

Bowlee Park Community School

English Policy

Our School Motto; Knowledge... your passport to the world!

Bowlee Values - Respect, Kindness, Ambition, Resilience, Cooperation, Responsibility

British Values - Democracy, Rule of Law, Individual Liberty, Tolerance and Respect

Rights Respecting Schools - Article 28: 'Every child has the right to an education'

Bowlee Behaviour Principles – Be Ready, Be Respectful and Be Safe

English has a pre-eminent place in education and in society. A high-quality English education enables pupils to speak, read and write fluently so they can communicate effectively and express their ideas and emotions. Reading supports pupils' cultural, emotional, intellectual, social and spiritual development and enables access to the wider curriculum.

At Bowlee Park Primary School, we are committed to ensuring high achievement for all pupils through an ambitious English curriculum that promotes equity and improves life opportunities. Our curriculum is designed so that all pupils, including disadvantaged pupils and those with SEND, can access and succeed within age-appropriate expectations.

We serve a community where many pupils face significant barriers to learning, including underdeveloped language and communication skills, limited life experiences and a range of social and emotional needs. Our curriculum is therefore deliberately designed to address these barriers through structured language development, explicit vocabulary teaching and carefully sequenced knowledge building.

The English curriculum is carefully sequenced so that pupils build knowledge and skills progressively over time. Prior learning is revisited regularly to secure retention and enable application. A strong emphasis is placed on developing spoken language, vocabulary, reading fluency and writing accuracy, alongside exposure to a wide range of high-quality texts.

The curriculum is designed to develop pupils' cultural capital, enabling them to engage confidently with a broad range of literature, ideas and language. Pupils are supported to become confident communicators who can listen, discuss, reason and express themselves clearly in a range of contexts.

It is fully aligned with the Early Years Foundation Stage Framework and the National Curriculum, ensuring clear progression in reading, writing and spoken language from early years to Year 6.

Reading is prioritised as a key driver for learning and underpins access to the wider curriculum. Alongside this, equal importance is placed on developing pupils' writing and spoken language. The systematic development of foundational skills in phonics, spelling, vocabulary, grammar and handwriting is central to enabling all pupils to become confident and successful users of English.

READING

CURRICULUM INTENT

A curriculum that develops fluent readers

Reading is a fundamental life skill and the gateway to the wider curriculum. Our reading curriculum is designed to ensure that all pupils become fluent, confident and enthusiastic readers who can access learning independently and participate fully in society.

The curriculum is built upon the two dimensions of reading identified within the National Curriculum: word reading and comprehension. We recognise that fluency is essential to successful reading. Pupils who can read accurately, automatically and with appropriate expression are better able to focus on understanding meaning and engaging with increasingly complex texts. Through carefully sequenced teaching and regular opportunities to practise reading, pupils develop the fluency necessary to access all areas of the curriculum successfully.

A curriculum that develops language and vocabulary

Vocabulary development is a central priority within our reading curriculum. Through exposure to high-quality literature, explicit vocabulary instruction and rich classroom discussion, pupils develop the language required to access texts, communicate effectively and succeed across the wider curriculum.

Ready Steady Read Together provides opportunities for pupils to encounter ambitious vocabulary within meaningful contexts and revisit new language through discussion, retrieval and application. Vocabulary is explicitly taught and retention is monitored through assessment, ensuring that pupils develop an increasingly rich and sophisticated understanding of language.

A curriculum that develops comprehension and understanding

Comprehension develops through pupils' experience of high-quality discussion with teachers and peers, alongside exposure to a wide range of fiction, non-fiction and poetry. Pupils are taught to think deeply about texts, explain their understanding, justify opinions and draw upon evidence to support their ideas.

Ready Steady Read Together enables pupils to develop comprehension through teacher modelling, discussion, questioning, drama and metacognitive strategies. Through these approaches, pupils become reflective and analytical readers who are able to engage critically with a range of texts.

A curriculum that promotes reading for pleasure

We believe that developing a lifelong love of reading is essential. Pupils read widely across fiction, non-fiction and poetry to develop knowledge of themselves and the world around them, establish an appreciation and love of reading and gain knowledge across the curriculum.

