

English

Intent

At Bacton Primary School, we recognise that teaching and learning in English is fundamental to the whole development of every child. English enables pupils to communicate effectively, express themselves creatively, access the wider curriculum and participate fully in the world around them.

We are committed to ensuring that all pupils leave Year 6 as confident communicators, fluent readers and capable writers who can apply their knowledge and skills across a range of contexts. We want pupils to develop a lifelong love of reading, an appreciation of language and literature, and the ability to think critically, articulate ideas and communicate effectively.

Bacton Primary School serves a small rural community. We recognise that children arrive at school with differing levels of language development, vocabulary knowledge, communication skills and life experiences. Some pupils may face additional barriers to learning, including speech and language difficulties, SEND, working memory difficulties, limited exposure to high-quality texts, restricted opportunities to develop vocabulary and communication skills, and specific literacy needs. Through high-quality teaching, adaptive provision and targeted intervention, we ensure all pupils can access an ambitious English curriculum and make meaningful progress from their individual starting points.

Reading lies at the heart of our curriculum. We aim to develop passionate readers who read fluently, understand deeply and read widely for both pleasure and purpose. Through carefully selected texts, pupils broaden their understanding of their own and other cultures, develop empathy, build cultural capital and deepen their understanding of the world around them. Reading is used not only to develop literacy skills but also to support learning across the wider curriculum.

Vocabulary development is prioritised throughout the curriculum. We explicitly teach ambitious vocabulary drawn from high-quality texts, subject-specific learning and the wider world so that pupils develop the language needed to communicate effectively, succeed academically and engage confidently in future learning.

From the Early Years Foundation Stage through to Year 6, pupils progressively develop their oracy skills. We strive to nurture confident, articulate communicators who can express themselves clearly, listen actively and engage thoughtfully in discussion. Structured opportunities for talk, storytelling, debate, presentation and collaborative learning develop pupils' ability to explain, justify, reason and communicate for different audiences and purposes.

Ultimately, we aspire for every pupil to leave Bacton as a confident communicator, enthusiastic reader and successful writer who is fully prepared for the next stage of their education.

Implementation

Early Years Foundation Stage

We recognise that children begin their journey as readers, writers and communicators in the Early Years. Therefore, our EYFS environment is language-rich, stimulating and responsive to children's interests.

Children are immersed in high-quality talk, stories, songs, rhymes and meaningful interactions throughout the day. Adults model ambitious vocabulary, extend children's language and provide opportunities for sustained shared thinking. Indoor and outdoor provision are carefully designed to promote communication, imagination, storytelling and early literacy development.

Learning is planned around children's individual starting points and next steps, ensuring that every child develops the foundations required for future success in reading and writing.

Reading and Phonics

From the very beginning, pupils are taught through Little Wandle Letters and Sounds. This rigorous programme of systematic synthetic phonics provides children with the knowledge and skills required to decode accurately and fluently.

Daily phonics teaching is delivered with fidelity to the programme. Assessment is used regularly to identify pupils requiring additional support, with Keep Up and Catch Up interventions ensuring misconceptions are addressed promptly.

Following successful phonics acquisition, pupils continue to build fluency, comprehension and reading stamina through a carefully sequenced reading curriculum.

Reading provision includes:

- Little Wandle reading practice sessions;

- Daily Supported Reading (DSR);
- Destination Reader (DR);
- independent reading opportunities;
- teacher read-aloud sessions;
- whole-class shared reading;
- regular library visits.

Pupils are taught to:

- retrieve information;
- infer meaning;
- predict outcomes;
- summarise information;
- ask and answer questions;
- explain vocabulary choices;
- make links across texts;
- evaluate language and authorial intent.

Reading is deliberately used to develop language acquisition, background knowledge and understanding across the curriculum. Texts support learning in History, Geography, Science, RE, PSHE and other curriculum areas, enabling pupils to develop both subject knowledge and literacy skills simultaneously.

Writing

Writing at Bacton is primarily taught through the Talk for Writing process, alongside the explicit teaching of foundational writing skills, including transcription, sentence construction, grammar, punctuation and vocabulary development, which are systematically revisited and built upon each year. Pupils are immersed in high-quality texts and rich experiences which provide meaningful contexts for writing. Through the process of imitation, innovation and independent application, children progressively develop the knowledge, vocabulary and skills needed to become effective writers.

Writing sequences are carefully planned using assessment information obtained from cold tasks, enabling teachers to identify strengths, misconceptions and next steps. Learning is then tailored to ensure pupils develop:

- vocabulary knowledge;
- grammar and punctuation knowledge;
- sentence construction;
- authorial craft;
- transcription skills;
- writing stamina;
- independence as writers.

Pupils regularly publish and showcase their work, providing genuine purpose and audience for their writing.

Spelling

Spelling begins through Little Wandle and progresses into Little Wandle: Bridge to Spelling.

Bridge to Spelling supports pupils in developing a secure understanding of the alphabetic code and the principles underpinning successful spelling. The programme builds strong foundations and ensures continuity between phonics and the National Curriculum spelling requirements.

