



Filey C E Nursery & Infants Academy

'Inspiring Confident Learners, Reflecting Christian Values'

We endeavour to uphold Christian teaching to:

"Shine as lights in the world and love as Jesus loves us" (Philippians 2:15, John 13.34)

Our school is a Church of England School rooted in 'Compassion, Community and Friendship'.

We will deliver the statutory elements of the National Curriculum. This policy reflects the values and philosophy of Filey C.E. Nursery and Infant Academy in relation to the teaching and learning of English. It gives a framework to which all staff, teaching and teaching assistants work. Christian values underpin the work of the school and these influence our care of the individual.

Aims:

PUPILS WILL:

- Communicate effectively and confidently in writing and speech in a wide variety of forms appropriate for different purposes and audiences.
- Be able to produce well-organised and effective writing across all curriculum areas.
- Be exposed to and participate in a variety of drama activities that stimulate enthusiasm and promote effective learning.
- Be motivated to read a rich and varied range of texts, both for enjoyment and to deepen their knowledge and understanding.
- Develop neat handwriting, showing quality presentation.
- Use a range of ICT devices to aid their communication, reading and writing.

We will provide

- An integrated programme for English teaching which ensures a broad and balanced range of experiences for every child, structured to ensure continuity, progression and differentiation.
- A rich language environment which stimulates and supports each child's language development.
- Cross curricular links which encourage children to use and apply skills learned in English, in other areas of the curriculum, and which use material from other subjects for non-fiction reading and writing within the teaching of literacy.

Statutory Requirements

This policy is a reflection of our commitment to deliver excellence in teaching and to act in accordance with, or to exceed, statutory requirements. It should be read in conjunction with the 2014 National Curriculum and the Early Years Foundation Stage Framework, which set out the rationale for teaching each area of the English curriculum and specify the skills to be developed by the majority of pupils in each year group. The Little Wandle programme should also be read in conjunction with references to the teaching of phonics. The new English programme of study is based on 4 areas:

- Spoken language
- Reading

- Writing
- Spelling, grammar, punctuation and glossary.

Speaking, Listening and communication

Aims:

At Filey C.E. Nursery and Infant Academy, all pupils will be given the opportunity to participate in a range of presentations and performances. Speaking and listening activities will be shown in teachers' planning.

Children will be able to:

- Speak clearly and fluently with increased confidence.
- Listen attentively and respond to others, expressing their opinions and justifying their views.
- Question, consider and evaluate the views of others
- Develop a wide and interesting vocabulary.
- Develop listening and comprehension skills through group discussion and interaction.
- Express opinions, articulate feelings and form responses to instructions including debate.
- Experience a range of drama activities including working in role plays, presenting drama and stories to others, scripting and performing in plays and responding to performances.

At Filey C.E. Nursery and Infant Academy, we used WellComm within our Early Years to identify and support potential speech and language difficulties. This can involve individual assessments, whole class, group or individual activities and interventions as required.

Reading

Aims:

At Filey C.E. Nursery and Infant Academy we believe that reading is an important life skill and we strive for all children to enjoy and value it. We recognise that enjoyment of reading arises from deriving meaning from text. It is our aim to develop and create passionate readers for life. The teaching of reading skills is an integral part of learning throughout the entire curriculum.

Phonics

We follow the Little Wandle Letters and Sounds programme to teach phonics.

We begin the process of learning to read in the Early Years Foundation Stage where we believe that the systematic teaching of phonics is the fastest, most effective way of getting children to start reading. By the end of the Foundation Stage, it is our expectation that the majority of children will be able to read simple books matched to their phonic knowledge.

The teaching of synthetic phonics continues throughout Year 1. Our programme is structured in such a way as to ensure the teaching is systematic and that progress is built on from year to year. The children in each year are taught whole class. By the end of Year 1, it is our expectation that the majority of children will be fluent readers.

Phonic working walls are clearly visible in each classroom and used during the teaching of phonics. Phonic summative assessments are carried out half termly and entered on to the assessment tracker.

Those children who are not keeping up with the programme will be given daily keep up sessions to ensure gaps in phonic knowledge are closed.

Reading

Teachers model reading strategies during shared reading sessions within lessons, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during reading practice sessions. Reading practice books are selected to ensure they are fully decodable and matched to the child's phonic ability. Children access the Big Cat for Little Wandle reading scheme. Independent reading provides time for both assessment and 1:1 teaching. Once children are secure in the phonics code and can read words automatically they progress on to Little Wandle Reading Fluency books. This programme continues to support children in becoming confident, fluent readers.

Home Reading

Across school all children have access to an online version of their reading book on the platform, Collins Ebooks. This gives the children the opportunity to practice, consolidate and develop fluency. As the children become more confident readers they take home independent reading books in addition. This book is also matched to the child's phonic knowledge. They can change these daily if they wish. All children have a reading record book in which we encourage parents and carers to record and make comments.

