

English Policy

2025 - 2026

Introduction

At Cranberry Academy, we believe that English is a fundamental life skill that underpins their learning journey. Our core belief is that education should be preparation for life and so our provision holds that notion at its foundation. Our children's ability to listen, speak, read and write for a variety of purposes is essential to both their school life and future post education in line with our motto - Education is preparation for life. Thus, each of these skills is developed and mastered across our provision, as children are enabled to express themselves creatively and imaginatively. We strive for our children to become enthusiastic readers, critical thinkers, elaborative talkers and attentive listeners as well as experienced, confident writers. This is achieved through our tailored and purposeful curriculum, building and nurturing the progression of these essential skills each day.

Intent - Aims and Objectives

The overarching aim for English in the national curriculum is to promote high standards of language and literacy. This is achieved by equipping pupils with a strong command of the spoken and written language as well as developing their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences.

- Use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

This feeds into the Five Finger Prints of English at Cranberry Academy:


English


The five fingerprints of reading and writing


- Learners hold a love for reading across the curriculum. They are able to read fluently, make connections, ask questions and infer meaning.
- Pupils acquire and use a wide range of language and vocabulary across a variety of contexts for purpose.
- Children can elaborate and clearly communicate their ideas understanding.
- Pupils are able to write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Children are able to access learning as barriers are removed for all, utilising visuals, bespoke teaching, practical experience and technology.


English


Core Values


Positivity  Learners demonstrate a love for reading across the curriculum, approaching texts with enthusiasm and joy. Their ability to make connections and ask questions reflects a positive engagement with learning, fostering a mindset that embraces growth and discovery.

Resilience  Children read fluently and infer meaning even when texts are challenging. They persevere in developing their writing skills, adapting language and style for different contexts. Barriers to learning are overcome through bespoke teaching and practical experiences, showing determination and adaptability.

Curiosity  Pupils ask insightful questions and explore vocabulary across varied contexts. Their curiosity drives deeper understanding and encourages them to elaborate on ideas, seeking meaning beyond the surface and engaging actively with the world around them.

Pride  Children take pride in their ability to communicate clearly and coherently. They celebrate their progress in reading and writing, and their achievements reflect a commitment to excellence and self-worth in their learning journey.

Responsibility  Learners use language purposefully and appropriately, showing responsibility in how they express themselves. They adapt their communication for different audiences and contexts, demonstrating thoughtful consideration and ownership of their learning.

Respect  Pupils respect diverse perspectives and texts, engaging with materials that reflect a range of cultures, ideas, and experiences. They collaborate respectfully, listen actively, and value the contributions of others in both spoken and written communication.

Inclusion

At Cranberry Academy, immersion in our English teaching is part of daily life for all children, regardless of ability or potential learning barriers. We provide learning opportunities that are matched to the needs of children with learning difficulties, those with English as an additional language, children from disadvantaged backgrounds as well as providing appropriate challenge for those pupils who are working beyond their age related expectations. Our curriculum and lesson provision ensures all pupil needs are catered for and lessons are adapted to ensure all students achieve their own success. Our iPad use facilitates the removal of barriers to learning through the use of voice notes, dictation and 'speak' tools in addition to opening a world of alternative outcome provision.

Reading

Intent

At Cranberry Academy we want our children to be passionate readers and our role is to instil and nurture this love of reading for all our pupils. We strive for children to be able to confidently decode using phonics from an early age, in order to become fluent and expressive readers. Children will also be able to understand and infer meaning from the books they read. Our pupils are exposed to a wealth of fiction and non-fiction texts across many genres and will confidently share their reading preferences with others making reference to favourite authors, themes, and characters. We have an extensive and exciting range of quality scheme, guided and home reading books for the children to choose and explore from our library areas. Our aim is to provide books that are both stimulating and challenging which children care for, use and value. Through promoting great readers, children will understand the link between reading and writing and the two will entwine together, not only in Literacy, but across all other curriculum areas. This in turn will ensure the children have the reading ability to research and access information for other subjects.

Implementation

We teach reading through a combination of approaches:

- Developing awareness and understanding of print
- Systematic teaching and learning of phonics.
- Developing further decoding skills
- Developing sight reading
- Whole class shared/modelling of reading
- Guided reading in groups - teacher or teaching assistant leading.
- Whole class guided reading - focusing on the reading domains.
- 1:1 reading
- Buddy reading - peer to peer in class and weekly partnerships with year groups across school.

