ABBEY MEAD
PRIMARY ACADEMY

English Policy

Version:	5.1
Approved by:	Emma Tuffey
Date ratified:	6th November 2026
Next review:	November 2028

Revision History:

Version	Date	Author	Summary of Changes:
5.1	November 2026	Priya Saujani	Updated spelling section with adoption of new spelling scheme

Context

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including communication of their ideas, views and feelings. At Abbey Mead Primary Academy, children are taught the English National Curriculum. In KS1 and KS2 we follow a book rich curriculum. Throughout EYFS, KS1 and KS2 the children are exposed to a rich variety of high quality books which develop their reading, writing and speaking and listening skills. Teachers use assessment information to inform planning for learning and are free to use a wide variety of appropriate learning resources. To ensure coverage the texts and grammar focuses are used to inform their planning.

Intent

- to enable children to speak clearly and audibly, and to take account of their listeners

- to encourage children to listen with concentration, in order to identify the main points of what they have heard;

- to show children how to adapt their speech to a wide range of circumstances and demands;

- to teach children effective communication, both verbal and non-verbal through a variety of drama activities

- to help them to become confident, independent readers, through an appropriate focus on word, sentence and text level knowledge

- to develop enthusiastic and reflective readers through contact with challenging and substantial texts

- to foster enjoyment of writing, and a recognition of its value

- to encourage accurate and meaningful writing, be it narrative or non-fiction

- to improve the planning, drafting and editing of their written work.

Planning and delivery

At Abbey Mead Primary Academy, we use a variety of teaching and learning styles in our English lessons. Our aim is to develop children's knowledge, skills and understanding. We do this through daily lessons in which children experience phonics/spelling, grammar, reading, writing and guided or independent activity. Children are given time to respond to marking and any other feedback in order to address any misconceptions and deepen their understanding. This reflective process is an integral part in the teaching and learning cycle and is positively encouraged. Wherever possible, children are given opportunities to apply their learning in other areas of the curriculum. More information regarding the units of work completed based on the book titles below can be found in the English Long Term Plans.

In all classes, children have a wide range of abilities; we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in others we ask the children to work from the same starting point before moving on to develop their ideas. Children may be "set" for some lessons. During timetabled intervention sessions, teaching assistants support children who need specific support E.g. "Better Reading partners" (BRP).

Grammarsaurus Spelling

The school have adopted the Grammarsaurus Spelling Scheme for children from Years 2- 6. Through this scheme, the children will be learning how words are built. The spelling curriculum is built upon the understanding that English spelling is influenced by three interconnected principles:

- Phonology – the relationship between sounds and letters
- Morphology – the meaningful parts of words and how words are constructed
- Etymology – the origins and history of words

We teach spelling through the combined study of phonology, morphology and etymology.

Children will be taught the following principles:

- Words are made up of meaningful units called morphemes.
- Many spelling patterns can be explained through word structure.
- Related words often share spelling patterns because they are linked in meaning.
- The history and origin of words can help explain unusual spellings.
- Knowledge of word construction supports spelling and understanding unfamiliar vocabulary.

This approach moves beyond learning isolated word lists and instead develops transferable spelling knowledge that can be applied across the curriculum. During spelling lessons, pupils encounter new morphemes and spelling concepts that can be applied in their writing, helping them make meaningful connections among spelling, vocabulary and composition.

The curriculum is cumulative, beginning with foundational concepts such as consonants and vowels and compound words. Year 2 pupils then develop their understanding of bases, prefixes, suffixes, stems and suffixing rules. In Lower Key Stage 2, new linguistic concepts, including free and bound bases, connecting

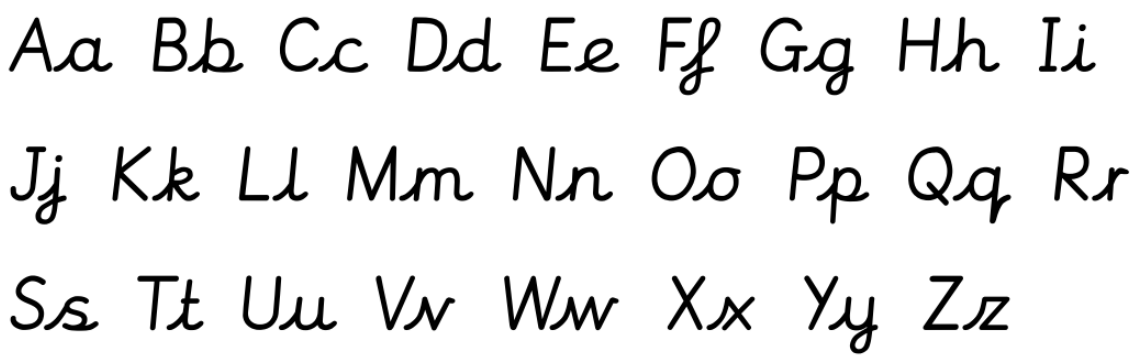
vowel letters and assimilated prefixes are introduced. In Upper Key Stage 2, children are introduced to increasingly complex morphemes, word families and etymological patterns.

