



INTRODUCTION:

At Greenfields, our English curriculum is built on the belief that language lies at the heart of learning. We place reading a rich and diverse range of texts at the centre of our provision, because we know that the books children encounter in school can spark curiosity, broaden horizons and foster a lifelong love of reading. Research by the National Literacy Trust (2023) consistently shows that children who read for pleasure perform better academically and report higher levels of wellbeing — making the cultivation of genuine enthusiasm for reading one of our most important responsibilities.

Spoken language, reading and writing are treated as interconnected and equally vital. Communication is a fundamental life skill, and we are committed to ensuring that every pupil leaves us able to express their thoughts and ideas with clarity, confidence and purpose — whether on the page, in conversation or in front of an audience.

We believe that reading opens doors. It gives children access to worlds beyond their own experience, deepens their understanding of different cultures and perspectives, and helps them make sense of what it means to be human. Our curriculum is designed to build on the knowledge, interests and experiences that pupils bring with them, so that the texts they encounter feel relevant, meaningful and worthy of their attention.

English holds a central place in our curriculum because it equips children to explore language in all its richness — to enjoy it, question it and understand how stories, ideas and information shape the world around them. We encourage pupils to bring their own perspectives to what they read, to think critically about an author's choices and intentions, and to develop their own distinct voice as writers. Our aim is simple: that every child grows into a thoughtful, articulate communicator who is ready to engage confidently with whatever the future holds.

SCHOOL VISION & VALUES:

Be Amazed The light-bulb dreams and the fostered by  represents the big sense of curiosity introducing our children to the widest of worlds including the most spectacular that the human and natural world has to offer.	Be Brave The footsteps confidence to children know  represent the take a chance. Our that making mistakes are fundamental to learning. We know that the skills of resilience are developed over time.
Be Original The raised hands our children to evaluative of all  represent fostering be questioning and they see and hear. Our children are encouraged to think originally about what they have learnt.	Be Bold The mountains of reflection to understand  represent the skills ensure children how they have gained the knowledge they have. Our children know that their learning is not defined by content but by developing the skill of using what they know. It is a combination of confidence and caution in the right measures and at the right time.

Our school values confirm our commitment to developing an enriched, meaningful English curriculum.

INTENT:

Our English curriculum enables pupils to develop a coherent understanding of language, literature and communication, both within Britain and across the wider world. It aims to inspire curiosity, encouraging pupils to read widely, explore diverse texts and develop a genuine love of reading. Teaching equips pupils to ask thoughtful questions, think critically about what they read, weigh evidence from different sources, discuss ideas confidently and form well-reasoned opinions.

English helps pupils appreciate the complexity of human experiences, the power of stories, the diversity of voices and the relationships between different groups in society. Through reading, writing and spoken language, pupils deepen their sense of identity and learn to communicate with clarity, empathy and purpose. Our curriculum encourages children to engage critically with texts so they can develop strong character, informed judgement and the confidence to navigate the challenges of their world.

We aim to:

- ensure that all pupils become **confident, thoughtful and enthusiastic communicators**, developing the knowledge and skills they need to thrive as readers, writers and speakers.
- from the earliest stages in EYFS, immerse children in rich language experiences **which build vocabulary**, nurture curiosity and foster a love of stories. As pupils move through school, they encounter a wide range of high-quality texts—fiction, non-fiction, poetry and drama—**which broaden their understanding of the world** and introduce them to diverse voices, cultures and perspectives.
- teach pupils to understand and use key concepts such as **purpose and audience, structure and cohesion**, and **language choice**. They are taught to ask perceptive questions about what they read, to think critically about an author's intentions, and to justify their ideas with evidence. As writers, pupils learn to craft clear, well-structured texts, drawing on a secure understanding of grammar, vocabulary and style.
- Equip children to develop an appreciation of how communication works in different contexts. They explore how meaning is shaped through **spoken language**, how viewpoints are constructed, and how language can influence, inform or entertain. They learn to evaluate texts thoughtfully, recognising how interpretations may differ and why.
- place reading, writing and communication into meaningful contexts (local, national and global) so that our curriculum helps pupils develop a strong sense of identity and voice. They learn to make connections between texts, ideas and experiences, and to understand how language has evolved and continues to shape society.

Ultimately, our English curriculum aims to ensure that every child leaves Year 6 as a **confident reader**, an **articulate speaker**, and a **capable writer** who can express themselves with clarity, creativity and purpose.

