English at Shenley Primary School

Intent

The intent of our English curriculum is to develop confident, articulate, and enthusiastic readers, writers, speakers and listeners who are equipped with the literacy skills needed to succeed throughout their education and beyond. We intend for all pupils to build a deep, secure understanding of language and literature and to appreciate the power of English as a tool for communication, creativity, and critical thinking in everyday life.

We aim to foster a lifelong love of reading and writing by encouraging pupils to explore texts with curiosity, engage thoughtfully with language and express themselves with clarity and imagination. Our curriculum is designed to nurture independence, resilience, and collaboration, enabling pupils to take risks, learn from feedback, and support one another in their learning journey.

Curriculum Intent

Our English curriculum intent is rooted in a structured, progressive approach that ensures pupils:

- Become confident writers who can plan, draft, revise, and publish writing for a range of purposes and audiences.
- Build secure knowledge of grammar, punctuation, and spelling, applying these skills consistently across all subjects.
- Use precise and expressive language to communicate ideas clearly in both spoken and written forms.
- Develop fluency, accuracy, and enjoyment in reading through high-quality guided reading sessions that build comprehension, vocabulary, and inference skills.
- Engage with a diverse range of texts, authors, and genres to broaden cultural understanding and deepen literary appreciation.
- Develop legible, fluent, and consistent handwriting through regular, purposeful practice that supports writing stamina and presentation.

We introduce and develop concepts through a balance of modelled, shared, guided, and independent learning, ensuring pupils build strong foundations before moving to more complex skills.

Inclusive Intent

We intend for English to be accessible to all learners, regardless of background, language, or ability. Our inclusive approach ensures that every pupil is effectively supported and appropriately challenged through adaptive teaching strategies, targeted interventions, and high-quality texts.

We aim to create a classroom culture where mistakes are valued as learning opportunities and where perseverance, creativity, and collaboration are actively encouraged. All pupils are supported to see themselves as readers and writers.

Cross-Curricular Intent

We intend for pupils to apply their reading, writing, speaking, and listening skills across the wider curriculum, including history, geography, science, and the arts. This cross-curricular approach reinforces the importance of English as a foundation skill and supports the development of transferable competencies such as research, explanation, persuasion, and presentation.

Personal Development Intent

We intend to nurture pupils who believe in themselves as effective communicators. Our curriculum builds independence, confidence, and resilience by encouraging pupils to express opinions, listen respectfully, and engage thoughtfully with others.

We also intend to expose pupils to a wide range of authors, poets, playwrights, and speakers from diverse backgrounds, helping them to see English as a subject that is inclusive, empowering, and relevant to their lives.

Outcomes

By the end of their primary education, our intent is that pupils will:

- Read fluently, confidently, and with understanding across a wide range of texts.
- Write effectively for different purposes, using accurate grammar, punctuation, and spelling.
- Demonstrate clear, legible, and fluent handwriting.
- Communicate ideas with clarity and confidence in both spoken and written forms.
- Apply literacy skills across subjects and in real-life situations.
- Be well-prepared for the next stage of their education and future opportunities.

This policy reflects our intent to deliver an English curriculum that inspires, challenges, and equips all pupils for lifelong success.

Implementation

Our English curriculum is delivered through a carefully sequenced, high-quality Essential Writing and Essential Spelling programs alongside Nelson handwriting and a guided reading program developed in school that ensures pupils develop the knowledge, skills, and confidence needed to become fluent readers, effective writers, and articulate speakers.

Reading Implementation

- Daily guided reading sessions (approximately 20 minutes per session) provide structured opportunities for pupils to develop fluency, comprehension, vocabulary, and inference skills using a wide range of high-quality texts.
- Systematic phonics teaching in the early years and KS1 ensures pupils build secure decoding skills, supported by regular assessment and targeted intervention.
- Class novels, poetry, non-fiction, and diverse texts are embedded across the curriculum to promote reading for pleasure and broaden cultural understanding.
- Reading is modelled by adults through shared reading, story time, and explicit teaching of comprehension strategies.

Writing Implementation

- Writing is taught through a clear sequence of modelled, shared, guided, and independent writing, enabling pupils to understand the full writing process from planning to publication.
- Grammar, punctuation, and spelling are taught explicitly and applied purposefully within writing units.
- Spelling, using Essential Spelling is to be taught 4 times a week for at least 10 minutes in each session.
- Pupils write for a range of purposes and audiences, drawing on high-quality texts as models for structure, vocabulary, and style.
- Regular opportunities for editing and redrafting help pupils develop independence and pride in their written work.

Handwriting Implementation

- Handwriting is taught explicitly using the Nelson handwriting scheme, beginning with correct letter formation and progressing to fluent, joined handwriting.
- Handwriting is to be taught twice a week for at least 10 minutes each time
- High expectations for presentation are consistent across all subjects, ensuring handwriting skills are embedded and valued.
- Pupils who require additional support receive targeted intervention to develop fine motor control and writing stamina.