- Independent reading both at school and at home
- Class and school library use
- Teaching of comprehension
- Reading interventions to bridge gaps and to support accelerated progress.

The Teaching and Learning of Phonics

The approach we use to teach Phonics at Cranberry Academy follows the 'Little Wandle' programme. Phonics is taught daily in Reception, Year 1 and Year 2 where children are expected to achieve Phase 5 by the end of Year 1. In Year 1, pupils will complete a 'phonics screening check' and are expected to read real and nonsense words to show that they are able to read up to Phase 5 sounds accurately. Children are assessed every half-term against the expectations of the phase that has been delivered to them, and teachers will then target their needs and realign teaching groups accordingly. Some pupils may receive 'keep up sessions' to ensure they remain on track. Children will receive phonics reading books to support their learning of the phase they are currently working within and staff provide further support and intervention where required for children not meeting their expected targets. Phonics is embedded into the everyday classroom life, through tasks, activities, games, word and sound mats as well as vocabulary banks that link to other subject areas and units of work.

Little Wandle – Group Reading

Children in EYFS and Key Stage One, who are participating in the Little Wandle Phonics programme, complete three sessions of shared reading weekly. During these sessions, the children use their phonetically decodable reading book and work on decoding, fluency, and comprehension. The text studied here is tailored to the student's current reading ability which is assessed and reviewed each half-term (See Little Wandle planning for further information).

Shared Reading

This is planned using the Pathways to Write programme at its foundation and takes place during English lessons. Children are exposed to shared texts across all curriculum areas but these texts become the basis and primary inspiration for children's writing. Within English, reading and writing intertwine as we study language, sentence structures and how they are used to convey ideas and impact the reader. The class teacher will share the hard copy of the text in partnership with digital versions displayed on the interactive whiteboard and iPad. This shared reading is also used to teach different genre types and grammatical features we would expect to see within them. During shared reading, the children can access a text which may be challenging to the individual but, with discussion and teacher scaffolding, the children are able to gain a deeper understanding of a more complex text. Shared reading always has a specific learning objective, success criteria and all abilities are included through differentiated questions and tasks.

Year 2 – Year 6

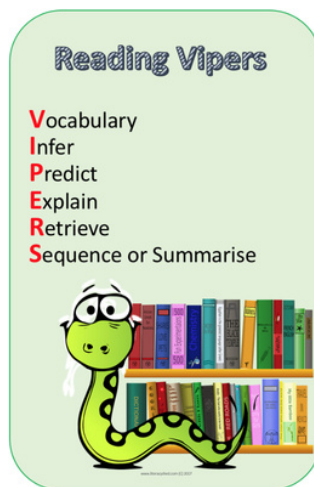
Guided Reading takes place four mornings a week and lasts for 30 minutes. One of our lessons each week focuses on fluency. Here children work on their pace, accuracy, fluency and expression. We study what makes a 'Five Star Reader' and work on our target areas highlighted in our termly assessments (see independent reading).



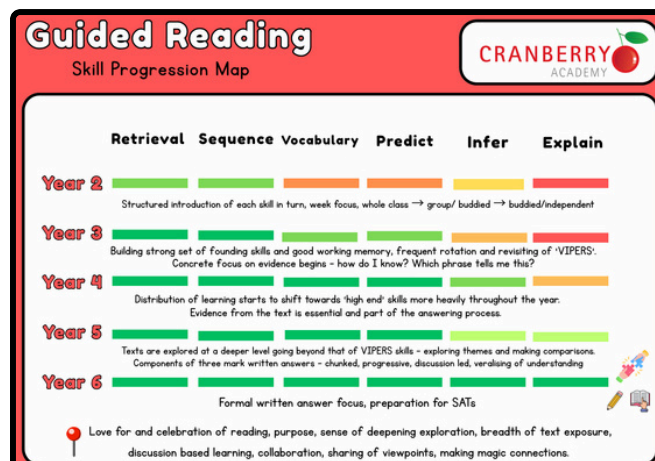
The remaining three sessions can vary from whole class shared discussion or partner work, to targeted group work or independent application of skills. During this time, children are given a range of question types and styles differentiated to meet the needs of every child.