Further reading opportunities

- Each class has a designated reading area which is an engaging and comfortable environment to stimulate and engage children.
- Each week the children can choose a book from the 'Big Red' library bus to take home and share with adults.
- Authors are invited to school regularly to share their work, and read their poetry and stories to the children.
- Children are invited to attend the twice weekly reading club with an adult family member/carer. Stickers are collected on a book mark and children are presented with a book after 10 visits.
- All children visit the local library yearly.
- A book fair comes annually to school and the children are given the opportunity to listen to the stories, read them themselves and buy the books.
- Children have access to a varied selection of literature and non-fiction texts, including ICT based texts.
- Children in EYFS and KS1 have a personal password which enables them to log on to the Collins EBooks website and access EBooks both in school and from home.
- Adults model reading by setting personal examples which then encourages the children in their own reading habits.
- Each class has a literacy working wall.
- Children's records of achievements in reading are kept using assessment records.
- Daily whole class story times which use a wide variety of texts and focus purely on the enjoyment of reading.

Writing

At Filey C.E. Nursery and Infant Academy we believe that if children can't speak a sentence, they cannot write a sentence. Speaking and listening forms a key aspect of writing and it is incorporated into the teaching throughout the school. We have developed an Early Writing Progression document to clearly define small steps of progression from nursery to the end of KS1. This policy and our progression document should be read in conjunction with long term planning documents, The National Curriculum and the 2025 Writing Framework.

Aims:

Children should be able to:

- Communicate and organise ideas in a variety of written forms.
- Write fluently and with increasing detail.
- Write for different purposes and engage with an audience.
- Develop good handwriting skills.
- Know and use the main rules and conventions of written English.
- Plan, edit and revise their writing.
- Understand that writing is an essential tool for thinking and learning.
- Develop a positive attitude towards writing.
- Maintain the same standards of writing in cross-curricular work.

As children's writing skills progress they will be able to write an increasing variety of genres. The purpose and organisation of different genres will be developed as follows:

- Children will read and discuss the features of different genres.
- Teachers will model the writing process.
- Teachers and children will work together on written tasks.
- Children will have increasing independence in their writing.
- Teachers will mark effectively in order to develop pupils' writing skills.

Opportunities for writing

- Children are given a wealth of motivating real life experiences which inspires their writing across the whole curriculum.
- Children are given opportunities to write for a purpose including letter writing, lists and newspaper reports etc.
- They are encouraged to share and celebrate their writing by reading it to others, in assemblies, to other classes and to family members for example.
- Children are taught the conventions of writing including grammar, punctuation and spelling.
- Writing is regularly modelled to the children in their lessons through shared and guided writing.
- Feedback and constructive comments using the schools marking guidelines are given to the children which helps them improve their writing.
- Experimental and emergent writing is a key feature of teaching in the Foundation Stage and in KS1.
- The Mighty Writer is used in KS1 classes and supports children to structure sentences and narratives, acting as a visual prompt.

Handwriting

At Filey C.E. Nursery and Infant Academy we teach towards a cursive handwriting style. It is an expectation that all children demonstrate good posture when writing and hold their pencil accordingly. High standards of handwriting are expected across all subjects. The progression of handwriting skills is outlined within our Early Writing Progression Document.

In Early Years, the children practise manipulative skills in order to prepare them for writing. Children are taught to hold a pencil effectively and to form recognisable letters. The children are introduced to letter families and taught the correct orientation when forming the letters. All staff utilise letter formation mantras which encourage children to recognise letter families.

In KS1 handwriting is taught daily as a class and in small groups as in intervention if required. Teachers model the correct formation of letters and letter joins for the children to practice. All children in KS1 practice letter formation in appropriately lined handwriting books. Children become secure in print letter formation before beginning pre-cursive and cursive handwriting in Year 2.

The children are taught the 'snappy fingers' technique to hold their pencil correctly. Children requiring additional support with writing dexterity access the Theoderescue Write From the Start Intervention.

Teachers ensure that their own writing on classroom displays and in pupil's books mirrors the agreed style and provides a model for the children to aspire to.

Grammar

Grammar will be taught both discretely and in conjunction with other sentence work. Children will be required to know the correct grammatical terminology and use it when discussing their writing.

Spelling

From Y1 onwards, children will regularly take spellings home to practice. Spellings will be taught discreetly within phonics lessons, and revisited throughout learning using a variety of approaches and strategies. Spellings will be taken from the National Curriculum Appendix and from Little Wandle Letters and Sounds. Spellings may also be selected from 'Ticky Words' in Little Wandle Letters and Sounds.

Marking

Writing will be marked in accordance with the school Marking Policy. Where possible, work is marked with the child so that immediate feedback can be given.

Cross Curricular Literacy Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. The exciting and motivating topics that the children are presented with will further inspire them in all areas of literacy. Teachers will plan for pupils to practice and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

Special Educational Needs

Where barriers to learning are identified, the class teacher will work closely with the SENCO and the literacy coordinator to ensure that difficulties are swiftly addressed. Literacy interventions include Little Wandle Rapid Catch Up, Little Wandle SEND programme and use of colourful semantics.

Inclusion

We expect all children to work to their full potential. We identify which pupils or groups of pupils need extra practice and take steps to improve their attainment. Those children working at greater depth will be identified and suitable learning challenges provided.

Role of Subject Leader

The Subject Leader is responsible for improving the standards of teaching and Learning in English through:

- monitoring and evaluating Literacy
- pupil progress (leadership team)
- provision of Literacy
- the quality of the Learning Environment
- policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent Literacy developments

Date Policy written/updated: September 2025

Date to be reviewed: September 2026