IMPLEMENTATION:

The objectives of English teaching in our school are based on the requirements of the National Curriculum programmes of study for Key Stage 1 and Key Stage 2.

In EYFS, we have used the non-statutory guidance from Birth to Five Matters to develop a bespoke curriculum that is broad and balanced from Preschool to Reception.

In terms of our approach to EYFS English, the use of the ELG comes at the very end of EYFS, focusing mainly on the Birth to Five Matters framework and the statements involved to help deliver the statutory programmes for each area of learning.

There are many areas of the framework that support the learning of English:

English		
Link to the EYFS Areas of Learning	In EYFS Children will be learning to:	Early Learning Goal:
Communication and Language	• Listen attentively to stories, rhymes and poems, joining in with familiar refrains and repeated phrases. • Engage in conversations about what they have read or heard, asking and answering questions to build their understanding.	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole-class discussions. • Hold a conversation, engaging in back-and-forth exchanges with their teacher and peers. • Express their ideas and feelings about what they have read using full sentences, including the use of past, present and future tenses, and connectives.
Literacy	• Develop a love of reading by engaging with a wide range of high-quality fiction, non-fiction, poems and rhymes. • Apply their growing phonic knowledge to read and begin to write simple words, phrases and sentences.	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Demonstrate understanding when talking with others about what they have read. • Write recognisable letters, most of which are correctly formed. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write simple phrases and sentences that can be read by others.
Personal, Social and Emotional Development	• Talk about the feelings and experiences of characters in stories, making connections to their own lives. • Listen to the perspectives and ideas of others during shared reading and discussion, and respond with growing confidence.	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Work and play cooperatively, taking turns with others during discussions, role play and shared story-telling.
Expressive Arts and Design	• Retell and act out familiar stories using props, puppets or role play, experimenting with voices and expression. • Create drawings, paintings or models inspired by stories and use them to support their own storytelling.	• Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.

Stages of learning from Birth to Five Matters that we use to inform the activities we deliver and offer to our EYFS children.

	Reading	Writing
Stages 1 - 2	• Notices and engages with sounds and images in the environment • May touch and handle books and digital reading devices • Enjoys looking at books and being read to • Handles books, printed and digital reading material with interest • Responds to sounds in the environment such as cars, sirens and birds • Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes • Notices pictures and symbols and beginning to recognise what they stand for in their familiar experience	Children begin to understand that written texts are symbolic and carry meaning. Later they begin to produce and read written marks purposefully. What is often referred to as “early mark-making” is the beginning of writing. It is a sensory and physical, and cognitive experience for babies and toddlers, which enables them to see the connection between their actions and the resulting marks, recognising their own agency.
Stage 3	• Is interested in and anticipates books and rhymes and may have favourites • Begins to join in with actions and sounds in familiar song and book sharing experience	• Begins to understand the cause and effect of their actions in mark making • Knows that the marks they make are of value • Enjoys the sensory experience of making marks
Stage 4	• Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a • Begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in	• Distinguishes between the different marks they make • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.
Stage 5	• Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms • Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Begins to develop phonological and phonemic awareness: - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words	• Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar word
Stage 6	• Enjoys an increasing range of print and digital books, both fiction and non-fiction • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from books, computers and mobile digital devices • Is able to recall and discuss stories or information that has been read to them, or they have read themselves • Begins to recognise some written names of peers, siblings or “Mummy”/“Daddy” for example • Begins to develop phonological and phonemic awareness: - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words	• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

	- Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.	
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Reading in Key Stages 1 and 2:

LEARNING TO READ AND READING TO LEARN:

At Greenfields, we believe that learning to read is one of the most important foundations of a child's education. As well as teaching children to decode and understand text accurately, we are equally committed to fostering a genuine love of reading, exposing children to exciting, challenging and meaningful texts throughout the curriculum. The Department for Education's Reading Framework (2023) is clear that reading is the gateway to the rest of the curriculum, and that schools have a responsibility to ensure that no child is left behind in acquiring this essential skill.

Learning to Read

We teach reading through systematic, synthetic phonics, using the Read Write Inc. programme in Early Years and Key Stage 1. Read Write Inc. is rooted in the principle of overlearning: giving children repeated, structured opportunities to hear, say and recognise the sounds they need in order to read, until this knowledge becomes secure and automatic. Children are assessed every six to eight weeks and taught in groups according to the sounds they can read fluently, ensuring that teaching is closely matched to each child's stage of development.

