Grange Academy

Belong • Believe • Achieve

Article 12: *You have the right to give your opinion, and for adults to listen and take it seriously.*

Article 28: *You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*

English Policy

Policy Status: Statutory

Review Cycle: Annually

Owner: Curriculum Lead/English Lead **Date:** September 2026

Approved by: SLT **Date:** September 2026

Review Date: September 2027

English

Introduction

At Grange Academy we recognise that literacy is central to successful learning. In developing the skill of reading and writing pupils gain access to a wide variety of information from the world, and the opportunity to communicate effectively. Independent reading helps pupils to make sense of the world and develop the skills they need to actively engage in their community, while at school and in the future.

Aims

Our aims are:

- To promote a positive attitude to reading, writing speaking and listening.
- To ensure our pupils have sound phonic awareness and use a phonics approach to reading and writing.
- To develop a range of reading and writing strategies that allow them to tackle reading problems and the wider curriculum with confidence.
- To enable our pupils to read confidently, fluently, accurately and with understanding for different purposes, in particular reading in real-life situations.
- To develop our pupils' understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- To use reading and writing as effective and efficient teaching and learning tools throughout the school.
- To provide access to high quality resources and support for pupils and staff.
- To monitor each pupil's progress through the use of a range of assessment strategies.
- To intervene to support those pupils who require additional support with their reading or writing.
- To instil pupils with a love of reading that lasts for their lifetime and help children to recognise the value of reading as a life skill.

Phonics

Where appropriate, at Grange Academy we teach Phonics and spelling using Twinkl Phonics, it is endorsed by schools and validated by the DfE.

It is a comprehensive programme that is taught from Phase 1 to Phase 6 with a multi-sensory approach. We teach ability groups so that objectives covered closely match the needs of all learners and their EHCP targets. We ensure that our Phonics programme is delivered at the pace optimal for our pupils' learning needs. Where necessary we adapt to enhance engagement and learning for our pupils making it accessible for all.

This is taught 4 times a week in Hawks and Falcons classes and bespoke sessions are delivered in ASC in groups differentiated according to pupils' phonic awareness and development. In Eagles, Kestrels and Red Kites, this is continued until phonic knowledge is secure. Here it is delivered through either small group or individual sessions depending on ability and need.

Phonics learning is further enhanced by visuals, such as sound mats and word banks enabling pupils to apply their phonetic knowledge across the curriculum. We have a wide range of decodable books that further supports this by matching their phonic ability.

Our pupils' Phonics ability is closely monitored and tracked using Phonics Tracker.

Where needed small group or 1:1 intervention is used to support and increase a pupil's Phonic knowledge and associated skills. In addition to this, we apply a range of other spelling and reading strategies to support and compliment this.

The Twinkl Phonics programme is followed, providing a synthetic approach to the teaching of phonics. Some other resources may be supplemented from other programs as teachers deem necessary e.g. Jolly Phonics songs as pupils come in with experience of different schemes. However, we are clear to follow the Twinkl Scheme approach. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned.

Phonics Overview and Progression

<table>
<tr><th>Progression</th><th colspan="2">Phonological Awareness</th></tr>
<tr><td>Phase 1
Foundation
(Nursery)</td><td colspan="2">aspect 1 environmental sounds
aspect 2 instrumental sounds
aspect 3 body percussion
aspect 4 rhythm and rhyme
aspect 5 alliteration
aspect 6 voice sounds
aspect 7 oral blending and segmenting</td></tr>
<tr><td></td><td>Phonic Content</td><td>Tricky Words</td></tr>
<tr><td>Phase 2
Foundation
(Reception)
6 weeks</td><td>19 phonemes:
set 1: s a t p
set 2: i n m d
set 3: g o c k
set 4: ck e u r
set 5: h b f/ff l/ll ss
• VC/ CVC words
• Continue oral blending and segmenting
• 2 syllable words</td><td>Read:
the
to
I
no
go
into</td></tr>
<tr><td>Phase 3
Foundation
(Reception)
12 weeks</td><td>set 6: j v w x
set 7: y z/zz qu
(i) ch sh th ng
(ii) ai ee igh oa oo
(iii) ar or ur ow oi ear air ure er
• CVC complex
• Letter names
• 2 syllable words</td><td>Read:
he, she, we, me, be, was, my, you, her, they, all, are