Through carefully selected texts, daily story time, book clubs, author visits and reading celebrations, pupils are encouraged to view reading as both a source of enjoyment and a means of acquiring knowledge. We aim to foster positive attitudes towards reading so that pupils choose to read independently and frequently throughout their lives.

A curriculum rooted in statutory expectations

Our reading curriculum is underpinned by the statutory requirements of the National Curriculum and the Early Years Foundation Stage Framework. Pupils are taught the knowledge and skills required to read accurately, fluently and with understanding. These expectations are carefully

sequenced to ensure that pupils build secure reading knowledge over time and are able to access increasingly challenging texts as they progress through school.

A curriculum that is ambitious and inclusive

We maintain high expectations for all pupils and ensure that every child can access the reading curriculum. Early identification of need, adaptive teaching, targeted intervention and appropriate scaffolding ensure that all pupils can make progress from their starting points.

We believe that if the curriculum is designed successfully for the most vulnerable and disadvantaged pupils, it will benefit all learners. Through carefully planned support, all pupils are given opportunities to become successful readers and develop a lifelong engagement with literature.

IMPLEMENTATION

Early Reading and Phonics

Phonics is emphasised in the early teaching of reading and provides the foundation for successful reading development. Early reading is taught through the Read Write Inc. phonics programme, which enables pupils to develop secure decoding skills and build the foundations required for fluent reading.

Progress is closely monitored and pupils receive timely intervention where required to ensure that they keep up with the curriculum and secure the knowledge and skills necessary for future success in reading.

Developing Fluency and Independent Reading

Once pupils have secured phonics knowledge and reading fluency, reading provision develops further through a combination of shared reading, independent reading and comprehension instruction.

In Year 2 and Key Stage 2, pupils' reading skills are assessed regularly. Pupils who continue to require decodable texts are provided with appropriately matched reading books. All other pupils access the Accelerated Reader programme. Reading assessments provide pupils with an appropriate reading range from which they select books independently from a wide selection of fiction and non-fiction texts.

Pupils read regularly both at home and in school. Teaching staff hear pupils read frequently to monitor progress, assess fluency and identify any barriers to reading development.

Shared Reading: Ready Steady Read Together

Once children are confident in their phonics and reading fluency in year 2 and throughout Key Stage 2, pupils have reading sessions and English lessons daily. Reading in Year 2 and Key Stage 2 is primarily taught through Ready Steady Read Together. The shared reading curriculum is built around a carefully sequenced collection of high-quality, age-appropriate texts that provide opportunities for pupils to develop fluency, vocabulary and comprehension.

Through teacher modelling of expression, pace, intonation and prosody, pupils learn how skilled readers construct meaning from texts. Shared reading lessons provide opportunities for discussion, questioning, drama and metacognitive reflection, enabling pupils to deepen their understanding whilst developing spoken language skills.

Each unit follows a carefully structured sequence of learning, including explicit vocabulary instruction, retrieval practice, fluency development, strategy modelling and opportunities for

discussion. Progression is carefully planned to ensure that pupils develop increasingly sophisticated reading knowledge and understanding over time.

Assessment

Assessment in reading is both formative and summative and is used to ensure that pupils make sustained progress over time. Teachers use ongoing assessment through observation, questioning, discussion and feedback to identify misconceptions and adapt teaching accordingly.

Low-stakes quizzes and retrieval activities provide regular opportunities for pupils to apply and demonstrate their understanding. Formal assessments are carried out three times annually and are supported by detailed analysis of performance across the reading content domains.

Assessment information is used by teachers, subject leaders and senior leaders to identify strengths, gaps and priorities for improvement. Attainment, progress and barriers to learning are reviewed through regular pupil progress meetings, ensuring that support is targeted effectively and that all pupils are able to make strong progress.

Inclusion

Ready Steady Read Together is aspirational for all pupils and provides access to ambitious texts regardless of reading ability. Through teacher modelling, structured discussion, scaffolded support and adaptive teaching, pupils are able to engage with challenging texts and develop increasingly sophisticated comprehension skills.