Each of these three sessions is planned around the 'Reading Vipers' and a series of reading activities, designed to meet the lesson objective. Skills are unpicked, modelled and shared answers take place. These include decoding activities, activities to broaden vocabulary, inferring new information and exploring a deep comprehension of texts in general. Each skill is applied in many ways across a range of genres. The language within reading questions and the structure of written answers are also studied, modelled and applied regularly. As children progress to study reading skills in depth, connections are made between them and how they can be used in partnership to achieve high level outcomes. Work in Guided Reading books is marked against the lesson objective using the school's marking policy.

Reading Vipers



Skill Progression Across School



Independent Reading

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina, and fluency. All of our pupils are read with on an individual basis at least once every two weeks with our disadvantages pupils being read with daily. Reading is logged on Boom Reader allowing parents, teachers and pupils to record and track their engagement with reading both at home and in school. Reading books are banded and in KSI, children are given a 'Little Wandle' phonics book which is matched to their phonics knowledge and classroom learning. Children are regularly assessed to ensure they are reading at the correct level in line with their phoneme recognition.

In KS2, children are issued a 'Big Cat Collins' text, catering for those ready to leave the Little Wandle programme. This scheme supports their reading journey through KS2 until pupils become an established 'Advanced Reader' in UKS2. All book bands offer a range of fiction and non-fiction texts. Collectors cards for each book band are on the children's iPad, promoting engagement with a wide range of genres and text types.. Our 'advanced texts' are carefully handpicked and marked in our library area once children have completed the scheme. This ensures progress and challenge is sustained whilst also continuing to broaden reading experience and exposure.

Each term, Children are benchmarked each term using teacher judgement in partnership with AI, ensuring accurate assessment and assignment of banding. This is determined based on accuracy scores, pace (WCPM score) and comprehension testing. Those who need to make accelerated progress are assessed each half-term, giving them the opportunity to bridge the gap.

At Cranberry Academy, teachers plan opportunities for independent reading in English sessions and across the curriculum. Pupils are also able to select texts under the guidance of the teacher or teaching assistant for independent and home/school reading.

The English lead and 'Reading Leaders' monitor independent reading through Boom Reader. Class teachers discuss progress with individual pupils on a regular basis based on 1:1 reading and assessment feedback.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership, and recommending books to pupils. Classroom and corridor displays are language rich and a library area that promotes a love of authors and books is found at the heart of our school. Each class have regular opportunities to visit our school library and select a 'free choice' book to read at home and in school.

Reading Interventions

All pupil premium children receive additional reading sessions with an adult to ensure they are receiving quality 1 to 1 reading time to work on their individual targets. In addition to this, any children who are working below their age-related expectations, receive extra support and intervention programmes to support their learning in reading. These children will be identified by the class teacher or SLT during termly pupil progress meetings, reflecting on summative data. Intervention programmes include Phonics, HFW flash cards, extra 1-1 reading, guided reading sessions, IDL tasks and comprehension work.

Reading at Home

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through the use of the online platform 'Boom Reader'. The school's expectation, which is shared with parents, is that children should read with an adult at home at least three times a week and that comments are written on the child's username on the platform. The school supports parents and carers with home reading by running parent workshops to offer guidance on how to best encourage and help children to read. These sessions provide parents with ideas, resources, questions, and strategies to use at home to get the most out of reading with their

child. The school also provides reading packs for parents with guidance as to how to help their children at home with phonics, reading and questioning.

Our Reading Culture

There are several further elements that contribute to our whole school reading culture. Books are celebrated across our school through the creation of class reading areas in each room as well as our whole school library. The library area sits at the heart of the school acting as a hub to read within or to share learning and texts with others. Classes are given regular opportunities to come to spend time here, engaging in 'free reading' of their choice. All children will also have the opportunity to take a book home to supplement their school reading diet and to promote reading for pleasure. The texts in these areas are of quality and provide a wealth of topics, genres and authors to explore..

As part of their schooling journey, students have the opportunity to take on the role of a 'Reading Leader'. Within Year 5, reading leaders are selected from across the cohort. The allocation of this role aims to celebrate the children who excel in reading, have a positive attitude towards our school reading culture or are keen to spread their passion for the subject. The pupils selected take on several roles such as library monitors, becoming 'Reading Boombassadors' who read with and support other cohorts, helping to track and celebrate pupil reading across school as well as assisting with the running and organisation of whole school reading events.

