



Our motto 'Only Our Best Will Do' and ethos 'It doesn't matter where your starting point is, it's where you finish that counts' apply to all areas of the curriculum.

## **English Policy**

Date – December 2023

Review – December 2025

# Intent

At Albrighton Primary School and Nursery, we believe reading and writing is the gateway to learning and that a high-quality English curriculum should develop children's love of reading, writing and language. Through a creative, cross curricular and experiential approach, children learn the knowledge and skills necessary to develop their reading, writing and language skills to equip them for future success. Our curriculum provides many purposeful opportunities for reading, writing and discussion not just in English lessons but across the curriculum.

**As a school we encourage children to:**

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of English;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work;
- take pride in their work and enjoy writing.

# Implementation

## Implementation- Reading

We believe at Albrighton that the teaching of Phonics should be adult led, with multi-sensory, hands on, engaging activities within a teaching structure that ensures children are engaged and enthused to want to read and learn more.

We teach phonics and early reading using the new updated FFT's Success for All phonics programme, which is a complete Systematic Synthetic Phonics (SSP) programme validated by the DfE. FFT's Success for All Phonics gives children a daily phonics and reading lesson from EYFS to the end of Year 1. The daily lessons cover all the main Grapheme–Phoneme Correspondences (GPCs) and Common Exception Words to provide children with the phonic knowledge and skills required for success in becoming a fluent and accurate reader by the end of KS1. The programme introduces phonics and its application to early reading in a carefully sequenced and progressive way: moving from developing phonological awareness through rhyme, to introducing Grapheme–Phoneme Correspondences (GPCs) in order, through a six-phased progression. Children will learn the skills of blending and segmenting as new GPCs are introduced, reinforcing them throughout the programme. The programme also teaches children to read common exception words. These are words which cannot be decoded phonetically and have to be recognised on sight. The programme aims to build confident readers through the consistent, systematic, and daily teaching of the Success for All Phonics programme with accompanying 'Shared Readers'. Our aim is for children to become fluent, confident readers by the end of Key Stage 1.

The programme provides pacey and active lessons that balance short inputs of direct teaching with immediate whole-class response and engagement. The multisensory lessons engage all children in a variety of activities designed to support learning in fun and memorable ways. Activities include: saying the Alphabet Chant with actions, responding to questions either chorally or with their talk partner, and/or actively reading with their partner, and writing in the air or on their partner's back. Lessons also link pictures and mnemonics to support the learning and recall of each GPC. The phonics programme provides texts called shared readers, which are exactly aligned to the phonics being taught. The children are motivated to apply their new learning in a meaningful way. The reading lessons develop a separate, but linked, approach to the teaching of reading comprehension during the shared reading lessons. Children will take home the book they have read in class, so that they can continue to practise and get to the stage where they can read it automatically, no longer needing to sound the words out. Parents are encouraged to support their child to re-read words, sentences and whole texts.

Within the scope of the programme, dedicated time is planned in for review and consolidation of skills to ensure that children do not fall behind. The programme plans in frequent and comprehensive formative and summative assessment opportunities to inform teaching and ensure that children's progress is closely monitored. This enables early identification of children who may need additional support. The programme provides comprehensive lesson planning and resources, as well as training and ongoing support, from the FFT/SfA team. All members of staff in school, who teach or support phonics, have had comprehensive training as well as ongoing CPD. We ensure that all new members of staff receive this training as a priority. Monitoring of the programme and phonics teaching is undertaken by the phonics lead (K. Matthews) and English Lead (L. Short).

Teachers plan using the objectives in the National Curriculum (2014). These feed into specific reading knowledge and skills on our whole school progression document. Teachers plan a range of activities to develop pupils' fluency. In Key Stage 2, we teach comprehension skills through the VIPERS approach focussing on Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising. Reading is taught using the following daily plan in Key Stage 2.

Monday	Exploration of vocabulary Echo Reading and fluency focus with teacher modelling pace and intonation
Tuesday	Model teaching of specific domain skill Focus on one specific skill e.g. inference Question stems used to support
Wednesday	Pupils access skills specific questions to practise and consolidate the taught skill including questions requiring explanations
Thursday	Author spotlight- focus on author's language choice, exploring authors they enjoy and preferences through a range of genres including fiction, non-fiction, poetry. Pupils explore wider themes
Friday	VIPERS- A range of questions which enable pupils to practise the full range of domain skills Adult model and opportunities for adults to hear 1:1 readers

## Intervention and catch-up

Our aim is for all pupils to make good progress in reading. Where pupils are identified as needing extra support, we swiftly implement a programme of intervention to enable them to catch up quickly. Any gaps in pupils' phonological awareness or phonological processing are identified through the use of our FFT reading assessment programme. These areas are then focussed on in short, regular intervention lessons. Intervention for reading is high priority at Albrighton and all staff are trained to implement this and enable pupils to make rapid progress. We also follow the FFT Keep Up system where pupils are identified weekly through formative assessment and staff work closely with specific children to ensure they are keeping up with the pace of the phonics scheme. In Key Stage 2, we use Tutoring with the Lightening Squad to support pupils in meeting age related expectations.