Pupils with dyslexia, English as an additional language and special educational needs benefit from accurate language modelling, dual coding, scaffolded speaking and listening opportunities, flexible groupings and targeted intervention. Guidance within the programme supports teachers in adapting learning appropriately whilst maintaining ambition and challenge for all learners.

Confident readers are encouraged to deepen their understanding, broaden their reading experiences and develop higher-order thinking skills through additional challenge and wider reading opportunities.

Reading for Pleasure and Reading Culture

Developing a love of reading is a priority throughout the school. All classes participate in daily story time, during which high-quality texts are read aloud by teaching staff. In EYFS and Key Stage 1, the Read Write Inc. Talk Through Stories programme is used alongside other carefully selected texts to promote language development and reading enjoyment.

All year groups follow carefully planned reading spine texts to ensure that pupils experience a rich and diverse range of literature, including classic, contemporary and multicultural texts. Weekly Book Club sessions provide opportunities for pupils and staff to share recommendations and discuss books.

Reading is further promoted through assemblies, author visits, cultural celebrations and events such as World Book Day. These opportunities contribute to a positive reading culture and help pupils to see reading as an enjoyable and valuable part of everyday life.

IMPACT

Pupils become fluent, confident and enthusiastic readers who are able to access a wide range of texts with increasing independence. They develop strong word reading and comprehension skills, an expanding vocabulary and the ability to think critically about what they read.

Pupils use reading to acquire knowledge across the curriculum, communicate their understanding effectively and engage thoughtfully with the world around them. They develop positive attitudes

towards reading and leave Bowlee Park as skilled, knowledgeable and enthusiastic readers who are well prepared for the next stage of their education and for life beyond primary school.

Writing

CURRICULUM INTENT

English has a pre-eminent place in education and in society. A high-quality writing education enables pupils to communicate their ideas, thoughts and emotions effectively, allowing them to participate fully as members of society. Writing is fundamental to success across the curriculum and in later life; pupils who do not develop fluency and confidence in writing are significantly disadvantaged in accessing wider learning and opportunities. At Bowlee Park Community School, we recognise writing as both a tool for thinking and a means of communication, and we are committed to ensuring that all pupils develop the knowledge, skills and confidence required to become successful, independent writers.

A curriculum for our pupils

Our writing curriculum is carefully designed in response to the specific context of our school community. We serve a large number of pupils who face social and economic disadvantage, and many children enter school with significant barriers in speech, language and communication, alongside wider developmental needs. These barriers can impact directly on pupils' ability to write.

As a result, our curriculum is deliberately ambitious, inclusive and structured to address these barriers from the earliest stages. We prioritise the development of oral language, vocabulary and foundational transcription skills to ensure that pupils can access writing successfully. Our curriculum ensures that all pupils, including disadvantaged pupils and those with SEND, are supported to achieve well through high expectations, carefully adapted teaching and early intervention where needed.

A curriculum of breadth and wider opportunity

Our writing curriculum provides pupils with a wide range of meaningful and purposeful writing opportunities. Through high-quality texts and carefully planned experiences, pupils are exposed to rich language, diverse perspectives and a broad knowledge base that supports both writing and wider learning.

Writing is always rooted in a clear audience and purpose, enabling pupils to understand how language is adapted for different contexts. Pupils are given opportunities to write across a wide range of genres, ensuring that they develop flexibility and control in their writing. These opportunities are particularly important for our pupils, many of whom have limited experiences beyond school, and therefore benefit from a curriculum that explicitly develops cultural capital and knowledge of the world.

Inclusion is central to this approach, ensuring that all pupils are able to access high-quality texts and experiences, with appropriate scaffolding and support in place to enable success.

Progressive, well-sequenced learning that embeds knowledge

Our writing curriculum is coherently planned and carefully sequenced to ensure that knowledge and skills are built cumulatively over time. The curriculum follows a clear progression from early writing in the Early Years through to increasingly complex and independent writing in Key Stage 2.