Finally, our 'House System' will be used to encourage a love for reading and to enthuse children to engage with texts on a regular basis. Pupils are allocated individual Dojo points each week to reward reading at home, these are shared and praised as a class. Whole class reading is also monitored and celebrated, giving children the chance to work as a team to earn rewards each half-term. Finally, weekly competitions are set whereby all aspects of English, including reading, are features individually to promote engagement and enjoyment.

Ipad Use

The iPad offer a wonderful opportunity for children to have a range of books and texts without the need for photocopying or sharing. Children can use the accessibility features as required to enhance their ability to see the text, listen to it being read aloud and delve deeper into the text through annotation. Teachers plan opportunities for children to explore texts digitally using the iPad in addition to hands on experience.

Writing

Intent

At Cranberry Academy, we believe that all children should recognise the value of writing. By the end of KS2, all children must be able to write fluently, understanding the related rules and conventions. It is our aim to teach children to be able to write accurately and meaningfully for a range of fiction and non-fiction purposes. Through the Pathways to Write programme, children will acquire and learn the skills to plan, draft and edit their written work. Children will support each other within this process, responding critically to their own and to others' writing. Handwriting, spelling, and grammar will be explicitly taught to ensure that children are able to understand the conventions of writing and manipulate language to create effects for the reader. Children will eventually learn joined script and will present their writing in variety of ways within both Literacy lessons and the wider curriculum. Children will be given opportunities to write creatively drawing on their reading knowledge and for a purpose making writing enjoyable and developing their individual styles and confidence as young writers.

Implementation

We teach writing through a combination of approaches and opportunities:

- Shared writing
- Guided writing
- Whole class modelled writing.
- Independent writing
- SPaG lessons - both embedded and discrete depending on cohort need
- The writing of different text types and narrative styles.
- Writing opportunities provided across a wide range of curriculum areas
- Handwriting practice

- Dictation
- Writing from a variety of stimuli
- Planning, drafting, editing, and presenting.
- Through the use of technology
- Writing interventions

Planning

English is a core subject in the National Curriculum and we follow this as the basis for implementing the statutory requirements of the programme of study for English. We follow the Pathways to Write programme of study which includes long term (yearly) and medium term (half termly) planning for each year group. All planning documents are located on the school network (staff drive). The long-term curriculum outlines the texts and genres that will be covered each half term for every year group (See appendix I). Every term within English lessons, each year group completes a unit from 'Pathways' focusing on poetry. The rest of the term is then built up of both narrative and non-fiction writing. Additionally, the children experience writing opportunities across a variety of other genres across the wider curriculum. Grammar and Punctuation opportunities are planned for at this stage using the unit plans. From these, weekly planning, activities and outcomes are created to meet learning objectives that fulfil the English 2014 curriculum expectations for reading and writing. Lessons include differentiated activities and targets, support where appropriate, key questioning and opportunities for teacher assessment and evaluation. All planning is a working document and teachers are expected to edit and amend their plan accordingly during the teaching period, planning is shared with all classroom staff and available on request for SLT. All lessons are available to see on 'Showbie'.

Writing Lessons

Children are taught in their mixed ability registration classes. Staff have high expectations that all children can achieve their full potential. Where Teaching

assistants work in a classroom, they support all ability children, specific individuals or groups of children, ensuring that work is matched to the needs of the pupils. As part of the teaching sequence, reading, writing, editing, and improving activities will be undertaken that embed the skills being taught. The focus of the reading activities directly relates to the outcome of the writing task that they are building towards. For example, if the children have identified and unpicked a setting and character description within a story opening, the children will be expected to use this knowledge to write a story opening by the end of the writing sequence.

Speaking and Listening

Speaking and listening activities are integrated throughout the whole curriculum. Pupils are encouraged to speak with clarity and purpose. Regular and frequent opportunities for children to speak to each other, listen to each other, interact in a group and participate in drama or role play from an early age, are provided and continued throughout their school offering. Children have opportunities to:

- Learn to adapt spoken language, varying use and register according to purpose and audience.
- Experience and participate in Talk for Writing, role play and drama.
- Talk to visitors in school.
- Learn to listen with concentration in real contexts.
- Learn to take part in discussions, negotiations and presentations.
- Ask questions to check understanding.
- Develop vocabulary and build knowledge.
- Give well-structured descriptions and explanations.
- Participate in performance.