To support this overlearning at home, we send home two reading books each week. The first is a short phonically decodable book that allows children to practise the specific sounds they are learning in their phonics lessons, with simple questions at the back to discuss together. The second is a storybook that allows children to apply the same sounds in a different, engaging context. We ask parents and carers to spend around ten minutes after school reading both books with their child. These books are deliberately matched to what children already know, allowing them to read with growing fluency and confidence, rather than struggling with unfamiliar content.

Reading to Learn

As children move beyond the early stages of decoding, we place equal emphasis on developing strong comprehension. Reading and discussing stimulating fiction, non-fiction and poetry across the curriculum builds the linguistic knowledge, vocabulary and broader understanding of the world that children need to access increasingly complex texts. Every day, children receive explicit teaching of reading skills, and in Key Stage 2, dedicated reading skills sessions of 40 to 45 minutes take place in addition to English lessons, with texts chosen to support learning across subjects including Science, Geography, History, RE and PSHE.

These sessions draw on the latest evidence on reading fluency. Following EEF guidance, we know that fluency — the ability to read accurately, automatically and with appropriate expression — is the crucial bridge between word recognition and comprehension; when children are not yet fluent, their cognitive effort is taken up with decoding, leaving little capacity to focus on meaning (Education Endowment Foundation, 2023). For this reason, our reading sessions include explicit modelling of fluent reading by the teacher, followed by repeated opportunities for children to rehearse and perform short passages aloud, before moving on to close or extended reading and applying their understanding to a range of questions.

Reading for Pleasure

Books are at the heart of life at Greenfields. We know that reading for enjoyment is not simply an enjoyable extra: research from the National Literacy Trust (2025) shows that children who read daily for pleasure achieve significantly higher reading outcomes than those who do not, and that reading for pleasure is closely linked to children's wider wellbeing and life chances. Cultivating this love of reading is therefore one of our central priorities.

We bring this to life through a daily class reader chosen with the children purely for enjoyment, inviting book corners in every classroom, weekly reading recommendations from staff and pupils in our school newsletter, and regular informal "book chat" between children and adults. We celebrate World Book Day, and we ensure children have access to a wide range of texts, including graphic novels, non-fiction, poetry and weekly publications such as First News.

Writing in Key Stages 1 and 2:

In KS1, we aim to build on the strong foundations laid in EYFS while preparing children for the more complex demands of writing in KS2. Guided by the National Curriculum Writing Framework, we want children to develop increasing fluency and confidence as writers, applying their growing knowledge of phonics, spelling and sentence construction with growing independence. They should begin to write for a range of purposes and audiences, using the skills of planning, drafting, evaluating and editing introduced through our Talk for Writing approach.

Through **immersion** in high-quality texts, children build the vocabulary and language patterns they need, rehearsing new structures and ideas through talk before committing them to paper. In the **innovation** stage, they adapt and build on what they have read, supported closely by their teacher, before moving into **independent** writing, where they apply what they have learned to create their own pieces with growing confidence. Children should use full stops, capital letters and question marks accurately, join their writing with appropriate connectives, and begin to use expanded noun phrases to add detail and interest. They should be able to talk about their writing, explain the choices they have made, and make simple improvements through editing — laying the groundwork for the more sophisticated composition skills they will need in KS2.

Texts and writing outcomes covered in KS1:

Narrative	Non-fiction	Poetry
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Year 1	Autumn 1		Autumn 2	
Title and genre	The Gingerbread Man	Little Red Riding Hood	On the way home <i>Jill Murphy</i>	Izzy Gizmo <i>Pip Jones</i>
Writing outcome	Labels and captions Simple sentences to describe character Instruction	Warning story	Own version of one chapter	Instructional letter to Izzy with simple command sentences
	Spring 1		Spring 2	
Title and author	Sound Collector <i>Roger McGough</i>	Marveltown <i>Bruce McCall</i>	Meerkat Mail <i>Emily Gravett</i>	Traction Man <i>Mini Grey</i>
Writing outcome	Performance	Recount	Letters from different locations	Narrative – Traction Man goes on a journey
	Summer 1		Summer 2	
Title and genre	Look Up <i>Dapo Adeola</i>	The Tiny Seed <i>Eric Carle</i>	Nature Trail <i>Benjamin Zephaniah</i>	Gobbolino <i>Ursula Moray Williams</i>
Writing outcome	Narrative – character flaw	Instructions	Shape poetry	Narrative – meeting tale
Year 2	Autumn 1		Autumn 2	
Title and genre	The Comet <i>Joe Todd Stanton</i>	The skies above my eyes <i>Charlotte Guillian</i>	Counting on Katharine <i>Helaine Becker</i>	Dear Teacher <i>Amy Husband</i>
Writing outcome	Narrative – Finding Tale – what does your character find?	Non-chronological text about space	Recount – diary entry of significant day	Explanation letter – why I can't come to school today
	Spring 1		Spring 2	
Title and genre	The Princess in Black <i>Shannon Hale and Dean Hale</i>	Poetry Puffin book of nonsense verse <i>Quentin Blake</i>	The story of inventions <i>Anna Claybourne</i>	My Country <i>Ezekiel Kwaymullina and Sally Morgan</i>
Writing outcome	Narrative – conquering the monster	Nonsense poetry	Explanation of how own invention works	Non-chronological text about aboriginal culture
	Summer 1		Summer 2	
Title and genre	Fangs <i>Malorie Blackman</i>	A selection of Grace Nichols poetry	The Enchanted Wood <i>Enid Blyton</i>	
Writing outcome	Narrative – 1 st person from point of view of unwanted animal	Nature poetry	Narrative – portal story	Persuasive letter

In KS2, we want pupils to continue developing as increasingly fluent, confident and independent writers, building a secure command of the skills introduced in KS1 and applying them with growing sophistication across a wide range of genres and contexts. Guided by the National Curriculum Writing Framework (2025) and our Talk for Writing approach, pupils establish clear, well-organised structures within their writing, making purposeful choices about vocabulary, sentence construction and punctuation to achieve a specific effect on their reader.

They should note how skilled writers use language and structure for different purposes and audiences, and develop the ability to draw on a rich and varied vocabulary, including ambitious word choices and an increasing range of grammatical structures. Through the **Immersion** stage, pupils analyse high-quality texts to understand how effective writing is crafted; through **Innovation**, they adapt and build on these models with their teacher's support; and through **Independent Writing**, they apply what they have learned with growing autonomy. Pupils should regularly plan, draft and refine their own writing, asking critical questions about how to improve clarity, cohesion and impact. They should construct well-organised pieces that involve the thoughtful selection of vocabulary and structure, and develop a secure understanding of how skilled writers shape meaning, tone and viewpoint through their choices on the page.

Texts and writing outcomes covered in LKS2:

Narrative	Non-fiction	Poetry
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Year 3	Autumn 1		Autumn 2	
Title and genre	Flotsam <i>David Wiesner</i>	Please Mrs Butler <i>Alan Ahlberg</i>	Ice Palace <i>Robert Swindells</i>	What was the impact of the industrial revolution?
Writing outcome	Narrative - journey tale	Performance poetry	Narrative – warning tale	Explanation
	Spring 1		Spring 2	
Title and genre	The Fossil Hunter <i>Kate Winter</i>		Varjak Paw <i>SF Said</i>	
Writing outcome	Biography	Persuasion – Tourist leaflet	Explanation - how to follow the Way	Narrative – Rags to riches
	Summer 1		Summer 2	
Title and genre	From a railway carriage <i>Robert Louis Stevenson</i>	Iron Man <i>Ted Hughes</i>	Roman Myths	What did the Romans do for us?
Writing outcome	Poetry - classic/rhyming	Narrative – Conquering the monster	Narrative – journey (myth)	Non-chronological text about Roman life
Year 4	Autumn 1		Autumn 2	
Title and genre	Stitch Head <i>Guy Bass</i>	One Plastic Bag <i>Miranda Paul</i>	Dynasties <i>Stephen Moss</i>	The First Drawing <i>Mordecai Gerstein</i>
Writing outcome	Narrative – Tale of fear	Persuasive letter to peers	Recount - narration for nature programme	List poem
	Spring 1		Spring 2	
Title and genre	Tell Me a Dragon <i>Jackie Morris</i>	How to train your dragon <i>Cressida Cowell</i>	The Wild Robot <i>Peter Brown</i>	
Writing outcome	Non-chronological report about dragons	Narrative - finding tale	Explanation – how to survive on Roz’s island	Narrative - meeting tale
	Summer 1		Summer 2	
Title and genre	Arthur and the Golden Rope <i>Joe Todd Stanton</i>		The Miraculous Journey of Edward Tulane <i>Kate DiCamillo</i>	Poetry A kid in my class <i>Rachel Rooney</i>
Writing outcome	Non-chronological text about Norse Gods	Narrative – character flaw	Narrative – losing and finding	Poetry – freeform