Following this, pupils access Spelling Shed.

Spelling Shed utilises adaptive technology and artificial intelligence to tailor learning to pupils' developing knowledge and identified misconceptions. It supports orthographic mapping while developing understanding of:

- phonics;
- morphology;
- etymology;
- spelling patterns and conventions.

This enables pupils to make meaningful connections between words and increasingly apply spelling knowledge independently across the curriculum.

Handwriting

Handwriting is taught progressively through the Twinkl Handwriting Scheme.

Teaching is informed by current research relating to automaticity, cognitive load and deliberate practice. Pupils are taught correct letter formation, joins, fluency and presentation from the earliest stages.

As handwriting becomes increasingly automatic, pupils are able to devote greater cognitive capacity to composition, vocabulary choices and the craft of writing.

Oracy and Language Development

Oracy is embedded throughout the curriculum. Teachers provide structured opportunities for pupils to:

- discuss ideas;

- explain reasoning;
- present information;
- participate in debate;
- perform and read aloud;
- collaborate with peers;
- justify opinions.

Through carefully planned opportunities for speaking and listening, pupils develop confidence, fluency and the ability to communicate effectively in a range of contexts. Vocabulary development is embedded across the curriculum and recognised as a key driver of pupil achievement. Subject-specific vocabulary is explicitly taught, practised and revisited in all curriculum areas. Teachers ensure pupils understand the meaning of new vocabulary, make connections between words and concepts, and apply increasingly sophisticated language when speaking, reading and writing. This systematic approach supports language acquisition, develops cultural capital and enables pupils to access increasingly complex content across the curriculum.

Inclusion

Bacton Primary School recognises that pupils have a wide range of strengths, needs and starting points, including pupils with SEND, disadvantaged pupils and those requiring additional support with communication, language and literacy. All pupils are entitled to an ambitious English curriculum.

Teaching focuses on developing communication, language, reading and writing skills in ways that are meaningful, accessible and purposeful for each learner.

Adaptations may include:

- visual supports;
- communication systems;
- vocabulary pre-teaching;
- adapted texts;
- precision teaching;
- sensory approaches;
- repeated practice and overlearning;
- structured oral rehearsal;
- scaffolded writing opportunities;
- alternative methods of recording;
- targeted interventions linked to identified needs, SEND support plans and EHCP outcomes where appropriate.

Progress is considered in relation to individual starting points, identified needs, SEND support plans and EHCP outcomes where appropriate, as well as curriculum expectations.

The aim remains that every pupil develops increasing confidence, independence and success as a communicator, reader and writer.

Diversity, Inclusion and Cultural Capital

We carefully select texts which reflect a diverse range of cultures, experiences, perspectives and voices.

Through literature, pupils develop an appreciation of diversity, empathy towards others and a deeper understanding of the wider world. Where children may have limited exposure to experiences beyond their local community, the curriculum is deliberately designed to broaden horizons and increase cultural capital.

Children regularly engage with authors, attend theatre performances, participate in enrichment opportunities and experience a range of educational visits which enhance their reading, writing and communication.

Impact

The impact of our English curriculum is evaluated through rigorous assessment, monitoring and professional dialogue. We use:

- lesson visits and learning walks;
- book scrutiny;
- pupil voice;
- ongoing formative assessment;
- half-termly phonics assessments;
- reading and spelling assessments;
- Little Wandle Keep Up and Catch Up assessments;
- PIXL assessments;
- rigorous question-level analysis;
- AIR Writing moderation;
- Trust-wide moderation activities;
- writing progression grids which ensure knowledge and skills build systematically from EYFS to Year 6 and help identify gaps in learning quickly;
- pupil progress discussions.

AIR Writing moderation supports teacher assessment by identifying strengths, gaps and next steps within pupils' writing. All assessed writing is independently produced by pupils, with AIR used solely to support moderation, professional dialogue and the accuracy of teacher judgements. Trust moderation further ensures consistency and reliability of assessment across schools.

Assessment information is analysed carefully to identify:

- individual gaps in knowledge;
- misconceptions;
- progress from starting points;
- attainment trends;
- pupils requiring intervention or additional challenge;
- the effectiveness of provision.

Following each assessment cycle, teachers engage in discussions with PIXL specialists who provide year-group specific feedback. These conversations strengthen teacher understanding of cohort needs and support highly targeted next steps in teaching and learning.

We expect pupils to increasingly:

- read fluently, accurately and with understanding;
- apply phonics knowledge automatically;
- develop a rich and ambitious vocabulary;
- communicate confidently and effectively;
- explain, justify and discuss ideas with increasing sophistication;
- write with stamina, independence and creativity;
- apply spelling, grammar and punctuation accurately;
- write fluently and legibly;
- retain and apply previously taught knowledge;
- transfer literacy skills across the wider curriculum;
- develop a genuine love of reading and literature.

The impact of the curriculum is evident through pupils' progress from their individual starting points, achievement against national expectations, success in phonics, reading and writing outcomes, growing confidence as communicators, and their ability to apply English knowledge and skills independently across the curriculum and beyond the classroom.