Learning is structured in small, manageable steps, with regular opportunities for practice and retrieval to secure knowledge in long-term memory. Prior learning is revisited and built upon, ensuring that pupils develop fluency and confidence over time. This approach supports the

development of automaticity in foundational skills, which in turn reduces cognitive load and allows pupils to focus more fully on composition.

Teachers ensure that learning is adapted to meet the needs of all pupils, with scaffolding, modelling and guided practice used effectively to support those who need it most. This ensures that progression is secured for all learners.

A curriculum that develops core knowledge

Our curriculum is underpinned by the understanding that writing consists of both transcription and composition. Pupils are explicitly taught the knowledge and skills required for both elements, ensuring that they can write effectively and independently.

Grammar and punctuation are taught within the context of writing so that pupils understand how these elements contribute to meaning. Pupils are taught how to construct sentences, develop ideas and organise their writing for different audiences and purposes. Vocabulary development is a key priority. Pupils are exposed to ambitious language through high-quality texts, discussion and wider curriculum learning and are supported to understand, retain and apply new vocabulary within their own writing.

The writing process is explicitly taught, including planning, drafting, revising and editing. Teachers model each stage of the process, enabling pupils to understand how effective writing is developed. Through regular opportunities to discuss, rehearse and refine ideas orally before writing, pupils develop the confidence and language needed to communicate effectively in written form.

This structured approach ensures that pupils build secure knowledge over time and are increasingly able to draw upon their understanding of vocabulary, grammar and text structures independently.

A curriculum that develops successful writers

We recognise that writing consists of two interconnected elements: transcription and composition. Transcription includes the skills of handwriting, spelling and sentence construction, whilst composition involves generating, organising and communicating ideas effectively.

Pupils cannot become successful writers if too much of their cognitive capacity is consumed by the mechanics of transcription. Therefore, we place a strong emphasis on developing automaticity in foundational skills so that pupils can increasingly focus on the composition and communication of ideas. Through carefully sequenced teaching, regular practice and timely intervention, pupils develop the fluency required to write confidently and independently.

Writing is viewed as a process rather than a product. Pupils are taught that effective writing develops through planning, drafting, revising and editing. This enables children to understand how writers make decisions and improve their work over time.

A curriculum that prioritises foundational knowledge

We place a strong emphasis on the development of foundational writing skills, recognising that secure transcription is essential for successful composition. Pupils are taught handwriting and spelling explicitly and systematically, with frequent opportunities to practise and apply these skills.

By ensuring that transcription becomes increasingly fluent and automatic, we reduce the cognitive demands of writing, enabling pupils to focus on generating and organising ideas. Early identification of pupils who are not secure in these skills is a key priority, and targeted interventions are implemented to address gaps quickly and effectively.

This focus on foundational knowledge is particularly important for our pupils, many of whom require additional support to develop the automaticity needed for successful writing.

Aims in the teaching of English

Our writing curriculum aims to ensure that all pupils write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. Pupils are supported to develop fluent transcription skills, a secure understanding of grammar and punctuation, and a rich and varied vocabulary. We aim to foster confidence, independence and pride in writing, enabling pupils to see themselves as successful writers.

IMPLEMENTATION

English Curriculum organisation and curriculum coverage

Writing is taught daily through the Ready Steady Write scheme, which provides a coherent and well-structured approach to the teaching of writing from Reception to Year 6. Units are based on high-quality texts and are carefully sequenced to build knowledge and skills progressively.

Each writing outcome is shaped by a clear audience and purpose, ensuring that pupils understand the intent behind their writing. Pupils are taught a wide range of genres, enabling them to develop flexibility and control in their writing.

Grammar and punctuation are integrated within lessons through daily sentence-level work, enabling pupils to apply their knowledge in context. This approach ensures that learning is meaningful and supports long-term retention. Teachers use modelling, shared writing and guided practice to support pupils, ensuring that all learners, including those with additional needs, can access the curriculum.

Teaching Approaches

High-quality teaching is central to the successful implementation of the writing curriculum. Teachers use a range of evidence-informed strategies to support pupils in acquiring and applying new knowledge and skills.