Texts and writing outcomes covered in UKS2:

Narrative	Non-fiction	Poetry
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Year 5	Autumn 1		Autumn 2	
Title and genre	The Boy in the Tower <i>Polly Ho-Yen</i>	Women in Art <i>Rachel Ignatofsky</i>	Love that dog <i>Sharron Creech</i>	Rebel Voices <i>Louise Kay Stewart</i>
Writing outcome	Narrative - warning	Biography of Frida Kahlo	Poetry - free verse	Balanced argument
	Spring 1		Spring 2	
Title and genre	The Explorer <i>Katherine Rundell</i>	The River <i>Valerie Bloom</i>	Shackleton's Journey <i>William Grill</i>	
Writing outcome	Narrative - finding story	Poems with imagery	Persuasion - advert/letter join the expedition	Diary
	Summer 1		Summer 2	
Title and genre	The Matchbox Diary - Paul Fleischman The Arrival - Shaun Tan		The Wolves of Willoughby Chase <i>Joan Aiken</i>	
Writing outcome	Narrative - rags to riches		Non-chronological text - Childhood in Victorian Britain	Discussion - child labour
Year 6	Autumn 1		Autumn 2	
Title and genre	Wild Boy <i>Rob Lloyd Jones</i>	The Highwayman <i>Alfred Noyes</i>	Girl of Ink and Stars <i>Kiran Millwood Hargrave</i>	
Writing outcome	Biography of Dr Barnardo	Poetry - narrative poetry	Narrative - journey (myth)	Narrative - conquering the monster
	Spring 1		Spring 2	
Title and genre	SPLAT Greatest Artists <i>Mary Richards</i>	Save the tiger <i>Martin Edwards</i>	Silverfin <i>Charlie Higson</i>	Alma - short film
Writing outcome	Balanced argument - is graffiti art?	Persuasion - save animals from extinction	Narrative - fear	Narrative - character flaw
	Summer 1		Summer 2	
Title and genre	Darwin's Dragons <i>Lindsay Galvin</i>		Windrush Boy <i>Benjamin Zephaniah</i>	Macbeth <i>William Shakespeare</i>
Writing outcome	Non-chronological text - scientific description of new species	Narrative - meeting story (new species in hostile environment)	Persuasion - letter to pitch putting up a statue to the Windrush Generation	Narrative – retelling an event from different characters’ perspectives

This curriculum is a working document and as such is under constant discussion between teachers, English leader, SLT and Local Authority guidance.

SPELLING, PUNCTUATION AND GRAMMAR

At Greenfields, we recognise that accurate spelling, punctuation and grammar are essential building blocks that allow children to communicate their ideas with clarity and confidence. When these skills become secure and increasingly automatic, children are free to focus their attention on the content and quality of their writing, rather than being held back by uncertainty over the mechanics. This reflects the principles set out in the Writing Framework (2025), which emphasises that transcription skills must become fluent and effortless if children are to write with confidence and stamina.

Spelling is taught through three discrete sessions each week, following the Ed Shed scheme. Wherever possible, spelling units are aligned with our writing units, allowing children to apply the spelling patterns and rules they are learning directly within their writing, reinforcing learning across the curriculum.

Spelling is assessed in a variety of ways to build a rounded picture of each child's progress. Online assessment through Ed Shed allows children to practise and be tested on their spellings interactively, while teachers also assess spelling within children's independent writing in lessons. In addition, children complete regular spelling tests and dictation activities. During these tests, children are given five spellings from the specific words they have studied, alongside five further words that require them to apply the spelling rule they have learned, ensuring that assessment reflects both recall and genuine understanding.

Grammar and punctuation are taught through a mixture of discrete teaching and, predominantly, through our English lessons, particularly during the Innovation phase of Talk for Writing. This reflects research by Myhill et al. (2013), which found that teaching grammar within the context of real writing has a significantly greater impact on pupils' writing development than teaching it as an isolated, decontextualised skill. It also aligns with the National Curriculum Writing Framework (2025), which advises that grammar and punctuation should be taught as tools for effective composition rather than as abstract rules, helping children understand the effect their choices have on a reader. Within English lessons, we generally follow an "I do, we do, you do" approach to teach or revisit different grammatical features. The teacher first models the feature explicitly, the class then practises it together, before children apply it independently in their own writing. This staged approach avoids cognitive overload (Sweller, 1988) while children are still learning to use a feature accurately and appropriately, gradually building their confidence and independence over time.

