writing Provision within Key Stage 1

In Key Stage 1, writing continues to build on phonics and oral language. Children receive systematic phonics teaching and apply their growing phoneme-grapheme knowledge to spelling and writing. Writing is planned around purposeful outcomes and a range of fiction, non-fiction and poetry. Teaching gives explicit attention to oral rehearsal, sentence construction, handwriting, spelling, vocabulary, grammar and punctuation. Teachers model writing and use shared and guided writing to make the writing process visible before pupils write independently. Children are taught to reread, revise and improve their writing in age-appropriate ways. Regular writing across the curriculum enables pupils to practise and apply their English knowledge, while additional support is provided promptly for pupils who need more time, practice or scaffolding. Talk for Writing approaches are used where they strengthen oral language and composition.

Writing Provision within Key Stage 2

In Key Stage 2, children develop increasing independence as writers and write for a widening range of purposes and audiences. Teaching builds secure transcription alongside composition: pupils develop fluent handwriting, accurate spelling and sentence construction so that these skills become increasingly automatic. Teachers provide explicit instruction, modelling, shared writing and guided practice, followed by purposeful independent writing. Pupils are taught to plan and compose orally, select and organise ideas, draft, revise, edit and proofread, with teaching focused on improving clarity, coherence, vocabulary, grammar and effect. Spelling is taught systematically using The Jane Considine Spelling Scheme and linked to phonics, morphology, patterns, rules and etymology where appropriate. Additional phonics and reading support is provided for pupils who need it. Handwriting and presentation are taught and celebrated in line with the Handwriting Policy. Writing is integrated across the curriculum where it has a genuine purpose, while English lessons remain the primary place for explicit teaching of writing.

Cross-Curricular Writing Opportunities

We believe pupils need regular opportunities to practise and consolidate writing across the curriculum. Teachers make purposeful cross-curricular links so that pupils can apply vocabulary, knowledge and writing skills in authentic contexts. These opportunities are selected because they strengthen learning in the subject as well as

English, rather than simply adding writing for its own sake. Where appropriate, authors and other visitors are invited to enrich children's experiences and provide authentic audiences and purposes for writing.

The Use of Technology

We use technology purposefully to support teaching and learning in English. Teachers and pupils have access to a range of appropriate digital resources, including Purple Mash, alongside laptops and iPads. Digital activities are selected to complement, rather than replace, high-quality teaching, talk, reading, handwriting and extended writing. Technology is used safely and responsibly in line with the school's safeguarding, online safety, data protection and acceptable-use policies. Where AI tools are used, including Teach Mate AI, their use is subject to school approval, age-appropriateness, safeguarding and data-protection requirements, and teacher oversight. AI is not used as a substitute for pupils' own thinking, reading, writing or assessment.

Assessment and Target Setting

Assessment in English is used to identify what pupils know and can do, diagnose gaps and misconceptions, and inform responsive teaching. Work is assessed in line with the school's Assessment and Marking and Feedback Policies. Feedback is proportionate and purposeful, and pupils are given regular opportunities to respond, practise and improve. Reading and writing progress is monitored through ongoing formative assessment and appropriate summative assessments, including phonics and statutory national assessments. Termly information is shared with the Headteacher, Assessment Leader and SENDCo through the school's assessment systems and pupil progress meetings. Pupils requiring additional support are identified promptly and appropriate provision is planned, implemented and reviewed. Writing is moderated within school and through the Dukinfield Cluster where appropriate. Full details are outlined in the Assessment Policy.

Parental Involvement

Parents and carers are important partners in developing children's language, reading and writing. They are encouraged to share books and read regularly with their children, talk about what they have read, support spelling and other agreed home-learning activities, and celebrate reading and writing. The school provides guidance and opportunities for families to understand how reading, phonics and writing are taught, including workshops and information shared through the school website and Seesaw App. Home reading is matched appropriately to children's developing reading skills, particularly during the early stages of phonics.

Inclusion and Equal opportunities

All children are entitled to full and ambitious access to the English curriculum. Teaching is adapted to remove barriers arising from disability, learning needs, physical or sensory needs, linguistic background, communication needs, or other individual

circumstances. Pupils with English as an Additional Language (EAL) are supported through high-quality classroom practice, explicit vocabulary and language teaching, appropriate scaffolding and additional provision where assessment indicates a need. SEND provision is planned in partnership with the SENDCo and, where appropriate, external professionals and families. Resources and texts reflect the diversity of modern Britain and provide children with opportunities to see themselves, their families and a wide range of experiences and perspectives represented positively. Reasonable adjustments and alternative approaches are provided where necessary so that pupils can participate meaningfully and achieve well.