



English Policy 2025 v1

This policy was agreed by the Governing Body of Newcroft Primary Academy on 30th June 2025 and will be reviewed as required.

Signed: _____ Chair of Governors

Date: 30th June 2025

Non-Statutory Policy

Aims of our English curriculum

All children should:

- develop positive attitudes towards books so that reading is a pleasurable activity.
- read a varied selection of texts whilst gaining an increased level of fluency and understanding.
- develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge.
- use reading as a means of gathering information to support their learning throughout the entire curriculum.
- write in different contexts and for different purposes and audiences, including themselves.
- write with increasing awareness of the conventions of grammar, punctuation and spelling.
- form letters correctly, leading to a fluent and legible handwriting style.
- develop speaking, listening and comprehension skills.
- express opinions, articulate feelings and formulate appropriate responses to increasingly complex questions and instructions.

The Teaching of English

The structure of English teaching is based upon the English National Curriculum guidelines and covers all the recommended objectives for reading, writing, grammar and spelling.

English lessons are formulated and created using a high-quality class text, that involves both reading, writing and speaking and listening skills. Lessons are carefully planned to ensure that English lesson sequences build on learning and apply learning. Opportunities for extra reading lessons and extended writing are planned when appropriate.

The Teaching of Early Reading and Phonics

Outline:

- Children in Reception and Year 1 are taught a daily phonics lesson, where they are taught all 44 phoneme - grapheme correspondences which they will apply in reading and spelling activities.
- Children in Reception and Year 1 are taught daily phonics for 20-25 minutes. Some pupils in Year 2 and beyond continue to be taught phonics, based on their individual assessments of word recognition. This may be taught 1:1 or as part of a group. This sessions teachers various additional skills including choral read, partner read and echo read.
- Children are taught the fundamental skills of identifying, segmenting and blending individual 'phonemes' or sounds that combine to form words. Success for All phonics scheme (SFA) is followed by all the staff, which is a DfE accredited phonics scheme.
- Teachers follow a structured lesson that involves revisiting and reviewing previous learning, teaching a new phoneme-grapheme correspondence, practising this in blending and segmenting activities. They then are given the opportunity to apply the new learning in a writing activity.
- Children are also given the opportunity to read pseudo words (alien words) to assess their ability to segment and blend new words.
- Children learn to read and spell tricky and common exception words in these sessions. These are referred to as 'red' words in the SFA scheme.
- Children are provided with a reading book that matches accurately to the phoneme they have been learning in their phonics session. This book is practised in the daily reading lesson. Pupils may use this book at home to practise the skills they have learnt in school.

Phonics - Special Educational Needs and Disabilities (SEND)

Some children, who may be experiencing specific difficulties with retaining sounds or blending phonemes, may be supported by teacher-led intervention. For those children where phonics may not be working for them, the class teacher and SENCo will assess these children and specific intervention, or alternative strategies will be put in place to support these children with additional needs.

Assessment and Monitoring

Assessment for learning takes place in the classroom during phonics and reading sessions and during 1:1 reading with class teachers and support staff. Phonics is also assessed through half termly assessments, which detail misconceptions and gaps in children's learning. Monitoring will also take the form of learning walks, observations and 1:1 reading with pupils.

The Teaching of Reading

Outline

- Objectives for the teaching of reading are taken from the National Curriculum Framework and are based on the content domains of reading.
- Children are encouraged to use a variety of strategies to decode and understand text.
- Comprehension skills are taught in explicit reading domain lessons in whole-class reading, and as part of the writing sequence in Years 1 – 6.
- VRIC reading sessions are taught in Years 2-6 across school to ensure that **V**ocabulary **R**etrieval, **I**nterpret and **A**uthor's choice skills are practised regularly, using a range of texts as stimulus.
- Children in Reception and Year 1 have a daily reading lesson as part of the Success For All phonics programme. The reading is directly linked to the GPCs being taught that week in their phonics lessons. They are taught the skills to read phonetically decodable words, known as green words in the scheme and red words that are un-decodable.

Whole-Class Reading Lessons

- Shared reading takes place during reading lessons. During this time, specific reading skills are taught, linked to the content domains of reading. Lessons focus specifically on these skills, with a large focus on vocabulary, retrieval and inference. The content domains of reading are chosen to support the text type the children will be writing as part of their final piece for the unit of writing.
- A class text is read that can form the basis of the English sequence of learning. This text is read regularly with the class.
- In some classes, extra reading interventions may take place with a learning support assistant, as part of an intervention plan.
- The texts chosen are always of high quality- teachers are encouraged to choose texts which stretch pupils.
- Lessons are presented in a variety of ways to expose children to question layouts. Questions often refer to the number of marks available, which encourage children to think about the length and extent of their answer.
- Lessons involve modelling answers and teaching the reading skills explicitly.

VRIC Reading Sessions

- VRIC sessions focus on key reading skills: vocabulary, retrieval, interpret and choice.
- VRIC sessions take place from Years 2 - 6. They typically last between 20 – 30 minutes to support the teaching of reading. VRIC is taught once a week in Year 2 and twice weekly in Years 3 – 6.
- The reading stimulus may be a text, song, poem, video, photo or advert.