Spell:
the, to, I, no, go, into</td></tr>
<tr><td>Phase 4
Foundation
(Reception)
6 weeks</td><td>• adjacent consonants
CVCC
CCVC
CCV
CCVCC
CCCVC
CCCVCC
• 2/3 syllable words</td><td>Read:
said, so, have, like, some, come, were, there, little, one, do when, out, what

Spell:
he, she, we, me, be, was, you, her, they, all, are, my her</td></tr>
<tr><td>Phase 5
Year 1</td><td>• phoneme /zh/ e.g. treasure
•Graphemes:
<table><tr><td>ay- day</td><td>ew- new</td><td>oy- boy</td></tr><tr><td>ea- eat</td><td>au- paul</td><td>ir- girl</td></tr><tr><td>ie - tie</td><td>aw- saw</td><td>ue- blue</td></tr><tr><td>oe - toe</td><td>ou- out</td><td>wh- when</td></tr><tr><td>ph - photo</td><td></td><td></td></tr></table>• split digraph 'e'<table><tr><td>a-e - make</td></tr><tr><td>e-e – these</td></tr><tr><td>i-e - like</td></tr><tr><td>o-e - home</td></tr><tr><td>u-r - rule</td></tr></table></td><td>Read:
oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please

Spell:
little, one, do, when, what, out, oh, their, people, Mr, Mrs, looked, called, asked,

• read and spell fully high frequency words on 100 list</td></tr>
</table>

<table>
<tr>
<td></td>
<td>
• alternative pronunciations of graphemes:
<table>
<tr><td>i – fin, find</td><td>ow – cow, blow</td><td>y - yes, by, ve</td></tr>
<tr><td>o – hot, cold</td><td>ie – tie, field</td><td>ch – chin, scho</td></tr>
<tr><td>c- cat, cent</td><td>ea – eat, bread</td><td rowspan="3">ou – out, shoul
could, you</td></tr>
<tr><td>g- got, giant</td><td>er, farmer, her</td></tr>
<tr><td>u – but, put</td><td>a - hat, what</td></tr>
</table>
• alternative spelling for phonemes:
<table>
<tr><th>/c/</th><th>/ch/</th><th>/f/</th><th>/j/</th><th>/m/</th><th>/n/</th><th>/ng/</th><th>/r/</th></tr>
<tr><td>k</td><td>tch</td><td>ph</td><td>g</td><td>mb</td><td>kn</td><td>n(k)</td><td>wr</td></tr>
<tr><td>ck</td><td></td><td></td><td>dge</td><td></td><td>gn</td><td></td><td></td></tr>
<tr><td>qu</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>x</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>ch</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
<table>
<tr><th>/s/</th><th>/sh/</th><th>/v/</th><th>/w/</th></tr>
<tr><td>c</td><td>ch</td><td>ve</td><td>wh</td></tr>
<tr><td>sc</td><td>t(ion)</td><td></td><td></td></tr>
<tr><td></td><td>ss(ion/uer)</td><td></td><td></td></tr>
<tr><td></td><td>c(ion/ious/ial)</td><td></td><td></td></tr>
</table>
<table>
<tr><th>/e/</th><th>/i/</th><th>/o/</th><th>/u/</th><th>/ai/</th><th>/ee/</th><th>/igh/</th><th>/o</th></tr>
<tr><td>ea</td><td>y</td><td>(w)a</td><td>o</td><td>ay</td><td>ea</td><td>y</td><td>ov</td></tr>
<tr><td></td><td>ey</td><td></td><td></td><td>a-e</td><td>e-e</td><td>ie</td><td>oe</td></tr>
<tr><td></td><td></td><td></td><td></td><td>eigh</td><td>ie</td><td>i-e</td><td>o-</td></tr>
<tr><td></td><td></td><td></td><td></td><td>ey</td><td>y</td><td></td><td>o</td></tr>
<tr><td></td><td></td><td></td><td></td><td>ei</td><td>ey</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>eo</td><td></td><td></td></tr>
</table>
<table>
<tr><th>/ar/</th><th>/or/</th><th>/ur/</th><th>/ow/</th><th>/oi/</th><th>/ear/</th><th>/air/</th></tr>
<tr><td>a</td><td>aw</td><td>ir</td><td>ou</td><td>oy</td><td>ere</td><td>are</td></tr>
<tr><td></td><td>au</td><td>er</td><td></td><td></td><td>eer</td><td>ear</td></tr>
<tr><td></td><td>al</td><td>ear</td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>our</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td>
<td></td>
</tr>
<tr>
<td>Phase 6
Year 2</td>
<td>• apply phonics skills
• past tense
• suffixes -ing, -ed, -er, -est, -ful, -ly, -s, -es, -y, -en, -ment, -ness,
• longer words
• spelling rules</td>
<td>Read and spell irregular high frequency words on further 200 list, as needed</td>
</tr>
</table>