These include:

- Explicit instruction and teacher modelling to make the writing process visible.
- Shared writing, where teachers and pupils collaboratively construct texts and discuss writing choices.
- Guided practice, enabling pupils to apply newly taught skills with appropriate support.
- Partner talk and structured discussion to rehearse language and develop ideas before writing.
- Regular retrieval and review activities to strengthen retention of previously taught knowledge.
- Sentence-level work that enables pupils to practise and apply grammar, punctuation and vocabulary in meaningful contexts.
- Working walls and visual scaffolds that support independence and reduce cognitive load.

Teachers use formative assessment throughout lessons to identify misconceptions and provide timely support. Where pupils experience difficulty, teaching is adapted and additional practice is provided to ensure that pupils keep up with the curriculum.

The Writing Process

Pupils are explicitly taught the writing process through planning, drafting, revising and editing. Teachers model each stage of the process, demonstrating how writers generate ideas, organise content, make vocabulary choices and refine sentences to improve clarity and impact.

Shared writing, guided practice and carefully structured discussion support pupils in developing confidence as writers. Editing is viewed as an integral part of the writing process rather than a task completed at the end of a piece of work. Pupils are taught to evaluate their writing against the

intended audience and purpose, making improvements that enhance both meaning and effectiveness.

As pupils move through the school, responsibility is gradually transferred from teacher to pupil, enabling children to become increasingly independent and reflective writers.

The Early Years Foundation Stage

In the Early Years Foundation Stage, the writing curriculum is focused on establishing strong foundations in both transcription and composition. A central priority is the development of oral language, as this underpins pupils' ability to generate, organise and communicate ideas for writing. Children are provided with rich and varied opportunities for talk, storytelling and role play, enabling them to develop vocabulary, sentence structure and confidence in communication. These experiences are carefully planned to support all learners, particularly those with limited language development or English as an additional language.

Transcription is explicitly taught through the Read Write Inc. phonics programme. Children are taught to form letters correctly, segment words for spelling and begin to write simple words and sentences with increasing accuracy. Dictation activities are used to reinforce these skills, supporting the development of fluency and accuracy in early writing.

Fine motor development is prioritised through a range of continuous provision and planned activities that develop the strength and control required for writing. Where children require additional support, targeted interventions such as Dough Disco and Write from the Start are implemented to develop the physical skills necessary for letter formation and handwriting.

Writing opportunities are purposeful and meaningful, allowing children to apply their developing skills in context. Adults provide high-quality modelling, scaffolding and guided practice, gradually reducing support as children become more confident and independent. This ensures that all pupils, including those with SEND or other barriers to learning, are supported effectively to develop the foundational skills necessary for later success in writing.

Ambition and Access for All to the English Curriculum

We maintain high expectations for all pupils and ensure that every child has access to the full writing curriculum. Teaching is inclusive and responsive, with adaptations made to support pupils in accessing learning without lowering expectations.

Scaffolding, modelling and structured support enable all pupils to engage with high-quality texts and writing tasks. This ensures that pupils who may face barriers to learning are supported to succeed alongside their peers.

Inclusion / Inclusion practice

Inclusion is central to our approach to teaching writing. We recognise that pupils may face a range of barriers to learning, and these are identified early through effective assessment. A graduated approach is used to plan, implement and review support, ensuring that interventions are timely and effective.

Pupils with English as an additional language are supported through explicit vocabulary teaching, modelling of language structures and opportunities for talk prior to writing. Pupils with SEND are supported through adapted teaching, targeted interventions and collaboration with the SENCo and external professionals where appropriate.

High-quality teaching remains the primary strategy for inclusion, with adaptations made within lessons to reduce barriers and support access. This ensures that all pupils can make progress and achieve well.

Practical strategies used to support inclusion include visual scaffolds, modelled examples, sentence stems, vocabulary banks, flexible grouping, pre-teaching of key vocabulary and the use of technology where appropriate. These approaches are used responsively to reduce barriers to learning while maintaining ambition for all pupils.