Individual 1:1 Reading

- Reception and Year 1 children are given an individual reading book that directly correlates with their phonics ability and the phoneme-grapheme correspondence they are learning in phonics lessons. This ensures reading is personalised and maximises progress. The children also have a second book that consolidates all the previous phoneme- grapheme correspondences the children have previously learnt. Children in Year 2 and beyond may also be given a phonetically matched reading book, if they are accessing the phonics programme as part of their personalised catch up or as part of their SEN ISP targets.
- Each child in Years 2 – 6, have up to 2 individual banded reading books to take home and share with their parents/ carers. Children are also encouraged to read a 'reading for pleasure' text, to promote enjoyment. This can be taken from their class or from the school's library.
- Individual reading books will be chosen from a specified book band decided upon and regularly assessed by the teacher.
- Adults listen to children read regularly. Teachers and LSA's use questions planned from the reading domains to assess children's reading skills.
- Vulnerable readers are identified quickly and are heard read on a more frequent basis to improve their word recognition, decoding and comprehension skills.

Other Reading Provision

- Children are encouraged to visit the school library to give the opportunity for children to read for pleasure and be exposed to a range of literature.
- Regular reader incentive across school, encouraging children to read at home to earn small rewards for themselves.
- Parental meetings and 'stay and play' sessions are organised to support parents with supporting their children at home and give them the opportunity to visit their child's classroom environment and share in their child's learning.
- Class novels/ stories are read aloud to the children to promote reading for pleasure. These texts are displayed in classrooms and in our library.

The Teaching of Writing

Outline

- High quality texts are used to challenge, engage and enthuse children.
- There is clear progression in the teaching of writing from EYFS to Year 6, which includes familiarisation with the text type through reading, the identification of structure and language features, modelled writing, shared writing, supported composition, guided writing and independent writing (see below).
- Teachers use a grammar progression map to support them in teaching the correct grammatical features for the text type they are teaching, following the expectations of the National Curriculum.
- Progression of teaching writing includes exploring features, planning, drafting, assessing and editing.
- The children have a Writing Book that is used for final pieces of writing, at the end of a sequence of writing and reading build-up lessons.

Approaches to the teaching of writing

Modelled Writing

The teacher talks aloud the thought process as a writer. They have complete control over the writing and make explicit the structure, language features, spelling and punctuation of the text type as appropriate.

Shared Writing

Shared writing is a collaborative approach. The pupils contribute their thoughts and ideas for the teacher to select the most appropriate. Learning objectives for shared writing will be taken from the National Curriculum Framework.

Supported Composition

Children can work with a partner to compose texts. This often follows on from the modelled or shared writing process.

Independent writing

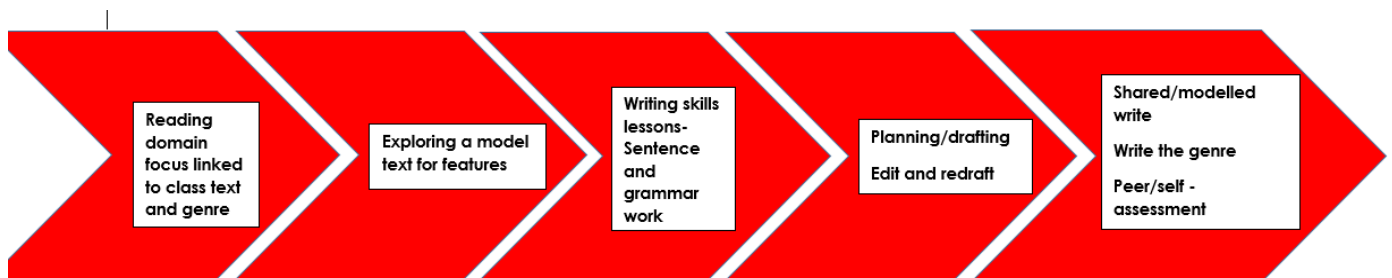
Children are given regular opportunities to apply their understanding of the text type in their own writing.

'Big Write'

Extended writing takes place at the end of a writing sequence (around once every 2 weeks from Yr1 onwards). The children write for an extended period, applying their learning from their writing and reading.

Cross curricular writing

Writing often takes place in other subjects across the curriculum. Children's written skills should be attended to whenever they are writing.



Writing - Special Educational Needs and Disabilities (SEND)

We recognise the entitlement of all pupils to a broad and balanced curriculum. We have systems in place for early identification of barriers to their learning and participation, so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children. Some children may be supported with writing through scaffolds to enable them to build independence. Further adaptations may be made to support children with their writing, specific to the need/barrier of the child.

The Teaching of Spelling

Spelling is an integral part of the writing process. While it is important to remember that spelling is not the most important aspect of writing, confidence in spelling often has a profound effect on the writer's self-image. Accurate spelling implies consideration for the reader and also recognises the deeply embedded notions about correctness which we hold as a society about spelling.

Spelling is taught as part of a planned programme following the requirements of the National Curriculum. In Years 1 to 6, children will have regular explicit spelling sessions in which rules and patterns are taught for the spellings set out in the National Curriculum for their year group. We test children weekly on these spelling patterns and use this to diagnose spelling difficulties and provide targeted intervention.

The teaching of spelling aims to develop pupils as independent spellers. Pupils are taught the knowledge and skills they need to become independent spellers, and apply the spelling rules and patterns in their independent work. Teaching aims to show pupils how to become natural and accurate spellers.

Spelling - Special Educational Needs and Disabilities (SEND)

Some children, who may be experiencing specific difficulties with spelling, may have additional spelling sessions taught in small groups. For those with specific learning difficulties, adults may support with spelling on a daily basis, providing tailored support and scaffolding. For some pupils, where appropriate, a personalised approach to spelling may be adopted.