



Bispham Endowed Church of England Primary School

Bispham Road, Bispham, Blackpool, FY2 0HH Telephone Number: 01253 354672

Email: admin@bispham-endowed.blackpool.sch.uk

School Website: www.bisphamendowed.co.uk

Headteacher: Mrs Warburton



Bispham Endowed English Curriculum Policy

1. Intent

At Bispham Endowed, we believe that English is fundamental to every child's development and education. Our English curriculum is designed to provide children with the skills to become confident and proficient readers, writers, and communicators. We aim to inspire a love of language and literature, ensuring children acquire the ability to articulate themselves clearly, both orally and in writing, while developing their comprehension skills.

We aspire to:

- **Develop confident and enthusiastic readers**, who can understand, interpret, and respond to a wide range of texts.
- **Foster creative and accurate writers**, who can express their ideas coherently and with increasing sophistication, using a range of genres.
- **Ensure effective communication skills**, so that children can express themselves clearly and confidently in both speech and writing.
- **Promote lifelong learning** through a love of books, language, and the power of words.

Our curriculum is inclusive and designed to support all learners, enabling them to make progress at their own pace and reach their full potential.

2. Reading

We aim to instill a passion for reading from the very beginning of a child's school journey. Reading is at the heart of our English curriculum and is taught daily across all year groups.

- **Early Reading (EYFS & KS1):** Phonics is taught systematically through a well-structured program (Floppy's phonics). Early phonics instruction builds the foundation for decoding, blending, and segmenting words. We also introduce key high-frequency sight words to support fluency.
- **Comprehension Skills:** We encourage children to explore and understand a range of texts, including fiction, non-fiction, and poetry. Teachers model reading strategies such as predicting, questioning, summarising, and inferring, to help children develop higher-level comprehension.



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- **Reading for Pleasure:** We foster a love of reading by exposing children to a wide variety of genres, authors, and cultures. Reading activities are interactive and linked to other areas of the curriculum, including drama, art, and music.
- **Reading Assessment:** Children's progress in reading is regularly assessed through phonics assessments, guided reading sessions, and individual reading comprehension checks. Data informs teaching to ensure all children are supported in their reading journey.

3. Writing

Writing is taught as an integral part of the English curriculum, with a focus on developing clear, imaginative, and structured writing.

- **Genres:** Children are exposed to a variety of writing genres, including narrative, descriptive, persuasive, and informative texts. We ensure that writing tasks are meaningful, allowing children to understand the purpose of their writing and the audience for whom they are writing.
- **Writing Process:** Children are taught to plan, draft, edit, and revise their writing. This structured approach ensures they understand the stages of writing and the importance of refinement and accuracy.
- **Creativity and Expression:** We encourage children to be creative in their writing, experimenting with vocabulary, structure, and ideas. We aim to develop their confidence in writing for different purposes and in different contexts.
- **Writing Assessment:** Writing is assessed regularly through both formative and summative assessments. Teachers give detailed feedback to support children's development, and targets are set to support continuous improvement.

4. Handwriting

Handwriting is taught systematically from the early years, with an emphasis on developing legible, fluent, and joined-up writing.

- **Early Years & KS1:** Children are introduced to correct letter formation and encouraged to practice both print and pre-cursive letters. Emphasis is placed on posture, pencil grip, and spacing to support motor skills.
- **KS2:** By Key Stage 2, children are expected to write consistently in a cursive, joined handwriting style. As children progress, they are encouraged to develop a personal, fluent handwriting style.
- **Regular Practice:** Handwriting practice is integrated into daily English lessons, and children are provided with opportunities to improve their handwriting across other



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subjects. We aim to ensure that all children take pride in their handwriting and can write legibly and fluently.

5. Phonics

Phonics is the foundation of early literacy skills. We follow a systematic synthetic phonics program to ensure children can decode and blend words effectively.

- **Phonics Program:** Phonics is taught daily in EYFS and Key Stage 1, using a systematic synthetic phonics program such as Floppy's phonics. This approach ensures that all children acquire the necessary skills to decode and read words fluently. This phonics program is also used across school as intervention when required.
- **Phonics Assessment:** Children's phonics knowledge is assessed regularly, and interventions are provided for children who require additional support to keep up with their peers.
- **Phonics in Context:** As children develop their phonics skills, they are encouraged to apply their knowledge in reading and writing tasks. The integration of phonics into everyday learning helps solidify their understanding.

6. Spelling, Punctuation, and Grammar (SPaG)

The teaching of spelling, punctuation, and grammar is embedded within the English curriculum and is integral to children's understanding of language structure.

- **Spelling:** Children are taught age-appropriate spelling rules and patterns. A structured, progressive spelling program ensures that spelling knowledge is built upon year after year. Regular spelling tests and activities help reinforce learning, and children are encouraged to use spelling strategies such as mnemonics and word families.
- **Punctuation:** Children are taught the conventions of punctuation, including full stops, commas, question marks, exclamation marks, and apostrophes. As they progress, they learn more complex punctuation such as colons, semi-colons, and quotation marks. Punctuation is taught in context through modelled writing, guided practice, and independent writing tasks.
- **Grammar:** Grammar is taught explicitly as part of the English curriculum, focusing on sentence structure, tenses, parts of speech, and syntax. The grammar curriculum is progressive, building from simple sentence structures in early years to more complex grammatical features in KS2.



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- **SPaG Assessment:** Children's understanding of spelling, punctuation, and grammar is assessed regularly through written tasks, formal assessments, and targeted interventions. Feedback is given to support improvement in these areas.

7. Oracy

Oracy is taught during a weekly oracy lesson and also embedded across the curriculum. Teachers support the development of dialogue within the classroom.

We ensure that all children have the opportunity to develop and learn spoken language as outlined in the National Curriculum. Spoken Language for Year 1 to 6 Pupils are taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
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8. Implementation

- **Planning:** English lessons are planned carefully to provide a coherent, structured approach to teaching and learning. Teachers use a range of resources, including core texts, digital media, and interactive activities, to engage pupils and support their learning.



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- **Cross-curricular Links:** English is not taught in isolation. We make strong links to other areas of the curriculum, ensuring that reading, writing, and communication skills are applied in a variety of contexts, such as science, history, and geography.
- **Support for All Learners:** We use a range of strategies to ensure that all children, including those with additional needs, are able to access the curriculum. This includes differentiated tasks, targeted interventions, and additional support for children who are struggling with particular aspects of English.

9. Impact

The impact of our English curriculum is evident through:

- **Progress and Attainment:** Children make progress in their reading, writing, handwriting, and grammar. Our assessments show that children leave our school with a strong foundation in English that prepares them for their next stage of learning.
- **Love of Language:** Children develop a love of language, with a growing confidence in speaking, reading, and writing. They enjoy engaging with a wide variety of texts and are enthusiastic about creating their own written work.
- **Prepared for Future Learning:** Children leave our school with the skills necessary for effective communication, critical thinking, and creativity, which will serve them throughout their education and beyond.

This English Curriculum Policy reflects our commitment to providing a high-quality, engaging, and inclusive education in English, ensuring that every child has the opportunity to become a skilled, confident, and passionate communicator.