Foundational Knowledge

The development of secure transcription skills is prioritised across the school. Pupils receive discrete handwriting instruction, following a clear progression from letter formation to fluent, joined handwriting. This is supported by the Read Write Inc. approach.

Dictation activities linked to phonics support the development of spelling and sentence construction, particularly in the early stages. Early identification of pupils who are not secure in transcription ensures that targeted support can be provided, including the use of pencil grips, fine motor interventions and structured practice.

Spelling is taught through discrete sessions and reinforced through application in writing. Pupils learn age-appropriate spelling patterns and are given regular opportunities to practise and apply these skills. Additional interventions, including programmes such as Spelling Shed and IDL, are used to support pupils who require further support.

Daily sentence-level practice supports pupils in developing accuracy and automaticity in transcription. Opportunities for dictation, sentence construction and application of spelling patterns help pupils transfer foundational knowledge into independent writing. Teachers closely monitor pupils' development in these areas and provide timely intervention where gaps emerge.

Resources

The Ready Steady Write scheme is used consistently across the school to support high-quality teaching. Working walls are used to scaffold learning and support independence, while visualisers enable teachers to model writing and the editing process effectively.

END OF KEY STAGE EXPECTATIONS

End of Key Stage 1

By the end of Key Stage 1, pupils should have secured the foundational skills required for successful writing. Pupils should:

- Write sentences independently for a range of simple purposes.
- Apply taught phonics knowledge and common exception words accurately.
- Use capital letters, full stops, question marks and exclamation marks correctly.
- Demonstrate secure transcription skills, including accurate letter formation, handwriting and spelling appropriate to their stage of development.
- Re-read their writing to check that it makes sense.
- Begin to make simple improvements to their own writing.

Pupils who have not secured these foundational skills may experience barriers in accessing the wider writing curriculum and should receive targeted support to address identified gaps.

End of Key Stage 2

By the end of Key Stage 2, pupils should be confident, independent writers who can write effectively for a range of audiences and purposes. Pupils should:

- Write with increasing control over language, structure and organisation.
- Select vocabulary and grammatical structures appropriate to audience and purpose.
- Use spelling, punctuation and grammar accurately and effectively.
- Demonstrate fluent transcription skills, including automatic handwriting and secure spelling

knowledge.

- Plan, draft, revise and edit independently.
- Sustain writing across longer pieces and across the wider curriculum.
- Draw upon their reading and wider curriculum knowledge to enrich their writing.

Writing should be sufficiently fluent and automatic that pupils can focus primarily on communicating ideas effectively and crafting writing that achieves its intended purpose.

IMPACT

As pupils progress through the school, they become increasingly fluent, confident and independent writers. They are able to write effectively for a range of audiences and purposes, drawing upon an increasingly secure understanding of grammar, vocabulary and text structure. Secure transcription skills enable pupils to focus on composition, resulting in writing that demonstrates both technical accuracy and authorial intent. Pupils leave Bowlee Park equipped with the knowledge, skills and confidence required to communicate effectively in the next stage of their education and beyond.

ORACY AND SPOKEN LANGUAGE

CURRICULUM INTENT

A curriculum that develops effective communicators

We recognise spoken language as the foundation of reading, writing and learning across the curriculum. The ability to communicate effectively enables pupils to express ideas, share opinions, develop understanding and participate successfully in school and wider society. We therefore place a strong emphasis on developing pupils' communication skills, enabling them to articulate their thoughts, ideas and feelings clearly and appropriately for different audiences and purposes.

Our approach is informed by the Voice 21 Oracy Framework, ensuring that pupils develop not only the physical aspects of speaking, but also the linguistic, cognitive and social-emotional skills required for effective communication. Through carefully planned opportunities for discussion, collaboration and presentation, pupils develop the confidence and competence required to communicate successfully across a wide range of contexts.

A curriculum that develops vocabulary and language

Vocabulary development is a key priority within our English curriculum. Through the Ready Steady Read Together and Ready Steady Write programmes, pupils are explicitly taught ambitious vocabulary in meaningful contexts. Pupils are provided with regular opportunities to discuss, apply and revisit new vocabulary through speaking, reading and writing activities.