Outside of lessons, the school provides a variety of opportunities to practice these skills. These include school council meetings, sharing and celebration assemblies and opportunities to participate in local initiatives, trust days and democracy events as they arise.

Grammar, Punctuation and Vocabulary

The Pathways to Write programme clearly sets out opportunities for teaching grammar, punctuation, and vocabulary skills. These are taught explicitly during writing lessons and the children identify how authors have used them effectively during their reading lessons. Grammar and punctuation objectives are taken from the 2014 National Curriculum year group expectations and children are expected to apply their knowledge within their writing pieces.

iPad Use

It is school policy that children will not write more than short sentences on the iPad, writing will still take place in their books to ensure fine motor skills, handwriting and presentation are developed efficiently. Children will, however, have wider opportunities for using technology as writing stimulus, use the iPad for drama-based activities and have opportunities to record work in line with the modern era such as blogs and presentations. Technology such as green screen and recording also provide alternative opportunities for children to perform and share their work with others. Students are able to access editing feedback and fix work in line with the marking and feedback policy, both on and off the iPad.

Assessment

Teachers use assessment as an integral part of the teaching and learning process and link it clearly to the children's next steps. Teachers record and track each child's progress and use this to set future targets. They use a variety of formative assessment methods and constructive marking strategies. Extended writing is assessed against individual pupil writing age related expectation assessment sheets, with next steps and future targets identified. Information from assessments is then inputted into arbour, our whole school pupil tracking system, to determine where a child is working in relation to age related expectations.

Pupils in year 6 will complete their SATs in May of each academic year providing the school and Local Authority with both teacher assessments and test outcomes for reading, writing, spelling, punctuation, and grammar results. Results will be reported following the national guidance set by the government.

Impact

The impact of our curriculum for our children is that they have the knowledge and skills to be able to write successfully for a wide range of purposes and audiences. With the implementation of the writing sequence (see separate document) being established and taught in both key stages, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage two, pupils have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards are withheld and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation across a range of contexts. .

Foundation Stage

In the Foundation Stage, language and literacy development are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. In Reception, the children follow the Pathways to Write programme and all children use 'talk for writing' to embed the vocabulary and learn the stories thoroughly. Role play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of language through signs, notice and texts. Children are provided with opportunities to see adults writing and they are presented with a range of opportunities to experiment with mark making and writing themselves.

Children receive daily phonic sessions and guided reading in line with 'little Wandle' expectations.

Monitoring and Evaluation

The principal, vice principals, assistant principal and subject lead monitor English. When priorities have been identified, the senior leadership team and English coordinator construct an action plan which will then form the basis for any monitoring activities. This will clearly identify when, who and what is to be monitored and how this will take place. The co-ordination and planning of the English curriculum are the responsibility of the subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in English and by providing a strategic lead and direction for this subject.
- Gives the Principal regular summary reports in which s/he evaluates the strengths and weaknesses in English and indicates areas for further improvement.
- Uses specially allocated regular management time to review evidence of the children's work and books, and to observe English lessons across the school.
- Reviews and updates resources as necessary.
- A named member of the school's governing body is briefed to oversee the teaching of English. The English governor meets with the subject leader to review progress.

Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school and online. Training needs are identified as a result of whole school monitoring and evaluation and performance management. The English Lead will arrange for relevant advice information to be disseminated. Where necessary, the English co-ordinator leads or organises school-based training.

Environment and Resources

The school aims to provide a stimulating language rich learning environment in which to support the teaching and learning of English. This is done through interactive displays; displays of pupil's work; by providing a range of resources for teacher and pupil use as well as using technology and interactive whiteboards.

Each classroom is expected to have:

- An English working wall
- Key vocabulary displayed
- Modelled writing displayed where necessary
- Key SPAG terminology and definitions displayed
- Spelling supports
- A range of dictionaries, word mats and pupil prompts easily accessible for pupils to use to support work

Homework

We recognise the importance of making links between home and school and encourage parental involvement with the learning of English through parent information evenings at the beginning of each year.

Homework provides opportunities for pupils to:

- Practise and consolidate their skills and knowledge.
- Develop and extend their techniques and strategies.
- Share their English work with their family.
- Prepare for their future learning.
- (See homework policy for further details)