Reading

Reading Progression

Pre-Reading - Many activities take place which promote pre-reading skills. Pupils become aware of print in their environment and match pictures and words. Communication-in-Print is widely used to support understanding. Language comprehension is developed by talking, playing and reading to the pupils. Initially, they are given a picture book with no words with the intention that they will share the book and take part in a conversation generated by the pictures. Sensory Stories also encourage interaction in the ASC and according to pupil need. PECS and Widgit symbols along with

communication boards and Blanks levels are used to support pupils with additional speech and language needs.

Word Reading - Pupils are taught to recognise and read high frequency words alongside learning their letter names.

Reading Books - As the pupils progress through the Twinkl Phonics programme they begin to phonetically decode words. They have one fully decodable reading book a week from a range of different reading schemes including those that are more suitable and appealing in their content to older students working at levels 2-6. This is to support their learning and to build confidence as readers. In addition, pupils also choose a reading book from the library where they are organised into coloured book bands. Pupils are assessed termly and move onto the next book band when their fluency and understanding show that they are ready.

See and Learn - 'See and Learn' is an intervention for pupils who are not making expected or sustained progress in phonics. We recognise phonics is not suited to all learners. Using a whole word reading approach we support reading and language attainment. The programme is designed to teach pupils with Down syndrome early vocabulary, sight words, simple phrases and sentences, and grammar rules. Learning to read offers the pupils concrete, visual representations of language concepts to support the development of their spoken language skills. The approach can be used to support a plethora of different needs and is used at Grange Academy as a targeted intervention.

VIPERS – We use VIPERS to ensure the consistency in the teaching of comprehension. VIPERS stands for

Vocabulary **I**nference **P**rediction **E**xplanation **R**etrieval **S**equence (or **S**ummarise in Kestrels)

In Kestrels and Red Kites, the language used reflects the language used in the exam syllabus studied.

Free Reading - Pupils move through the Book Bands until they reach the required standard to become a Free or Adult Reader.

Writing

Writing Progression

Handwriting – Pupils follow the Twinkl handwriting scheme. See example below. It takes learners step-by-step from developing fine motor skills and mastering letter formation to writing fluently and legibly with confidence. Within each of the 6 steps, there are dictation activities and skills development sheets to encourage the consolidation of skills and assess handwriting progress. Pupils are introduced to the foundations of letter formation and also develop their fine motor and gross motor skills.

Spelling – Initially spelling is taught through the Twinkl phonics scheme, phases 2-5. Following this we use the Twinkl PlanIt spellings as its flexible and structured framework. The content is linked to national curriculum objectives but adapted to meet the needs across our school. Spelling is taught through multi-sensory, small step and repetitive learning strategies. Assessment is based on progress from each learner's starting point.