Vocabulary is viewed as a crucial component of both academic success and effective communication. By developing a rich and varied vocabulary, pupils are better able to express themselves, access the wider curriculum and communicate with increasing precision and confidence. Retention of vocabulary is monitored through ongoing assessment and termly vocabulary assessments.

A curriculum that develops confidence and participation

We are committed to ensuring that all pupils develop confidence as speakers. Pupils are given regular opportunities to present to audiences, contribute to discussions and take on leadership responsibilities within school. Oracy stickers linked to specific Voice 21 domains are used to provide pupils with clear speaking and listening targets, enabling them to develop particular aspects of oracy in a structured and progressive way.

These opportunities support pupils in developing self-confidence, resilience and the ability to communicate effectively in a range of contexts. Pupils regularly share learning, present to peers and adults, participate in assemblies and contribute to wider school life through leadership opportunities and pupil voice initiatives.

A curriculum rooted in statutory expectations

Our spoken language curriculum is underpinned by the statutory requirements of the National Curriculum, which form the foundation of learning across all areas of English. Pupils are taught to listen and respond appropriately, ask relevant questions, articulate and justify answers, participate in discussions and debates, and speak audibly and fluently with an increasing command of Standard English.

These requirements are carefully sequenced and contextualised through our wider curriculum, ensuring that pupils develop the knowledge, skills and behaviours necessary to become effective communicators. Spoken language is embedded across all subjects and provides the foundation upon which successful reading and writing are built.

A curriculum that is ambitious and inclusive

Inclusion is central to our approach. Speech, language and communication needs are identified early and support is provided through targeted intervention, collaboration with speech and language professionals and high-quality classroom practice. We maintain high expectations for all pupils and ensure that every child is given opportunities to develop as a speaker and listener.

All pupils are encouraged and supported to participate in leadership opportunities, school councils and wider enrichment activities. Leadership opportunities include roles such as team captains, school councillors, sports leaders, eco representatives, prefects, playtime pals and lunchtime sports leaders, ensuring that all pupils have opportunities to develop and apply their communication skills in meaningful contexts.

IMPLEMENTATION

Oracy across the curriculum

Oracy is embedded across the curriculum and forms an integral part of everyday classroom practice. Structured partner talk is used regularly to support thinking, rehearsal of ideas and development of vocabulary. Teachers utilise approaches such as Kagan structures, sentence stems and explicit modelling to ensure that all pupils can participate successfully in discussion.

A consistent approach to spoken language

The Voice 21 Oracy Framework provides a shared approach to the teaching and development of spoken language across the school. Expectations are progressive and consistent, enabling pupils to build confidence and proficiency over time. Oracy stickers are used to focus pupils on specific oracy domains and provide a consistent approach to the development, practice and assessment of spoken language skills across the school.

Vocabulary instruction and application

Vocabulary instruction is carefully planned and integrated across reading, writing and the wider curriculum. Pupils are given repeated opportunities to encounter, discuss and apply new vocabulary in meaningful contexts. Vocabulary is explicitly taught within the Ready Steady Read Together and Ready Steady Write programmes and revisited regularly to support long-term retention and application.

Presentation and performance

Pupils are provided with regular opportunities to present to audiences through classroom activities, assemblies, competitions and leadership roles. Annual oracy competitions and pupil-led presentations within year group and whole-school assemblies further support the development of confident and articulate communicators.

Drama and spoken language

Drama is used purposefully to support spoken language development and is integrated within the Ready Steady Write curriculum. Through role play, performance and exploration of texts, pupils develop their understanding of language, character, audience and purpose whilst deepening engagement with high-quality literature.

IMPACT

Pupils develop a rich and expanding vocabulary, communicate confidently with a range of audiences and demonstrate increasing proficiency across the Voice 21 domains. They are able to articulate ideas clearly, participate effectively in discussion and use spoken language to support their learning across the curriculum. Pupils listen respectfully to others, justify opinions using appropriate language and adapt their communication according to audience and purpose.

