



Our English Curriculum



Our English Intent

At Brighstone CE Aided Primary School, our English curriculum is built on the conviction that speaking, reading and writing are the central tools by which pupils access, interpret and influence the world. We believe that every child should leave our school confident to read fluently, write purposefully and speak articulately — regardless of their starting point or background. Our intent is to design and deliver an English curriculum which is coherent, sequential, inclusive and firmly rooted in evidence-based practice.



Our key aims are:

- To develop strong foundations in reading and writing.
 - We recognise that early phonics instruction, fluent decoding and good transcription skills (handwriting, spelling) are vital.
 - We will build on these foundations to develop comprehension, vocabulary, sentence-level competence, and then full text composition in writing, as well as breadth and depth in reading.
- To foster a love of reading and writing for purpose.
 - Beyond technical proficiency, pupils need to engage with high-quality, inspiring texts, to read widely across genres and for pleasure, and to write with genuine audience, purpose and enjoyment.
 - We want our pupils to see themselves as readers and writers — not just completing tasks, but using English as a tool for thinking, communicating, exploring and creating.
- To enable progression, challenge and inclusion for all.
 - Our curriculum is carefully sequenced so that pupils build from fundamental skills to more complex ones, spiral and revisit concepts, consolidate learning and extend appropriately.
 - We are committed to ensuring that pupils who start behind or who have additional needs are supported to keep pace and to close gaps, so that no child is held back.
- To ensure that speaking and listening, reading and writing are integrated.
 - Particularly in writing, the new Writing Framework emphasises oral composition (speaking sentences, dictation) and connecting talk with writing.
 - Reading and writing feed into each other: readers become writers, writers become readers, and both benefit from rich talk, vocabulary and meaning making.
- To embed high expectations, clarity of instruction and expert teaching.
 - Teachers will model high-quality handwriting, sentence structure and composition — as emphasised in the Writing Framework.
 - We will use evidence-informed practice: structured phonics programmes, quality texts, deliberate practice in writing, scaffolded progression, and a culture of feedback and revision.
- To cultivate lifelong literate citizens.
 - Our ultimate ambition is that pupils leave school not only able to pass assessments, but fully literate: ready for further study, employment and life in a complex, reading and writing-rich society.
 - We aim to break the link between disadvantage and outcomes by making sure every pupil has access to rigorous, high-quality English teaching.



Our English Implementation

We provide a clear, coherent reading curriculum from Reception to Year 6 that covers phonics, fluency, comprehension strategies, vocabulary, reading across the curriculum and reading for pleasure. We promote a culture of reading for pleasure, including providing high-quality texts, novels, non-fiction and poetry, having a well-resourced school library and class book corners, sharing Reading Recommendations from children and staff in our weekly newsletter, and organising author visits and links with the local village library.



We have a well-sequenced writing curriculum that begins in Reception with transcription and sentence-level composition and gradually expands throughout the school years into sustained composition, across genres, with purpose, audience and editing built in.

Within our curriculum, we provide regular opportunities for pupils to talk their writing before writing it (oral rehearsal), dictated sentences, teacher modelling of handwriting and transcription, and structured sentence level instruction are built in.

There is a strong focus on vocabulary development, including Tier 2 and Tier 3 words linked to the texts and to the curriculum.

Feedback takes place throughout the writing process, so pupils understand that writing is a craft to develop and not simply a one-off task.

We provide provision for pupils who need extra support, including targeted interventions, scaffolded tasks and flexible groupings to ensure they succeed and keep up.

Formative assessment is used to identify gaps, monitor progression and adapt teaching, ensuring that pupils are progressing in decoding, comprehension, transcription, sentences, and full composition.

We provide professional development for staff, including developing expertise in phonics, reading instruction, writing instruction, sentence structure, vocabulary, feedback and metacognition.

At the start of each school year, we teach The Place Value of Punctuation and Grammar, which teaches key grammatical features. The Place Value of Punctuation and Grammar approach helps pupils see punctuation and grammar not as arbitrary rules, but as tools that give meaning, structure, and expression to their writing — building confident, intentional, and precise writers. This is then applied throughout all writing learning journeys.

