



Newnham Croft Primary School

Vision

To help every child find the confidence, self-belief and resilience that will enable them to explore, value and appreciate the world.

Reading, Phonics and English Policy 2026

Policy approved by the Teaching and Learning Governing Body Committee on:

Date: 27/2/28

Signed by Chair of TLC: Ave Wrigley

English Policy

Newnham Croft Primary School

Contents

1. Introduction
 2. Spoken Language and Oracy
 3. Reading
 - Reading for Pleasure: Intent
 - Phonics and Early Reading
 - Reading Across the School
 4. Writing (including Handwriting)
 5. Curriculum Teaching
 6. Inclusion
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1. Introduction

At Newnham Croft Primary School, we believe that English is a fundamental life skill. It enables children to listen, speak, read and write with confidence, fluency and understanding across a wide range of contexts and purposes.

We are committed to developing articulate, thoughtful communicators and enthusiastic, reflective readers and writers. Through high-quality teaching and rich language experiences, pupils learn to communicate effectively for a range of audiences and purposes.

Our English curriculum is designed to:

- Promote a love of reading and literature.
- Develop ambitious and secure vocabulary.
- Ensure secure transcriptional skills (spelling and handwriting).
- Teach pupils to craft, refine and improve their writing.
- Foster confident, respectful spoken communication.

Our school values underpin all aspects of English teaching. We provide a language-rich environment that nurtures independence, resilience, confidence and self-esteem. Enrichment opportunities — including themed weeks, performances, author visits, educational visits and residential experiences — further enhance engagement and cultural capital.

2. Spoken Language and Oracy

Spoken language underpins the development of reading and writing. We recognise oracy as a core strand of our English curriculum and an essential life skill. Our approach reflects current best practice by explicitly teaching pupils how to speak and listen effectively across a range of contexts.

Intent

We aim for all pupils to:

- Speak clearly and confidently for a range of purposes and audiences.
- Develop and use a broad and ambitious vocabulary.
- Listen actively and respond thoughtfully.
- Build on the ideas of others respectfully.
- Justify opinions using evidence and reasoning.
- Adapt speech according to context, audience and purpose.

Implementation

Early Years Foundation Stage (EYFS)

Communication and Language is central to learning. Children are immersed in a language-rich environment where adults model high-quality talk. Opportunities include:

- Structured talk through stories, role-play and imaginative play.
- Explicit teaching of new vocabulary.
- Partner talk and small-group discussion.
- Development of attentive listening and turn-taking.

Key Stage 1

Pupils build on EYFS foundations through structured opportunities for discussion and performance. Teaching includes:

- Talk partners and small-group discussion.
- Sentence stems to support reasoning and explanation.
- Drama and role-play to explore texts.
- Poetry recitation and performance.

Key Stage 2

Pupils refine their spoken language skills across the curriculum. They:

- Participate in debate, presentations and formal discussion.
- Take on varied roles within group talk.
- Justify opinions with evidence.
- Use subject-specific vocabulary accurately.

- Adapt tone, vocabulary and formality to audience and purpose.

By the time pupils leave our school, they can present confidently to an audience, engage in reasoned debate and use spoken language effectively to learn, reflect and communicate.

3. Reading

Reading for Pleasure – Intent

Reading for pleasure is central to our vision. We believe intrinsic motivation to read is key to raising attainment and supporting wellbeing.

We are committed to ensuring that:

- Every child identifies as a reader.
- Pupils access a diverse range of high-quality texts.
- Reading reflects a range of backgrounds and aiming to open windows into the wider world.
- Children are able to read in their home language as well as English.
- Reading is celebrated across the school community.

We actively build a community of readers through daily story time, book talk, reading assemblies, author events, curated classroom book corners and visits to libraries.

Phonics and Early Reading

We believe all children can become fluent readers. We teach early reading through the **Little Wandle Letters and Sounds Revised** systematic synthetic phonics programme.

Intent

Our aims are to ensure that children:

- Secure the alphabetic code.
- Develop automaticity in decoding.
- Read with fluency and expression.
- Comprehend age-appropriate texts confidently.

Implementation

Daily Phonics (Reception and Year 1)

- 30-minute daily sessions.
- Progression follows Little Wandle expectations.
- Weekly review sessions to consolidate learning.
- Teaching begins as soon as children attend full time.

Keep-up and Catch-up

- Immediate targeted support for pupils who need additional practice.
- Rapid Catch-up programme for pupils in Year 2 and above who are not yet fluent.

Reading Practice Sessions (three times weekly)

Small-group sessions focus on:

1. Decoding
2. Prosody (reading with expression and understanding)
3. Comprehension

Books are carefully matched to pupils' secure phonic knowledge.

Home Reading

- Decodable reading books are sent home to ensure success.
 - Reading for pleasure books are shared alongside decodable texts.
 - Parents are supported through workshops and resources.
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Impact and Assessment

Assessment is used to ensure early identification of need and rapid intervention.

- Daily formative assessment within lessons.
- Regular summative phonics assessments.
- Fluency assessments measuring accuracy and reading speed.
- Statutory Phonics Screening Check in Year 1.

Progress is closely monitored by the Reading Leader and Senior Leadership Team to ensure consistency and strong outcomes.

Reading Across the School

Beyond early reading, pupils are taught through whole-class reading and high-quality whole texts.

Teaching includes:

- Explicit vocabulary instruction.
- Teaching inference, deduction and critical thinking skills.
- Opportunities for discussion and response.

Children read widely across genres, including fiction, non-fiction, poetry, media and digital texts. Reading is embedded across the wider curriculum to deepen knowledge and understanding.

4. Writing (including Handwriting)

Intent

Writing is both a tool for thinking and learning and a form of creative expression. We teach writing as a clear process: planning, drafting, revising, editing and publishing.

We aim for pupils to:

- Write clearly, accurately and coherently for different purposes and audiences.
- Develop stamina for sustained writing.
- Apply grammar and punctuation effectively.
- Spell with increasing accuracy.
- Take pride in presentation.

Implementation

Early Years Foundation Stage

Children begin to link sounds and letters to write words and simple sentences. Emergent writing is valued and developed through meaningful opportunities.

Key Stage 1

Pupils develop independence in writing narrative and non-fiction texts. Teaching focuses on sentence construction, punctuation, spelling and handwriting.

Key Stage 2

Pupils refine and extend their writing across a range of genres. They learn to sustain ideas, adapt language for audience and purpose, and evaluate and improve their own work.

Handwriting

We aim to develop:

- Fine and gross motor control.
- Secure letter formation.
- A legible, fluent and increasingly automatic joined handwriting style that supports composition.

Handwriting is taught regularly and reinforced across all writing. Pupils are taught a consistent cursive style and move towards joined handwriting as soon as they are ready. Appropriate support is provided for pupils with additional needs.

5. Curriculum Teaching

English is taught as a discrete subject and is applied purposefully across the wider curriculum. Opportunities to speak, read and write are embedded across all subjects.

Pupils experience a wide range of high-quality texts and have access to supportive resources such as dictionaries and word banks. Staff provide balanced and varied learning opportunities and encourage pupils to apply their literacy skills across the curriculum.

6. Inclusion

We are committed to ensuring that all pupils can access and succeed in English.

Provision is carefully adapted to ensure that pupils with Special Educational Needs and Disabilities (SEND) and pupils with English as an Additional Language (EAL) can fully participate in the curriculum.

Targeted support, scaffolding and appropriate use of technology ensure that all children are challenged and supported to achieve their potential.