Pupils leave Bowlee Park as confident, respectful and articulate communicators who are well prepared for the next stage of their education and for life beyond primary school.

THE CONTRIBUTION OF ENGLISH ACROSS THE CURRICULUM

English is both a subject in its own right and the principal medium for learning across the curriculum. Secure language skills enable access to all areas of learning and are essential for success in every subject.

English supports pupils' wider development by strengthening communication, broadening thinking and supporting emotional literacy and wellbeing. It enables pupils to connect, apply and embed knowledge across the curriculum.

AMBITION AND ACCESS FOR ALL

We are committed to ensuring all pupils can access and succeed in English. The curriculum is designed to be ambitious, with appropriate support in place to meet individual needs.

Learning is sequenced into small, progressive steps, with regular retrieval practice to secure and build knowledge over time.

Most pupils access age-related expectations through adaptive teaching. Strategies such as modelling, scaffolding, visual supports, sentence stems, pre-teaching vocabulary, partner talk and targeted questioning ensure all pupils can engage successfully.

Where needed, timely intervention addresses misconceptions and prevents gaps widening. Pupils with significant additional needs receive further adapted support, in collaboration with the SEND team, to ensure access and progress.

High expectations are maintained for all pupils, with the principle that high-quality provision for the most vulnerable benefits every learner.

EQUALITY FOR ALL

We are committed to equality of opportunity, inclusion and diversity in line with the Equality Act 2010.

Our English curriculum reflects a wide range of voices, cultures and perspectives through carefully selected texts and learning experiences.

All pupils are supported to access the curriculum and participate fully in learning. Teaching promotes respect, inclusion and positive relationships, with consistently high expectations for all.

ASSESSMENT IN ENGLISH

Assessment is used to secure progress across reading, writing and spoken language.

Formative assessment is ongoing and informs teaching through questioning, observation, discussion and feedback. This ensures misconceptions are addressed promptly and learning is adapted effectively.

Reading is assessed continuously through formative assessment within lessons. Termly summative assessments are triangulated with additional evidence, including Accelerated Reader quiz outcomes, reading ages, phonics assessments, fluency assessments and individual pupil tracking records, to ensure accurate and reliable judgements.

Writing is assessed through ongoing teacher assessment against year-group specific objectives and evidence gathered from independent writing across the curriculum. Assessment informs

individual and whole-class next steps. Termly cohort and cross-cohort moderation, alongside external moderation through the Arch Alliance, ensures consistency, accuracy and quality assurance of assessment judgements, including expectations for expected standard and greater depth.

Pupil progress meetings ensure timely identification of barriers and appropriate support.

LEADERSHIP, MONITORING AND EVALUATION

English is monitored through a planned cycle including work scrutiny, lesson visits, planning scrutiny, pupil voice, assessment analysis and professional dialogue.

Findings are used to identify strengths, address priorities and inform subject development and staff training.

THE ROLE OF THE ENGLISH TEAM

The English Team:

- Ensures curriculum quality and alignment with the National Curriculum and research
- Leads reading, writing and spoken language across the school
- Monitors and evaluates provision
- Leads professional development and supports staff expertise
- Uses assessment and monitoring to identify priorities
- Works with leaders to implement and review the action plan
- Promotes a culture of reading, writing and oracy
- Engages with research to improve practice

ENGLISH CURRICULUM IMPACT

The impact is seen in pupils who are confident communicators, engaged readers and effective writers.

Pupils develop secure knowledge of phonics, spelling, handwriting, vocabulary and sentence structure, enabling effective communication across the curriculum.

They show positive attitudes to reading, writing and spoken language, and communicate ideas clearly with increasing accuracy, fluency and purpose.

Assessment, pupil voice and monitoring show strong progress from starting points. Disadvantaged pupils and pupils with SEND are supported effectively to achieve well.

Pupils leave Bowlee Park well prepared for the next stage of education and life beyond primary school.

POLICY REVIEW

This policy will be reviewed every two years.

Next Review Date: March 2028