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## ENGLISH POLICY

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**BUTTSBURY**  
**PRIMARY SCHOOL**

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AN ACADEMY SCHOOL

<b>Approved by:</b>	Full Trust Board
<b>Last reviewed on:</b>	Autumn 2025
<b>Next review due by:</b>	Autumn 2028

## **Curriculum Intent**

At Buttsbury Primary School the intent of our broad and balanced English curriculum is to offer rich and vibrant opportunities which include, and go beyond the boundaries of, children's experiences. The curriculum is designed so that it is ambitious for all learners; with knowledge, skills and concepts outlined in an age-appropriate and progressive way. We intend for the children to become competent and confident readers, writers and users of language in all its forms for a range of purposes and audiences. In Key Stage Two, children are given the opportunity to master their learning by 'applying what they have learnt to a new situation'.

## **Curriculum Implementation**

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning. Strands in English include: Reading (word reading and comprehension). Writing (composition, transcription, GPS and handwriting).

At Buttsbury Primary school, learning in English may include:

- Opportunities to speak with confidence, clarity and fluency in appropriate forms of speech
- To speak and listen in both partner and group tasks in informal and formal contexts.
- Use drama to explore characters' thoughts and motives to embed understanding.
- Active promotion of a love of reading.
- Read core texts that cover a wide range of genres, carefully selected to challenge the children and to expose them to a variety of high-quality books. These texts are used for the children to write for a range of purposes and within a range of genres.
- In KS1 explicitly taught guided reading lessons which help children develop the reading skills needed to allow them to develop pace, fluency and their understanding of texts.
- Through explicitly taught comprehension lessons in KS2, children develop the reading skills allowing them to access texts and develop a deep understanding.
- To analyse high quality examples of texts: identifying features, language and grammatical structures to innovate own written ideas.
- Spelling, punctuation and grammar taught implicitly through core texts in KS1.
- Spelling, punctuation and grammar lessons are explicitly taught in KS2 and then children are encouraged to embed these rules through their writing.
- Developing ideas through a cycle of: drafting, editing and publishing.
- Children are encouraged to explore writing through different genres and using the application of ICT to both research and present information.
- Developing a legible, joined cursive handwriting through explicit handwriting sessions.

## **Curriculum Impact**

Our curriculum encourages an ambitious attitude towards mastery in English. Teachers understand and respect each child has their own creative and individual author's voice. The clear learning sequence allows for children to explore a variety of genres, consider how English has developed through heritage and culture, developing grammatical structures which can then be later applied to their writing. The children are given opportunities to write across the curriculum, embedding their English skills: demonstrating a mastery approach in KS2. As a result of our English curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at secondary school.

## **Reception**

Literacy teaching and learning in Reception is in line with Development Matters and the EYFS Statutory Framework. It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

## **English in relation to the National Curriculum**

At Buttsbury Primary School our English provision is based on the National Curriculum 2014. English is taught both explicitly and implicitly, through a combination of dedicated English lessons, reading, spelling and handwriting activities and through cross curricular links with other subjects. This ensures that children are given a context and a purpose for applying the specific skills and understanding that they have developed.

The National Curriculum 2014 English document has three areas of focus; Spoken language, Reading and Writing. This covers learning objectives, programmes of study and level descriptors for children working in KS1 and KS2. Buttsbury Primary School's teaching units are planned into a teaching sequence of reading, speaking and listening and writing. Within the teaching sequence for each text type, we aim to deliver the teaching objective strands from the National Curriculum 2014:

- Spoken language
- Reading - Word reading and comprehension of a text
- Grammar and punctuation
- Writing transcription- Spelling and handwriting
- Writing composition

### **Mastery**

Effective mastery in English reflects independent learning, by all pupils of all abilities, which demonstrates creativity, imagination and innovation across a range of genres.

Blooms' questioning during lessons ensures that pupils can think deeply about a text or area of focus. Children are encouraged during debates and discussions to develop their responses and justify their opinions.

The use of high-quality texts and approaches in reading such as Class Novels and whole class comprehension is used to promote a love of reading. Pupils who are working at mastery level can confidently deduce and infer information and make connections across texts. Pupils also analyse author's intent and choice of writing techniques and can confidently explain the impact of these on the reader.

Planning longer sequences allows children to know a book inside and out, to look at how writers use language, sentence and text structure to impact on the reader and use them as models for their own writing.

When mastery is achieved in writing, children will demonstrate an awareness of purpose and audience beyond the modelled examples given. Pupils who achieve mastery in writing consider the impact of what they produce on the reader and they can justify their reasons for vocabulary choice and sentence and paragraph structures.

### **Inclusion:**

In every lesson, children are given a main challenge. A scaffold is always available to support all children in accessing the learning in order that they can complete the main challenge. As extension task is provided to deepen the learning for those excelling in that particular lesson. Where children need additional help to access the learning, a bespoke scaffold is provided. As a result, there will be opportunities in English for all children to both practise skills and extend their English talents. There will be equal access to all lessons.

### **Progression**

The English progression document at Buttsbury Primary School ensures that all aspects of English are introduced in line with the National Curriculum thus resulting in successful mastery at the end of KS2.

### **Assessment**

Assessment practices at Buttsbury Primary School provide a clear framework for delivering a high-quality English curriculum and ensuring consistent and effective assessment practices to support pupil progress and achievement. They include:

- AFL during lessons
- work recorded in books (English and Foundation)
- visual recordings
- hearing individuals read
- teaching a focus group
- shared reading sessions

- Year 1 children complete the statutory phonic screening check in the summer term (any Year 2 children who did not meet the threshold will also resist).
- Year 2 children complete the non-statutory end of key Stage One SATs assessments in the summer term.
- Salford reading age tests in year 3 and 4 are completed twice a year. Children in year 5 or 6 working below age-expected levels are also assessed.
- Assessments take place in reading and GPS twice a year in Years 3, 4 and 5. These results give a raw score and a scaled score conversion, based on 100 being the expected end of year standard.
- SATs in Yr 6, including the use of past SATs papers.
- End of unit writing assessments in English books. A copy of the writing assessment grid is kept in a class assessment file. This is updated at the end of each taught unit of writing.
- The Youngs Spelling Age test in all KS2 year groups.
- Weekly spelling tests.
- Children's progress in Reception is measured against descriptions in the Early Learning Goals and the National Curriculum.

### **Role of the English Subject Leaders**

The English Subject Leaders will:

- Monitor policy and teaching and learning in English
- Provide assistance to all staff when requested, in order to implement the English policy consistently throughout the school
- Organise resources to support the school English policy and teachings
- Co-ordinate purchasing, organisation and distribution of resources
- Arrange in-service support
- Liaise with outside agencies, other schools and colleagues

Autumn Term – 2025

Review Date – Autumn Term 2028