

Bonneygrove and Millbrook Primary Federation

English Subject Guidance

INTENT

At Bonneygrove and Millbrook Primary Federation, we believe that English is fundamental to pupils' success across the curriculum and beyond school. Our English curriculum is designed to develop confident readers, writers and speakers who can communicate effectively, think critically and engage with the world around them.

Our English curriculum has been **designed by leaders within the school**, ensuring it reflects the needs of our pupils, the context of our communities and the shared values and ethos of both schools. Our intent is firmly rooted in the **National Curriculum for English (2014)** and ensures that pupils develop secure skills in reading, writing and spoken language.

Through English, pupils develop:

- A **love of reading** and exposure to a wide range of high-quality texts
- Secure skills in **phonics, fluency and comprehension**
- The ability to **write clearly, accurately and purposefully** for a range of audiences
- Confidence in **spoken language**, discussion and presentation
- A rich and growing **vocabulary** that supports learning across the curriculum

In line with the **Ofsted Inspection Framework (November 2025)**, our English curriculum is ambitious, inclusive and carefully sequenced from EYFS to Year Six so that pupils **know more, remember more and apply their literacy skills with increasing independence and sophistication over time**.

WHY WE TEACH ENGLISH THE WAY WE DO

We teach English through a **language-rich, text-driven and structured approach** because children learn language best when they are immersed in high-quality models and given regular opportunities to practise, refine and reflect.

Reading is at the heart of our curriculum. Children are given opportunities to **read in every subject**, enabling them to apply reading skills across the curriculum and develop deeper comprehension. Pupils read **at least twice every day**, supporting the development of fluency, stamina, comprehension and positive reading behaviours.

We prioritise early identification and support. **Less confident readers read with an adult every day**, ensuring they receive targeted support to build confidence, accuracy and understanding.

Writing is taught as a **process**, not a one-off outcome. Writing lessons incorporate:

- Explicit teaching of **spelling, grammar and punctuation**
- Direct instruction of **key vocabulary**
- Opportunities to **edit, amend and restructure sentences and paragraphs**

Pupils receive feedback from class teachers, peers and talk partners and are taught how to respond to this feedback meaningfully. Children see the writing process through from development to completion and are given the opportunity to produce a **final draft that has been edited and corrected** as part of the writing sequence.

All year groups complete **one independent piece of writing each half term**, based on a shared writing stimulus. This provides a **whole-school writing profile**, enabling leaders and teachers to identify strengths and areas for development across the Federation.

ROLE OF THE ENGLISH SUBJECT LEADER

The English Subject Leader at Bonneygrove and Millbrook Primary Federation plays a key role in ensuring that the English curriculum is ambitious, coherently sequenced and effectively implemented, in line with the **National Curriculum for English (2014)** and the **Ofsted Inspection Framework (November 2025)**.

The Subject Leader:

- Provides strategic direction for English across the Federation
- Leads the design and ongoing development of the English curriculum
- Ensures progression in reading, writing and spoken language from EYFS to Year Six
- Monitors the quality of teaching and learning through lesson visits, book looks and pupil voice
- Supports teachers' subject knowledge and pedagogy in line with the **Teachers' Standards**
- Ensures SEND and EAL provision is embedded within English teaching
- Oversees assessment, moderation and the whole-school writing profile
- Leads professional development in reading, writing and oracy
- Contributes to whole-school self-evaluation and inspection readiness

Through effective leadership, the English Subject Leader ensures pupils leave the Federation as confident, articulate and capable communicators.

SEND INCLUSION

SEND inclusion is integral to the design and delivery of the English curriculum. Guided by the **nasen Teacher SEND Handbook (January 2024)**, we follow the graduated approach of:

Assess → Plan → Do → Review

All pupils receive **Quality First Teaching**, with reasonable adjustments made so that pupils with SEND are not disadvantaged and can access the same ambitious English curriculum as their peers.

SUPPORTING PUPILS WITH SEND IN ENGLISH

Pupils with SEND are supported through:

- Structured phonics programmes and repetition
- Visual prompts, word banks and sentence stems
- Pre-teaching and revisiting of vocabulary
- Scaffolded writing frames and guided practice
- Alternative methods of recording, including oral responses
- Adult support and targeted intervention

These approaches reduce barriers and support confidence, accuracy and progress in reading and writing.

EAL SUPPORT

Pupils with English as an Additional Language are supported through:

- Explicit teaching and modelling of vocabulary and sentence structures
- Visual scaffolds and dual coding
- Structured talk opportunities and partner discussion
- Repetition and opportunities to rehearse language in meaningful contexts

English lessons provide rich opportunities for pupils with EAL to develop fluency, confidence and comprehension.

IMPLEMENTATION

The English curriculum is carefully planned, coherently sequenced and knowledge rich. Learning is organised so that reading, writing and spoken language skills build cumulatively from EYFS to Year Six.

Teaching is underpinned by:

- Daily reading opportunities across the curriculum
- Systematic phonics teaching in EYFS and Key Stage One
- Explicit instruction in grammar, spelling and punctuation
- High-quality model texts
- Opportunities for discussion, oral rehearsal and reflection
- Regular opportunities to edit and improve work based on feedback

Assessment is purposeful and informs planning, intervention and challenge.