## Implementation- Writing

Children are immersed by a hook to get them excited about writing and provide a purpose. Our EYFS environments facilitate emergent writing. Modelled, shared and guided writing, throughout the teaching sequence is designed to enable independent writers. We use the objectives from the 2024 National Curriculum which feed into our whole school progression document right from Nursery to Year 6. The skills from the progression map are planned for in a weekly plan and used alongside high quality texts from our text and genre map. Children develop their sentence construction through our writing ladders – a step by step approach. Each phase has their own writing ladder where steps are displayed and interacted with. Writing is taught across the curriculum, linking in with our thematic approach. High quality texts are planned for and used to impact on writing. Children benefit from a wide range of experiences, both indoors and outdoors to enhance their creative ideas for writing. All adults model writing with the children, pitching high and thinking out loud to impact on children's thought processes and aspirations for writing. Teachers create success criteria with the children which pupils check against during and at the end of their writing. Children generate powerful vocabulary together; this is expanded as appropriate through given word banks and the use of thesauruses. Every classroom from Year 1 upwards has an interactive English wall with language devices and prompts to support writing. Spelling is taught through the Spelling Shed scheme. Spelling lessons are weekly from Year 1 upwards, and these spellings are practised and applied within writing. In EYFS pupils are given opportunities to practise letter formation within the spelling section of phonics lessons and also through guided writing, engaging writing projects and carefully planned continuous provision.

## Timetabling

	Phonics and Reading	Writing	Spelling	Spoken language
Reception	25 minutes daily phonics lesson  3x weekly shared reading session	3 English mornings each week	Taught through FFT phonics scheme  Opportunities for spelling of red words through English mornings	High quality interactions and conversations strengthen vocabulary and spoken language.

	Daily story time			Opportunities for language enrichment through child-initiated learning and role play
Key Stage 1	25 minutes daily phonics lesson  3x weekly shared reading session  Daily story time	Daily 1 hour English lesson	Taught through FFT phonics scheme  25 minute weekly spelling lesson Spelling Shed  Opportunities for spellings to be applied during English lessons	Spoken language lessons built into unit planning cycle  Opportunities to develop language and vocabular choices through drama and role play
Key Stage 2	25 minute daily reading lesson  Reading taught throughout English lessons  Daily story time	Daily 1 hour English lesson	25 minute weekly spelling lesson Spelling Shed  Opportunities for spellings to be applied during English lessons	Spoken language lessons built into unit planning cycle  Opportunities to develop language and vocabular choices through drama and role play

## Impact- Reading

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. With decoding taught as the prime approach to reading, pupils will become familiar with this strategy and have the confidence to work out unfamiliar words in any new texts they encounter even when they have come to the end of the FFT programme. Pupils will have the opportunity to develop their fluency and comprehension as they move through the school; accessing a range of texts independently. Attainment in reading is measured using statutory assessments such as the end of EYFS, Key Stage 1 and 2 and following the outcomes in the Year 1 Phonics Screening check. Additionally, we track our own reading attainment through the use of FFT half termly and screening assessments, NFER reading papers plus ongoing teacher assessment. More importantly, we believe that reading is the key to unlock all learning and so the impact of our reading goes beyond the statutory assessments. We give all the children the opportunity to enter the amazing new worlds that a book opens up to them and share texts from a range of cultures or genres to inspire them to question or seek out more for themselves. We believe that reading is the bedrock of education and want it to permeate a child's journey at Albrighton. When they leave us, we want pupils to possess the reading skills and love of literature which will help them to enjoy and access any aspects of learning they encounter in the future.

## Impact- Writing

Children become confident, independent writers who can check and improve their work. Children enjoy writing at Albrighton – we know this: from their engagement in lessons; the content in their books and because they tell us in pupil interviews. Pupils enthuse about how they get to use their imagination and express their own ideas. Data shows that children achieve well in writing, preparing them for the next stage in their learning. Pupils' attainment is shared with parents through termly parents evenings. Teachers' judgements are moderated within school and also externally to ensure consistency and accuracy.

## SEND

SEND Statement - Children with additional needs are included in whole class lessons, with teachers using adaptive teaching methods to enable children to access the learning. Those working outside of the current year group expectation for English will receive support to access a curriculum based on their specific needs. In English, pupils are supported through adaptive teaching, widgets, writing prompts and reading books matched to phonological awareness.

## Useful documentation

*This policy should be read in conjunction with the following:*

- *EYFS policy*
- *Phonics policy*