



CARE – Prepare – Believe
'I can do all things through Him who strengthens me'
Philippians 4:13

Badsworth C of E Junior & Infant School

English Policy

September 2025

Vision

At Badsworth C of E Junior and Infant School, our progressive English curriculum continually builds on prior learning and knowledge to consolidate previous skills and deepen pupils' understanding. Our teaching encompasses both the EYFS Curriculum and the National Curriculum (Key Stage 1 & 2). Pupils should leave Badsworth C of E Junior and Infant School as literate individuals who have a keen interest in literature and are able to use their understanding of the English language to access and navigate the world around them with intrigue and confidence. More details about our vision for English Reading and Writing can be found by reading the English and Phonics and early reading Curriculum Statements on the school website.

Curriculum Intent

At Badsworth C of E Junior and Infant school, we believe that broad, balanced and ambitious are key factors that shape our curriculum. English here is rich in disciplinary and substantive knowledge which ignites curiosity within learners, ultimately leading them on a learning journey of independence and discovery whilst creating a positive culture in school and preparing each learner for a bright future.

The aim for our English provision is to provide every young person with the opportunity to develop a love of literature and writing in an environment where both are promoted, enjoyed, celebrated and considered enjoyable by all. Our children will experience and access a wide variety of literature with confidence and enjoyment in order to develop their understanding of language, structure and meaning so that they can continue their learning journey after Badsworth with confidence in their skills and a belief that they can succeed in all they do.

- Through their studies, children will demonstrate their mastery of reading through their discussions about books and texts they have read and enjoyed. They will demonstrate excellent oracy skills through verbal

contributions and interactions with others. Their writing across the subject areas reflects their growing understanding of vocabulary.

- In writing, children will write with purpose, clearly, fluently and accurately whilst demonstrating their growing individuality, character, flair and creativity. They will develop ideas in written work across the curriculum, adapting their language to suit the purpose and intended audience with increasing awareness and control.
- Through deliberate choices of vocabulary, tone and structural devices. Children will demonstrate their growing understanding of subjects across the curriculum and produce work they are proud of as well as articulate and express their personal views, thoughts and opinions about a wide range of topical issues in a respectful and considerate manner.
- Through our holistic approach to English. Children will develop and shape their character through challenging and ambitious tasks so that they can all make considerate and respectful contributions to our school, their homes and their local and wider communities both now and in the future.

Oracy

Children will:

- Develop confidence and competence in spoken language, vocabulary development and listening skills.
- Develop a capacity to explain their understanding of books and other topics of interest.
- Prepare and develop ideas and plans that inform their written work.
- Make their thinking clear to themselves as well as to others.
- Use discussion to clarify their own misconceptions whilst investigating independently and as part of groups.
- Understand and use the conventions to engage in debates.

Reading

As part of reading, children will;

- Develop their grapheme-phoneme correspondence skills through the Floppy's phonics sounds and letters scheme (See specific Phonics Policy for details).
- Be exposed to a wide range of deliberately selected high quality reading material.

- Develop their reading skills in explicit fluency sessions, book talk sessions and comprehension sessions that form the basis of our whole class guided reading programme that follows on from the end of the KS1 phonics teaching.
- Enjoy using the library and develop their use of texts for pleasure and specific purposes.
- Develop a love of books and reading for pleasure.
- Understand the importance of reading and books
- Read widely across the curriculum areas to inform and lead their own learning.
- Develop their discussion and conversation skills
- Broaden their knowledge, understanding and awareness of the diverse world we live in.

As part of word reading, in line with Floppy's phonics sounds and letters, children will:

- Decode unfamiliar words.
- Recognise familiar printed words.
- Research definitions and different uses.
- Read with fluency and develop confidence.
- Develop their understanding of language, both written and spoken.

As part of reading comprehension, using the one education 'Reading Gems' approach, children will:

- Draw from linguistic knowledge and knowledge of the world.
- Experience high-quality discussion facilitated by the teacher.
- Read and discuss a range of stories, poems and non-fiction.
- Develop their knowledge of themselves and the world in which they live.
- Establish an appreciation and love of reading.
- Gain knowledge across the curriculum.
- Increase their range of vocabulary.
- Develop their imagination.

Writing

Writing is largely influenced by our class novel/text. The use oral rehearsal, first hand experiences and drama activities is encouraged and used to support writing across the school in all year groups.