As part of our retrieval practice (Rosenshine, 2012), teachers often begin lessons with short retrieval starters, designed to revisit and consolidate previously taught spelling, punctuation and grammar concepts. These low-stakes, regular opportunities to recall prior learning help to strengthen children's long-term memory and ensure that key SPAG knowledge is not simply taught once and forgotten, but is continually reinforced and built upon over time. Retrieval starters also provide teachers with an ongoing, low-pressure form of assessment, allowing them to quickly identify any gaps or misconceptions in children's understanding and to address these before they become embedded, ensuring that previously taught concepts remain secure as new learning is introduced.

THE ROLE OF THE ENGLISH CO-ORDINATOR:

At Greenfields, the role of the English Co-ordinator is to:

- **contribute to the monitoring and development** of English to ensure suitable opportunities are provided for learner aspirations to be met.
- **support colleagues** in teaching subject content and developing planning that meets all NC requirements and coverage.
- ensure that the English policy is linked to the school vision and **promotes high expectations** for each year group.
- **analyse end of year English attainment data** to identify areas of strength and areas for further development.
- **carry out Quality Assurance activities**, providing clear feedback about strengths and areas for development.
- **keep up to date** with developments in English education and disseminate subject information to staff, providing or arranging staff training as required.
- **organise English focus events** as agreed with the Senior Leadership Team to give a school-wide high profile to the subject.
- **audit English provision** and produce an English action plan linked to school and subject priorities. renew and complement resources needed to deliver the history curriculum, within the subject's allocated budget
- **provide an Annual Subject Report** to Governors detailing the impact of work undertaken during the school year.

ASSESSMENT:

Assessment in English is ongoing and purposeful, helping teachers to understand what children already know, identify gaps and misconceptions, and plan next steps that move learning forward.

Assessment of Reading

Children's progress in reading is assessed through a combination of statutory and formative approaches. All children undertake the Phonics Screening Check in Year 1, which assesses their ability to decode using phonics. In Year 6, children sit the statutory Key Stage 2 SATs, providing a national benchmark of attainment. Alongside these statutory assessments, children complete NFER reading tests at the end of each term, allowing teachers to track progress and identify areas for development across the year. Where a child requires more detailed diagnostic information, Salford

developing the skills to articulate their own views thoughtfully and to listen respectfully to the views of others.

EDUCATION FOR SUSTAINABLE DEVELOPMENT & GLOBAL CITIZENSHIP:

We recognise that Education for Sustainable Development and Global Citizenship (ESDGC) prepares children for life in the 21st Century. ESDGC needs to be embedded into the curriculum and all aspects of school life, helping to create an ethos of responsibility on the local, national and global scale.

At Greenfields, English contributes to learners' understanding of ESDGC, as reading and writing provide rich contexts through which children explore the values that underpin society, helping them become active and informed citizens. Through high-quality texts and meaningful writing opportunities, children are encouraged to think critically and express their views thoughtfully, while developing an awareness of sustainability and environmental issues in the 21st Century.

Children are given the opportunity to:

- Use reading and writing to explore and express their knowledge, understanding and opinions on local, national and global issues.
- Read texts that explore the environment and the wider world, and express their own views on how people affect the world around them.
- Use this knowledge, alongside their own experiences and observations, to ask and respond to questions through discussion and writing.
- Read about and write about people and movements that seek to improve the world.
- Use writing to suggest explanations for the ways in which human actions and decisions cause events to occur, and to explore the impact these events have.

HEALTH & SAFETY CONSIDERATIONS:

At Greenfields, children are taught:

- How to use equipment, including ICT and writing resources, safely and in accordance with health and safety guidelines.
- To behave considerately and responsibly, showing respect for other people and their environment, particularly when engaged in activities outside the classroom, such as author visits, theatre trips or library visits that support their reading and writing.

Teachers:

- Ensure risk assessments are completed before any trips linked to English are agreed.
- Discuss all planned trips with the Educational Visits Co-ordinator.
- Ensure adequate supervision is organised for all activities taking place outside the classroom.

POLICY MONITORING & REVIEW:

The implementation and effectiveness of this policy will be monitored by the Senior Leadership Team and reviewed every three years, or earlier in the light of any changed circumstances. Any review will refer to legislation and statutory guidance for schools.

The next scheduled review is **September 2027**

Reference List:

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