Speaking and Listening Implementation

- Speaking and listening skills are developed through discussion, drama, debate, storytelling, and oral presentations.
- Teachers model rich vocabulary and high-quality spoken language, encouraging pupils to articulate ideas clearly and confidently.
- Structured talk opportunities are embedded across the English curriculum to deepen understanding and strengthen communication skills.

Assessment and Adaptation

- Ongoing formative assessment informs teaching and ensures pupils receive timely support or challenge.
- Summative assessments track progress in reading and in grammar, punctuation and spelling (GPS).
- Adaptive teaching strategies ensure all pupils, including those with SEND or EAL, access the curriculum and make progress.
- Interventions are targeted, time-limited, and regularly reviewed for impact.

Impact

The impact of our English curriculum is that pupils leave primary school as confident, capable and enthusiastic communicators who can read widely, write effectively and express themselves with clarity.

Reading Impact

- Pupils read fluently and with understanding, demonstrating strong decoding, comprehension, and inference skills.
- They develop a genuine enjoyment of reading and can discuss books with insight and enthusiasm.
- Pupils can access the full curriculum because they possess the literacy skills needed to understand increasingly complex texts.

Writing Impact

- Pupils write clearly, accurately, and creatively for a range of purposes and audiences.
- They apply grammar, punctuation, and spelling knowledge with increasing independence and precision.
- Pupils can plan, draft, revise, and publish writing, showing pride in their work and awareness of the writing process.

Handwriting Impact

- Pupils develop legible, fluent and consistent handwriting that supports writing stamina and presentation across all subjects.
- They take pride in the appearance of their work and understand the importance of clear written communication.
- They develop stamina for writing for long periods of time in a range of curriculum areas

Speaking and Listening Impact

- Pupils speak confidently, listen attentively and engage respectfully in discussion.
- They can articulate ideas clearly, use rich vocabulary and adapt their language for different audiences and purposes.

Wider Impact

- Pupils demonstrate resilience, independence, and a positive attitude towards English.
- They can apply literacy skills across the curriculum and in real-life contexts.
- Pupils are well-prepared for the next stage of their education, equipped with the communication skills essential for future learning and employment.

Adaptive teaching

We are committed to ensuring that all pupils can access and succeed in our English curriculum, regardless of their starting points, learning needs, or backgrounds. Adaptive teaching is embedded throughout our English provision so that every child receives the right level of support and challenge to make strong progress in reading, writing, speaking, and listening.

Principles of Adaptive Teaching in English

Our approach to adaptive teaching is rooted in the belief that all pupils are capable of achieving in English. Teachers adapt lessons responsively and thoughtfully so that:

- Learning is accessible without lowering expectations.
- Pupils receive targeted support that enables them to participate fully and achieve success.
- Barriers to learning are identified early and addressed through timely intervention.
- Challenge is provided for pupils who grasp concepts quickly, enabling them to deepen and extend their understanding.

Adaptive Strategies in Reading

- Texts are carefully selected to ensure accessibility while maintaining ambition.
- Guided reading groups are flexible and responsive to ongoing assessment.
- Pre-teaching of vocabulary and concepts supports pupils who need additional scaffolding.
- Additional reading practice, including phonics intervention, is provided for pupils who require it.
- Higher-attaining pupils are challenged through deeper questioning, inference tasks, and exposure to more complex texts.

Adaptive Strategies in Writing

- Writing frames, sentence starters, and model texts support pupils who need structure.
- Teachers provide additional modelling and guided writing for pupils requiring more support.
- Vocabulary banks, word mats, and visual prompts help pupils' access ambitious language.
- Pupils who are ready for greater challenge are encouraged to experiment with style, structure, and authorial voice.
- Feedback is personalised, enabling pupils to make meaningful improvements at their own pace.

Adaptive Strategies in Handwriting and Presentation

- Fine motor interventions and targeted handwriting practice support pupils who need additional development.
- Adaptive equipment (e.g., pencil grips, writing slopes) is used where appropriate.
- Pupils who are ready to progress to joined handwriting do so at an appropriate pace, ensuring fluency and legibility.

Adaptive Strategies in Speaking and Listening

- Structured talk opportunities, sentence stems and visual cues support pupils who need help expressing ideas.
- Teachers model high-quality spoken language and provide opportunities for rehearsal before sharing ideas publicly.
- Pupils who require challenge are encouraged to lead discussions, debate viewpoints, and present to wider audiences.

Assessment and Responsiveness

- Teachers use ongoing formative assessment to identify misconceptions, adjust teaching and provide timely intervention.
- Pupil progress is monitored closely to ensure adaptations remain effective and appropriate.
- Collaboration with SENDCo ensures that pupils with additional needs receive tailored support aligned with their individual plans.

Early Reading and Phonics

Our intent is to ensure that every child becomes a confident, fluent and joyful reader who can access the full curriculum and thrive as a learner. Early reading is the gateway to all future learning, and we are committed to giving every pupil the strongest possible start. Through a carefully structured and ambitious phonics curriculum, we aim to equip children with the knowledge, skills and enthusiasm needed to read with accuracy, understanding and pleasure.