As part of composition, children will:

- Learn to plan, orally rehearse, draft, redraft and edit their own writing, and the writing of others.
- Articulate and communicate ideas and then organise them coherently for a reader.
- Be aware of the audience, purpose and context of their writing.
- Have an increasingly wide knowledge of vocabulary and grammar.

As part of transcription, children will:

- Follow the 'No Nonsense Spelling' programme of study.
- Spell quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words
- Have fluent and legible handwriting developed through taught sessions and regular practice.
- Participate in dictation sessions where 'Tick and fix' is utilised to support children with fluency.

As part of vocabulary, punctuation and grammar, children will:

- Control their speaking and writing consciously and use Standard English
- Use the elements of spelling, grammar, punctuation outlined in the National Curriculum
- Learn vocabulary they need to discuss their reading, writing and spoken language
- Learn and use the correct grammatical terms in English

Teaching and Learning Approaches and Strategies

Through text-rich provision; a rich learning environment; a series of inspiring cross-curricular units of work and carefully selected books, children will be immersed in a curriculum that is designed to intrigue and inspire.

Teachers employ Rosenshine's principles of instructional teaching in order to deliver well-structured lessons.

Reading

Every learning opportunity is underpinned by a rigorous and systematic approach to reading, beginning with Floppy's Sounds and Letters before leading onto whole class guided and independent reading for meaning and purpose. Modelled reading and guided book talk allows children to become familiar with reading skills and develops their comprehension of texts.

With reading being at the centre of our English provision, a class text approach is used to shape our teaching of reading and writing.

Here at Badsworth, our consistent approach to reading is used by teachers, teaching assistants and volunteer helpers directed by class teachers. Children are exposed to a wide range of texts and genres in a variety of contexts in order to develop phonetic knowledge, grammar, and word recognition skills.

Reading is taught explicitly through whole-class guided reading and 'book-talk' sessions throughout school. Children develop fluency skills in the first instance before unlocking the texts they read. In book talk sessions, children discuss what they have read and develop a strong understanding of the text shaped by strong teacher modelling.

Children are read to and are heard read aloud individually on a regular basis. They have the opportunity to enjoy paired and shared reading; whole class reading using class novels; big books or Interactive Whiteboard reading resources and audio books and video clips. Books, including theme-related books, are displayed in classrooms and around school in shared spaces and are accessible to all children.

EYFS

Phonics and spelling are taught daily using the 'Floppy's Phonics Sounds and letters' scheme of work. The modelling of reading for the children in our EYFS is key, so children are read to daily as part of their English program and as part of our whole school reading for pleasure approach. Discreet teaching of phonics and reading take place daily whilst children are immersed in a text-rich environment with multiple opportunities to access text and adult support and engagement through the various provision areas allocated and enriched by carefully selected texts.

Reading books are selected on an individual basis, taking into consideration the level of phonetic development the child is at. Books are 100% decodable for EYFS learners and lag slightly behind the most current learning taking place in class and support/intervention groups. Corresponding work sheets to support the learning of specific sounds are used both in class and sent home in individual 'Phonics Folders'.

The non-fully decodable Oxford Reading Tree books are used to supplement our reading learning journey and provide children with 'reading for pleasure' books and parent engagement books where we encourage children to be read to and with.

All children are heard read aloud by an adult at least once a week, and more if targeted by the class teacher, and flash cards and word walls are provided if assessed by the teacher as in need of further support to aid progression regardless of stage of development.

KS1

Phonics and spelling are taught daily using the 'Floppy's Phonics Sounds and letters' scheme of work. These sessions occur daily in Foundation Stage and Year 1 and Year 2, with many Year 2 learners eventually completing the programme of study and moving on to spelling rules and whole-class guided reading. The Phonics programme continues into KS2 in support groups for specific children identified in pupil progress meetings and transition meetings.

Reading books are selected on an individual basis, taking into consideration the level of phonetical development the child is at. Books are 100% decodable for EYFS and KS1 learners and lag slightly behind the most current learning taking place in class and support/intervention groups. Corresponding work sheets to support the learning of specific sounds are used both in class and sent home in individual 'Phonics Folders'.

The non-fully decodable Oxford Reading Tree books are used to supplement our reading learning journey and provide children with 'reading for pleasure' books and parent engagement books where we encourage children to be read to and with.

All children are heard read aloud by an adult at least once a week, and more if targeted by the class teacher, and flash cards and word walls are provided if assessed by the teacher as in need of further support to aid progression regardless of stage of development.