Spoken language, reading and writing are taught as part of discrete English learning journeys with carefully chosen text drivers (including animation/film) that are linked to the curriculum topic wherever possible, to provide stimulus for writing and enable children to build links and develop schema. Further opportunities are planned in to enable children to develop and apply their speaking, reading and writing skills across the curriculum. Each year group focuses on key genres/text types, which they then revisit, apply and embed throughout the year through drop-in writes. Opportunities for reading, writing and performing poetry are planned for throughout the year.

Spoken language

- Opportunities for discussion and debate are planned in appropriately in each year group across the curriculum;
- Children are encouraged to share their ideas in a safe environment;
- Opportunities for children to play with and enjoy language, and develop vocabulary, are regularly planned;
- Circle time develops speaking and listening skills;
- Children are encouraged to ask and answer questions in a range of contexts;
- Learning walls, vocabulary mats, word webs and scaffolds are used to support children in developing and using vocabulary;
- Opportunities are planned for 'talk for writing' so children can discuss ideas with each other prior to writing;



- Children are encouraged to be adventurous with vocabulary choices;
- In the Early Years, emergent writing is encouraged through the use of different writing materials and in a range of contexts throughout the learning environment, linked to their interests and the topics;
- Writing is taught in a range of ways (see Writing Policy for further information about these):
 - Modelled writing;
 - Shared writing and slow writing;
 - Guided writing and supported composition;
 - Dictation/hold a sentence;
 - Independent writing
- Vocabulary, grammar and punctuation is planned and taught as an integral part of each unit of work, closely matched the text;
- RWI is used in Reception, Y1 and for other early spellers in Y2;
- The No Nonsense Spelling programme is used from Y2 upwards; children practise spellings in their individual spelling journals;
- Early writers take part in activities to encourage and develop gross and fine motor skills necessary to write in a legible script, and the Scholastic Handwriting scheme is used from Y1 upwards.



Our English Intended Impact

- Children discuss books and topics with excitement and interest;
- Children can present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates, in an age-appropriate way;
- Children enjoy reading and discussing books for information and for enjoyment/pleasure;
- Children are confident, fluent and expressive readers;
- Children can express preferences and give opinions, supported by evidence, about different texts;
- Children enjoy writing and use the features of different genres and styles. They can write for different purposes and audiences;
- Children are proud of their writing and know that others value their writing;
- Children are able to apply their learnt skills when writing in different contexts;
- Children can remember and apply previous learning;
- Skills progress (grammar and punctuation) throughout the school is evident in children's books;
- Children are being adventurous with vocabulary choices;
- Writing across the curriculum is of the same standard as in their English books;
- There is evidence of a clear teaching sequence in books;



- A range of genres and text types are taught across the school (progressing in difficulty) resulting in children being exposed to, and knowledgeable about, literary styles, authors and genres.
- Children use classroom resources, including the learning walls, to support their learning;
- Children's presentation is of a high standard across the curriculum, and the school's handwriting scheme is followed.

How we monitor for impact:

- Teachers moderate children's work in school and in cluster meetings with other schools to ensure accurate assessments are made;
- Feedback and responsive teaching ensures children are provided with the right provision at the right time;
- SWST, New Salford and NFER tests are used in Year 1 - Year 6;
- RWI assessments are carried out at least every half term, and more often when needed;
- Data is inputted three times a year, which is analysed by subject leaders;
- Pupil progress meetings each term ensure different groups and individual progress is monitored and interventions organised to support progress;
- Targeted support enables a greater proportion of children to be on track to meet year group expectations or in the case of those working significantly below expectations to make better than expected progress;

- The English Subject Leader conducts learning walks, lesson observations, pupil conferencing and book monitoring throughout the year. These inform areas for improvement and the impact of support provided;
- Governors carry out monitoring in line with the School Improvement Plan.

