

English Policy 2025–26 **Shaftesbury Junior School**

Statement of Intent

At Shaftesbury Junior School, English underpins academic success and full participation in society. Our curriculum secures fluent, automatic foundational skills in reading, writing and spoken language so that all pupils can access the full curriculum with confidence and independence.

Our approach is informed by:

- The Simple View of Reading (decoding × language comprehension = reading comprehension).
- Scarborough’s Reading Rope, recognising that skilled reading results from the strategic integration of word recognition and language comprehension.
- The Education Endowment Foundation’s guidance report: Improving Literacy in Key Stage 2.

Our English curriculum is:

- Ambitious – high expectations for all, with no ceiling on achievement.
- Coherently sequenced – knowledge and skills build cumulatively and logically.
- Knowledge-rich – vocabulary, background knowledge and disciplinary language are explicitly taught.
- Inclusive – adaptive teaching secures equity and enables all pupils to thrive, achieve and strive for excellence.

By prioritising fluency, automaticity and vocabulary development, we reduce cognitive load and enable pupils to think deeply, reason precisely and communicate effectively.

Curriculum Implementation: Reading

Reading is the primary driver of curriculum access.

2.1 Word Reading and Fluency

We ensure pupils:

- Secure decoding through systematic phonics where required.
- Develop fluency through explicit modelling, repeated reading and guided practice.
- Build automaticity to enable cognitive capacity for comprehension.
- Read aloud with accuracy, appropriate prosody and expression.

Fluency is explicitly taught, practised and assessed, recognising its central role in comprehension and overall attainment.

2.2 Language Comprehension

We explicitly teach:

- Vocabulary (breadth, depth and morphology).
- Retrieval and explanation.
- Inference and deduction.
- Prediction and summarising.
- Authorial intent and critical evaluation.

Shared Reading provides direct strategy instruction and teacher modelling.

Guided Reading enables structured, scaffolded application.

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Texts are:

- High quality and culturally diverse.
- Carefully sequenced to build knowledge over time.
- Selected to challenge thinking and extend cultural capital.

Curriculum Implementation: Writing

Writing is sequenced from transcription to composition, securing automaticity before extended independence.

3.1 Transcription: Spelling and Handwriting

Spelling is taught explicitly through:

- Read Write Inc. Spelling (Years 3–6).
- Systematic teaching of morphology (roots, prefixes, suffixes).
- Etymology where appropriate.
- Retrieval practice and cumulative review.

Handwriting is taught through the Nelson scheme to ensure:

- Accurate letter formation.
- Fluent, joined handwriting.
- Automaticity to reduce cognitive demand.

Pupils are taught to proofread and edit independently, securing accuracy in spelling, grammar and punctuation.

3.2 Composition: Writing with Purpose

Our Writing Project approach immerses pupils in high-quality literature, explicitly modelling expert writing and strengthening the reading–writing connection.

Pupils are taught to:

- Write for clear purpose and audience.
- Structure coherent, logically organised texts.
- Apply grammar accurately and deliberately.
- Use ambitious, precise vocabulary.
- Plan, draft, revise and refine effectively.

Stamina is built progressively. Extended writing reflects secure transcription skills and thoughtful composition.

Oracy and Disciplinary Literacy

Spoken language underpins reading and writing development.

We explicitly teach pupils to:

- Use precise and ambitious vocabulary.
- Speak in Standard English in formal contexts.
- Justify opinions and articulate reasoning clearly.
- Engage in structured discussion and debate.
- Rehearse ideas orally before writing.

Oracy strengthens disciplinary literacy, enabling pupils to speak, read and write with increasing sophistication across subjects.

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Inclusion

Inclusion is fundamental to our vision. Every pupil is entitled to an ambitious English curriculum and the support necessary to succeed.

We promote:

- Equality – universal access to high-quality teaching.
- Equity – adaptive provision that responds to individual need.

We maintain high expectations for all pupils and ensure that background does not limit outcomes.

5.1 Pupils with SEND

For pupils with SEND:

- Teaching is adapted, not diluted.
- Foundational skills are prioritised.
- Scaffolding is precise and gradually withdrawn.
- Targeted, evidence-informed interventions secure fluency and automaticity.
- Progress is rigorously monitored.

5.2 Pupils with EAL

For pupils with English as an Additional Language:

- Vocabulary is explicitly pre-taught and revisited.
- Structured oral rehearsal precedes writing.
- Collaborative talk strengthens language acquisition.
- Phonics support is provided where required.
- Home languages are recognised as assets.

Pupils may work collaboratively in small groups to orally rehearse and write short narratives, strengthening language understanding and written accuracy.

Through adaptive teaching and ambitious expectations, all pupils are supported to thrive, achieve and strive for excellence.

Assessment and Standards

Assessment is diagnostic, responsive and aligned to curriculum intent.

We use:

- Ongoing formative assessment.
- Reading and Writing Ladders.
- PM Benchmarking.
- NFER Reading Assessments.
- SATs (Year 6).
- SWRT for reading age.
- Baseline and annual spelling assessments.
- Internal and cross-school moderation.

Assessment ensures:

- Early identification of gaps.
- Targeted intervention.
- High standards in fluency, transcription and composition.
- Secure progression across year groups.

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Leadership, Monitoring and Quality Assurance

The English Subject Leader ensures curriculum fidelity, consistency and impact through:

- Lesson observations and book scrutiny.
- Planning reviews.
- Internal and external moderation.
- CPD aligned with national research and statutory frameworks.
- Reporting to SLT and Governors.

Monitoring focuses on:

- Fluency and automaticity.
- Writing quality and accuracy.
- Curriculum coherence and sequencing.
- Impact on disadvantaged pupils.
- Fidelity of implementation.

Findings inform professional development and continuous improvement.

Impact

By the end of Year 6, pupils will:

- Read fluently, accurately and with deep understanding.
- Write coherently, accurately and purposefully across genres.
- Speak confidently, articulately and with appropriate register.
- Demonstrate a broad and secure vocabulary.
- Apply knowledge independently across the curriculum.
- Be fully prepared for the academic and social demands of secondary education.

Our English curriculum ensures that pupils leave Shaftesbury Junior School as confident, knowledgeable communicators who are equipped to thrive in education and beyond.

Signed:	A.Kanji
Position:	English Coordinator
Date:	May 2024
Date of next review:	May 2027