We use **Read Write Inc. (RWI)** as our systematic synthetic phonics programme because it provides a rigorous, consistent and highly effective approach to early reading. Our intention is that all pupils:

- Develop secure phonological awareness and the ability to decode confidently and accurately.
- Build fluency and stamina so they can read with expression, understanding and enjoyment.
- Engage with books as sources of knowledge, imagination and inspiration.
- Grow into articulate, curious learners who recognise reading as a powerful tool for communication and independence.
- Experience success from the very beginning, nurturing resilience, confidence and a positive attitude towards reading.

Ultimately, we aim for every child to leave Key Stage 1 as a fluent reader who is ready to explore the wider world of literature with curiosity, confidence and delight.

Implementation

- Phonics is taught daily in Reception and Key Stage 1 using the Read Write Inc. programme.
- Teaching follows a clear, cumulative sequence that enables children to revisit, practise and apply new learning with increasing independence.
- Children are grouped according to their reading stage, ensuring that teaching is precisely matched to need and that every pupil is appropriately challenged and supported.
- Lessons follow the RWI structure—*review, teach, practise, apply*—to ensure pace, consistency and high expectations across the school.
- Pupils read RWI Storybooks and readers that are closely matched to the sounds they know, enabling them to experience success and build confidence.
- Regular opportunities for re- reading support fluency, expression and comprehension.
- Alongside phonically decodable books, children also take home a “reading for pleasure” book to share with adults, helping to nurture a love of stories and language.
- Children are assessed every 6–8 weeks by the class teacher to ensure they are making strong progress and are placed in the correct group.
- Pupils who need additional support receive targeted interventions
- Children who require continued phonics support in Key Stage 2 receive targeted intervention to secure their decoding skills using the Fresh Start program.

- Parents are supported through workshops, videos and guidance on how to help their child read at home.
- Home reading is celebrated and valued as an essential part of each child's reading journey.

Impact

Our approach ensures that children develop the secure phonics knowledge and reading fluency needed to access the full curriculum and succeed as learners. As a result of our early reading provision, pupils:

- Read with accuracy, confidence and increasing fluency.
- Demonstrate strong comprehension skills and a growing ability to discuss and enjoy texts.
- Are well prepared for the Year 1 Phonics Screening Check.
- Develop positive attitudes towards reading, choosing to read for pleasure and showing curiosity about books and language.
- Build the foundations for successful writing, spelling and wider literacy skills.
- Move into Key Stage 2 as confident, capable readers who can engage with a broad range of texts.

We measure impact through:

- Regular RWI assessments and progress tracking.
- Outcomes in the Year 1 Phonics Screening Check and Year 2 re- screening.
- Ongoing teacher assessment of fluency, comprehension and reading behaviours.
- Pupil voice and engagement in reading activities.
- Monitoring of teaching, interventions and reading environments.

Through our commitment to high- quality early reading and phonics, we ensure that every child develops the skills, confidence and enthusiasm to become a lifelong reader.

Oracy

Oracy is a fundamental component of our English curriculum and underpins pupils' ability to think, learn, and communicate effectively. We believe that spoken language is central to learning across the curriculum and essential for pupils' social, emotional, and academic development. Our approach to oracy ensures that all pupils develop the confidence, vocabulary and communication skills needed to express themselves clearly, listen actively, and engage meaningfully with others.

Aims of Oracy in Our Curriculum

Our oracy provision aims to ensure that pupils:

- Develop the confidence to speak clearly, fluently and with appropriate tone, pace and expression.
- Learn to listen attentively, respond thoughtfully and engage respectfully in discussion.
- Build a rich and ambitious vocabulary that supports both spoken and written communication.
- Use talk as a tool for learning—exploring ideas, deepening understanding and reasoning aloud.
- Adapt their spoken language for different audiences, purposes and contexts.
- Develop the social and emotional skills needed for effective communication, including turn-taking, empathy and collaboration.

Oracy Implementation

Oracy is embedded throughout English lessons and across the wider curriculum through:

- **Structured talk opportunities**, including paired talk, group discussion, debates and presentations.
- **Explicit teaching of speaking and listening skills**, including sentence stems, discussion guidelines and modelled language.
- **Drama and role-play**, enabling pupils to explore characters, viewpoints and narrative structure.
- **Vocabulary instruction**, ensuring pupils have the language needed to articulate ideas with precision.
- **Teacher modelling**, demonstrating high-quality spoken language and effective communication strategies.
- **Opportunities for performance**, such as storytelling, assemblies, and class productions.

Inclusive Oracy Practice

We ensure that oracy is accessible to all pupils by:

- Providing scaffolds such as visual prompts, sentence starters, and rehearsal time.
- Encouraging participation through supportive classroom routines and expectations.
- Offering targeted support for pupils with speech, language, or communication needs.
- Creating a safe environment where all voices are valued and pupils feel confident to contribute.

Impact of Oracy

The impact of our oracy provision is that pupils:

- Communicate confidently and effectively in a range of contexts.
- Demonstrate strong listening skills and the ability to respond appropriately to others.
- Use spoken language to support learning, reasoning and problem-solving.

- Show increased confidence, self-esteem and readiness for the next steps in their education .
- Develop the interpersonal skills needed for future learning, relationships and employment.