KS2

In KS2, phonics screens determine individual pupil needs and also where any specific sounds need to be reinforced or consolidated. These groups take place in afternoons, unless organised and agreed specifically between the class teacher and the Senior Leadership team.

In KS2, children use the school library, or designated areas of their classrooms, for both reference and for reading for pleasure books.

All children have a reading for pleasure book – chosen by them - which is taken home each night so that it can be read at home. These books are levelled using the Lexile Framework and children are aware of the levels they should be within. These chosen books are monitored by the class teacher and deemed to be at the appropriate level to both challenge and develop the individual's reading skills.

Each year, our new Year 3 children and identified KS2 children are baseline assessed using a DIBELS reading fluency assessment which shows how many words per minute they can fluently read in 1 minute of an age-appropriate text. These scores identify which children need support with their fluency as this is the key to begin understanding. Children identified as below the expected standard will be allocated an intervention group which receive additional support in fluency.

In KS1 and KS2 the core fiction and non-fiction reading scheme is Oxford Reading Tree's Floppy's Phonics.

Supplementing this we have:

- Oxford reading tree – Word Sparks (S/M attaining groups)
- Code X adventures (SEN & reluctant readers)

Spoken Language

At Badsworth we provide a range of opportunities for our children to talk and listen in formal and informal settings. Through adults in school modelling the correct use of language, maintaining high expectations regarding the use of standard English, learner participation in presentations and performances, specific provision areas, the use of drama and role play, discussions and debates, question and answer sessions, story times and circle time, the children are able to engage with others. The statutory requirements for Years 1-6 from the National Curriculum are used to inform teaching strategies.

Transcription

Handwriting

Our aim is that children will achieve a fluent and legible handwriting style using correct joined letter formation. This is taught and structured by the teacher using an agreed pattern to support the metacognitive talk of how to form letters and also to create a consistent approach through school. This is practised and developed by the children daily. This style of letter formation is displayed in KS1 classrooms, adapted from Debbie Hepplewhite's recommended style in line with Phonics International guidelines.

Teaching joined handwriting begins in Year 2 when the teachers assess children to be fluently forming letters and ready to take the next step in their letter formation. They begin by learning and practising the diagonal and horizontal strokes needed to join letters fluently.

Handwriting practice continues in KS2 where daily taught sessions taught from a sequential scheme – The Sheffield Structured Handwriting Scheme. Children move onto using blue ball point pen when a joined style is fluent. Line guides are used to support handwriting style when working on plain paper.

Writing

The development of writing is taught during English lessons and across the curriculum. Children have the opportunity to write for a variety of purposes and audiences during their time at Badsworth c of E Junior and Infant School. A wide range of genres are mapped out and covered. Teaching strategies include the use of role play, drama, texts, film, shared, guided and modelled writing.

Children begin the writing process by being immersed in high-quality model texts. They then develop sentence structures and vocabulary through a series of oral and dictation activities before a planning and drafting process is used to construct their own piece of writing.

Spelling, vocabulary, grammar and punctuation objectives are delivered according to year group expectations (Please refer to Appendix 1 for details regarding the use of drafting books). These objectives are taught as discrete grammar, punctuation or spelling lessons and are also addressed in writing lessons as starter activities or supplementary tasks based on teacher assessment and individuals' needs. The GPS (grammar, punctuation and spelling) planning should directly supplement, where possible, the text type currently being studied. Examples of excellent writing are celebrated in classes by being displayed in classrooms or shared with the class.

Spelling

KS1 teach spelling primarily through the Floppy's phonics sounds and letters scheme, making use of spellings rules, patterns and phoneme alternatives in accordance with The National Curriculum.

In KS2, the spelling objectives and word lists set out in the National Curriculum for Years 3-4 and Years 5-6. The 'No Nonsense Spelling' scheme is followed to support the delivery of explicitly taught spelling rules.

Planning

Teachers modelling of reading and writing are an important part of the session sequence. The high-quality modelling ensures learners get to see the skills in action. This sets high standards and expectations through school, and combined with growth mind set practices, it encourages children to take pride in the work they produce and allows children to see mistakes and errors as opportunities to improve, learn and grow.

At Badsworth we understand the importance of first-hand experiences. Our English provision is largely based upon a class novel approach, where reading and writing opportunities are largely taken from what is currently being read in class. This means most activities will be based upon and inspired by the class novel. Our English provision also incorporates outdoor and active learning, inspirational visitors coming into school and educational visits linked to units of work where appropriate. These elements enrich the learning of our pupils and supports the immersive approach to learning by creating experiences for children on which they can pin their learning.