Previously taught knowledge is revisited regularly, enabling children to make connections between words and apply spelling strategies with increasing independence.

Handwriting

At Abbey Mead Primary Academy, we introduce a cursive style in KS1, which starts each letter on the line. Developing a cursive script helps children with spelling as it teaches combinations of letters which link together. More detailed information about teaching of handwriting can be found in the Handwriting document.

See our script chart below to see an example of the cursive style we use:



Reading

We ensure that our reading curriculum is designed to ensure that every pupil leaves our school as a reader through the teaching of phonics, decoding strategies, vocabulary building and comprehension, whilst developing their love of literature and reading. Our Novel Based Curriculum also enriches our children's love of reading and allows them to explore texts in more detail enhancing their writing skills and to write as a reader. Many of our pupils have English as an additional language so it is essential that we are equipping them with the tools to access the language confidently.

We teach reading through the use of:

• Phonics

• Independent reading books

• Shared/guided reading sessions

• Taught comprehension strategies/skills

• Consolidation opportunities to apply reading skills

• Immersive experiences related to texts through our novel based curriculum

• Promote a love of reading through story-time, book related theme days, setting reading challenges etc.

Teachers teach the skills of reading through timetabled Shared and Guided Reading Sessions. In these sessions the teachers model how to be a reader. These sessions include a lot of talk for understanding, whilst developing the skills of predicting, clarifying, questioning, making inferences and summarising.

EYFS/Year 1:
On entry our children begin to recognise environmental sounds and phonemes through our Phonics Curriculum (The Partnership Phonics Programme) which enables them to recognise sounds and decode words effectively. Reading is taught daily through timetabled shared reading and guided reading sessions where they apply their phonics knowledge. In these sessions, the teacher models how to be a reader and introduces reading skills such as reading behaviours and some basic comprehension skills such as predicting, making

simple inferences and summarising a text. This continues into Years 1 and 2 with increased comprehension skills being taught.

Years 2-6:
Children continue to develop their decoding skills. As children move further up the school there is a stronger emphasis on developing comprehension during shared and guided reading sessions allowing children to develop their understanding of texts and access a variety of texts independently. These sessions include a lot of talk for understanding, whilst developing the skills of fluency, predicting, clarifying, questioning, making inferences and summarising. Key skills are taught through Shared Reading 1-2 x per week, then consolidated through guided reading sessions and independent sessions. This takes place over a two-week period to ensure that all children are consolidating their learning and being listened to read by their class teacher. In addition, there may be additional support provided for “at risk” pupils through targeted teaching interventions including BRWP, comprehension strategies or 1:1 reading sessions.

Shared Reading (20 mins) should take place 3 x weekly in EYFS and once fortnightly in KS1 and KS 2. This can be a Big Book, IWB or novel.

Guided Reading (20 mins) There should be 3-4 sessions per week taught over 2 week period to ensure every child has the opportunity to read to an adult and consolidate skills

Phonics –Daily in EYFS and KS1

Phonics is taught daily. Each day a new sound is taught and children are given the opportunity to consolidate their learning using decoding strategies, segmenting and blending, reading and writing and an additional phonics based reading book.

Group and individual interventions should be targeted at specific groups of children and the impact measured continually. KS1 should link spellings to phonic teaching.

KS 2 – Additional phonic interventions may be necessary for EAL/new arrivals or SEND pupils.

More detailed information about teaching of phonics can be found in the phonics policy.

Progression of reading is ensured through:

Appropriate independent/guided reading books matched to Benchmark levels.

Guided Reading books linked to Benchmark levels/Reading Spine to ensure age-appropriate texts.

Long term planning linked to NC and the coverage and progression is mapped out from Years 1-6 with support from Literacy Consultants.

Assessment for learning

Assessment is carried out in line with the school's Assessment Policy and collated onto the school's electronic system. Children are assessed on entering school and are formally assessed at the end of each key stage. In addition, children complete a phonics screening check at the end of year one. Periodic teacher assessment level judgements are informed using a range of children's work. These judgements are moderated through whole staff, phase and Cross trust meetings. Analysis of assessment data is used to set children's individual targets and are regularly reviewed at termly Pupil Progress Meetings.

Resources

There is a range of resources to support the teaching of English across the school. Classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet either through their classroom computer, Chromebooks, or iPad. The library contains a range of books to support children's exposure to a wide range of texts. Resources are reviewed regularly, and new material purchased where appropriate.

Monitoring and Review

Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of the Reading and Writing leaders. The work of these subject coordinators also involves supporting colleagues in their planning and teaching of lessons as well as being informed about current developments in the subject. The subject coordinators give the principal and senior leadership team feedback, evaluating the strengths and weaknesses in the subject, and indicating areas for further development and improvement. Teachers are also provided with feedback based on the monitoring activities that have been undertaken by the subject co-ordinators. Time is allocated in which to review samples of children's work and to undertake lesson observations of English teaching across the school. Teachers also take part in cross trust standardisation to ensure judgements made are accurate.