EXAMPLES OF WHAT WE TEACH IN ENGLISH

EYFS

- Phonics and early reading
- Storytelling, rhyme and talk
- Mark-making and early writing

Key Stage One

- Reading fluency and comprehension
- Sentence structure and spelling patterns
- Writing for a range of purposes, including planning and publishing

Key Stage Two

- Reading comprehension and inference
- Grammar, punctuation and vocabulary
- Writing extended texts across genres, including planning and publishing

IMPACT

The impact of the English curriculum is seen in pupils who:

- Read confidently and with enjoyment
- Write clearly, accurately and purposefully
- Use vocabulary effectively across the curriculum
- Speak confidently and articulate ideas clearly

By the end of Key Stage Two, pupils can:

- Read fluently and comprehend a range of texts
- Write independently for different audiences and purposes
- Edit and improve their work thoughtfully

Pupils leave the Federation with a secure foundation for secondary English and confident communication skills.

OUTCOMES – NATIONAL CURRICULUM 2014

By the end of the Federation, pupils meet the expectations of the **National Curriculum for English (2014)**, demonstrating secure reading, writing and spoken language skills.

DESIRED OUTCOMES – BONNEYGROVE AND MILLBROOK PRIMARY FEDERATION

By the time pupils leave Bonneygrove and Millbrook Primary Federation, we want them to be confident, articulate communicators who:

- Enjoy reading and engage with texts critically
- Write with clarity, accuracy and purpose
- Respond positively to feedback and show resilience
- Use language to express ideas, opinions and creativity
- Are curious, resilient, honest, ambitious, creative, kind and inclusive learners.

PUPIL VOICE

EYFS

“I like when my teacher reads stories to me. I like joining in when it’s my favourite part.”

“I like writing my name and my friends’ names.”

Key Stage One

“We do lots of reading. We read to our teachers and our teacher’s read to us. They ask us which books we like to read.”

“In writing we write down words that we learn in phonics and we choose the right sounds.”

Key Stage Two

“Our writing follows a process. First we learn about a text type and the features, then we plan our own version and then we write, edit and publish. This half term we wrote a newspaper about World War II and I loved it.”

“In our reading lessons, we focus on different skills like retrieval, inference and vocabulary. I love reading and learning new words to use in my writing.”

SEND

“My teacher puts pictures in my book to help me understand the new words. I try to use the new words I learn.”

EAL

“My teacher helps me with my sentences because sometimes they don’t make sense. She helps me build them in the right order.”

THE ENGINE OF TOPIC BASED LEARNING

English is the driving force behind topic-based learning across the Federation, providing pupils with the language, structure and confidence to explore ideas in every subject. High-quality texts are carefully selected to sit at the heart of each topic, whether pupils are stepping into a historical era, exploring a distant country or investigating a scientific concept. Through immersion days, drama, debate, role play and shared experiences, pupils are given something real to write, read and talk about. Writing is purposeful and audience-led, often linked to outcomes in history, geography or science, which helps pupils secure both subject knowledge and literacy skills. Children enjoy English because it feels meaningful and creative, and learning is remembered because it is revisited, discussed and expressed in multiple ways across the curriculum.

Why Intent is STRONG

The intent of English at Bonneygrove and Millbrook Primary Federation is strong because it is clearly defined, ambitious and rooted in the National Curriculum (2014), reflecting the expectations of the Ofsted Inspection Framework (November 2025) that a curriculum should be “ambitious, inclusive and coherently planned.” Leaders have designed the curriculum specifically for the needs of their pupils and community, ensuring it reflects the Federation’s ethos while securing progression from EYFS to Year Six. The curriculum prioritises reading, writing and spoken language equally, ensuring pupils develop secure knowledge, vocabulary and communication skills that enable success across the wider curriculum. The emphasis on carefully sequenced learning so that pupils “know more, remember more and apply their literacy skills with increasing independence” demonstrates clear curriculum thinking and long-term planning. Inclusion is central, with SEND and EAL provision embedded from the outset, ensuring all pupils access the same ambitious curriculum. This clarity of purpose, sequencing and ambition reflects a strong and well-articulated curriculum intent.

Why Implementation is STRONG

Implementation is strong because the curriculum is enacted consistently and systematically across the Federation, aligning with Ofsted’s expectation that curriculum delivery should be “coherently planned and effectively implemented.” Teaching is underpinned by daily reading, systematic phonics, explicit grammar instruction and high-quality model texts, ensuring that knowledge and skills build cumulatively over time. The structured writing process — including modelling, editing, feedback and publishing — ensures pupils understand writing as a craft that develops through refinement. The commitment to pupils reading at least twice daily demonstrates that reading is prioritised in practice, not just in principle. Early identification and targeted support for less confident readers further strengthens implementation. Leaders actively monitor quality through lesson visits, book looks, pupil voice and whole-school writing profiles, ensuring consistency and fidelity to the curriculum design. Assessment is purposeful and informs intervention and challenge, demonstrating that implementation is both responsive and rigorous. As a result, the curriculum is not only well planned but securely embedded in classroom practice.

Why Impact is STRONG

The impact of the English curriculum is strong because pupils demonstrate secure knowledge, increasing independence and confident communication, in line with Ofsted’s focus on whether pupils “know more and remember more.” Pupil voice evidences a clear understanding of the writing process, reading skills such as retrieval and inference, and the purposeful nature of their learning. Outcomes show that pupils read fluently, write accurately for a range of audiences and edit their work thoughtfully by the end of Key Stage Two, meeting the expectations of the National Curriculum (2014). The whole-school writing profile enables leaders to identify strengths and areas for development, ensuring standards remain high. SEND and EAL pupils articulate how scaffolds and support enable them to

access learning successfully, demonstrating inclusive impact. English as “the engine of topic-based learning” further strengthens retention and application, as pupils use literacy skills meaningfully across subjects. Pupils leave the Federation as confident, articulate communicators, well prepared for secondary education and beyond, evidencing sustained and measurable curriculum impact.