Lessons are planned with reference to the school's progression document. These documents are matched with the objectives set out in the National Curriculum and the supporting materials for each year group. These documents outline the substantive knowledge that is to be taught as well as the text types needing to be covered.

Teachers use their year group's English Programme of Study document as both a medium-term planning format and as an assessment tool. All teachers are responsible for following the 2-3 week Unit Planning SMART Notebook which identifies the appropriate learning objectives as well as the teaching and learning strategies required whilst demonstrating the group activities and differentiation where necessary.

Time Allocation

English is taught daily and as an explicit subject. Despite this, it will be influenced largely by the class text being read and studied, but also by other curriculum areas and half-termly units of work. Teachers are encouraged to be creative with their session planning and create experiences for the children in order to embed the learning.

Monitoring Assessment and Recording

The monitoring of English is ongoing and is the responsibility of the class teachers and English Subject Leader. It operates within the whole school monitoring schedule and a variety of monitoring strategies are used.

- Lesson drop-ins.
- Planning samples.

- Talking to children.
- Book-looks and work samples.
- Writing moderation.
- SIP days
- Governor monitoring days

Assessment is in-keeping with the whole school assessment calendar and recorded in Cohort Assessment Folders.

Teachers are continually assessing children's English knowledge, understanding and skills against the national curriculum outcomes for the relevant year group. Assessment opportunities are planned for and summative assessment points are used each term to inform teacher assessments which are recorded and reported to the assessment leader in school, and parents and carers at parents' evening consultations and end of year reports.

The Marking of work and feedback given is done so in line with the school's marking and feedback policy.

Pupil progress is informed and recorded in the following ways:

- Phonics tracking ladders.
- Tracking of NC objectives using assessment tracking grids.
- Termly assessments in reading and GPS (Years 1 - 6)
- English Books
- Dibels fluency Assessments
- Guided Reading (Comprehension) Books
- Curriculum books (Written pieces)
- Google Classroom digital assignments

In addition to teacher assessment other assessments include:

- Foundation Stage Profile.
- End of Key Stage 1 statutory assessments.
- End of Key Stage 2 statutory assessments.
- Use of other appropriate standardised assessment results.

Regarding reporting to parents, English assessment and progress is discussed formally with parents/carers on two separate occasions throughout the year. Attainment is reported in written form at the end of the school year.

Inclusion, Equal Opportunities and SEN

All children at Badsworth have access to the English Curriculum, as set out in the National Curriculum, whatever their ability, age, gender, race, religion or belief. We strongly believe all children should have the opportunity to develop in every way, hence why we provide varied learning opportunities matched to the specific needs of the children.

Activities both inside and outside the classroom are planned in ways that consider the inclusion of all children. Teachers plan considering any targets on the SEND children's SMLTP, MSP or EHCP to facilitate learning at all levels. Resources and materials are adapted, where possible and necessary, to meet the needs of the learner. Modifications can be and are made to resources, scaffolds and equipment s following consultation with external agencies when required.

Schemes that support inclusion:

- Lexia (Reading support)
- Floppy's Phonics intervention groups
- Floppy's phonics word sparks (Higher attainers)
- Lego Therapy group (Oracy, listening skills, relationships)
- Numicon
- Code-X reading ladder

Management and Organisation

Role of the Subject Leader:

The English Subject Leader is responsible for the implementation of this English policy and professionally lead and manage English teaching and learning within the school.

Their role is to:

- Lead talking to Children sessions to gain an insight about what the children have done
- Maintain resources and advise staff on best practice
- Monitor classroom teaching or planning following the schools monitoring programme
- Monitor the children's progress, looking at examples of work of different abilities
- Keep up-to-date with new best practice developments and communicate information and developments with colleagues
- Attend appropriate training and disseminate amongst staff as appropriate
- Lead staff training on new initiatives
- Liaise with Link Governors

- Procuring, auditing and arranging new resources/materials in school
- Offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of English and wider opportunities across the curriculum where needed.
- Provide colleagues opportunities to observe best practice in the teaching of Reading and writing.

Role of Governors

All governors are interested in the standards of English. One governor is nominated to be responsible for monitoring and evaluating the impact English teaching is having on children's learning. They liaise with the subject leader and report back to the governing body as necessary. On occasion, subject leaders are invited to governors' meetings to explain changes made within their subject, progress being made, celebrate successes.

Review

This English Policy will be reviewed by the English Subject Leader supported by the Governing Body

Date for next review of this document: September 2026