Talk for Writing – Talk for Writing is an engaging teaching framework based on the principles of how pupils learn. It enables pupils to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. The Talk for Writing approach enables pupils to read and write independently for a variety of audiences and purposes within different subjects. The approach moves from dependence towards independence and creativity.

Punctuation and Grammar – Grammar is taught through lots of sentence work, pupils are encouraged to applying newly learnt skills into sentence writing. Colourful Semantics is used in nurture classes. It breaks sentences into their core grammatical components, assigning each a specific colour to illustrate its role in the sentence. is designed to teach the pupils grammar in stages and builds on previous knowledge. As pupils build their knowledge, they learn how to structure more complex sentences, using grammar and punctuation correctly. As pupils become more grammatically aware, they are encouraged to recognise sentences, expect them to make sense and use basic sentence structures in their own writing. Once pupils are familiar with a grammatical concept, we encourage them to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Older pupils working towards exam outcomes in English are taught grammar and punctuation relevant to achieving the qualification.

English Across Grange

Probes - Pupils in nurture groups have daily personalised reading and spelling input through a probe book that is updated weekly to support understanding.

ICT and English – There are a range of apps and platforms available to support our pupils in their reading. These are offered according to need, ability and interest. Platforms include, Lexia, Prodigy This reading and literacy program has been introduced across the school. Pupils work independently to develop critical reading, writing and language skills. Pupils can also access many of these programs at home to support their learning in school.

English Lessons - As part of English lesson each class will use a common text each term. The exception to this is the GCSE class in Red Kites, who follow the programme of study to prepare them for this qualification. This allows for pupils to focus on comprehension, specific features and the development of a wide range of reading strategies as well as writing for different purposes. Texts may be fiction or non- fiction. Other texts from a range of genres and with a range of purposes will also be experienced in order to offer pupils a breath of material from real life and to increase their understanding of the world around them. The text will be used as a starting point for reading and writing texts from a range of different and more challenging genres.

A Literacy Rich Curriculum - All subject areas support the delivery of high-quality literacy skills. Key vocabulary is displayed in classrooms or on learning materials, and texts central to lessons are read by pupils. All staff are informed termly of the reading and spelling levels of the pupils they teach and ensure that materials are appropriate and accessible. Staff are trained in how to encourage segmenting and blending and other relevant decoding skills.

Displays - The Grange Academy display policy sets out the importance of a reading rich environment by outlining the inclusion of the following: headings, with an explanation of what the board is about; subheadings with student explanation; keywords, phonemes and handwriting support for literacy; key

vocabulary relevant to the theme of the display to support language requisition and refinement and Communicate in Print symbols to support understanding of language.

The Library – The library books are organised according to book band levels so that every student can access books that are appropriate to them. There is also a large non-fiction section and a reading nook with a selection of magazines and picture books and comfortable seating. Books are chosen to give pupils a broad understanding of the world and to reflect diversity of cultures and lifestyles. All pupils may select up to 2 books at a time that they can take home to read. The library also provides a range of sensory story boxes and a selection of fiction and non-fiction boxes based on the termly topics for teachers to borrow for their classes.

Assemblies - Assemblies are an opportunity for the whole school to come together either in person or virtually. The assembly is always accompanied by a presentation that allows for students of all reading abilities to access. In addition, form assemblies are conducted by one class and all pupils participate many of them reading out what they have written.

Reading for Pleasure - At Grange we have a programme of different activities and events to encourage reading for pleasure. It can take a variety of forms: older students reading to younger students; stronger readers listening to reluctant readers; collaborative play reading and groups sharing a book together. Each class has the opportunity to visit the library weekly to select book band books and have time in their classrooms for reading for pleasure. All classrooms have their own class library with books chosen to reflect the topic and interests of the class. Every year we celebrate World Book Day with an activity to inspire all pupils, themed dressing up and reading and a book sale. We also have strong links with our local library, by organising class or group visits throughout the year.

Assessment and Monitoring

Assessment and monitoring are central to ensuring that each pupil is able to make appropriate progress. This is conducted termly, using spelling tests, PM Benchmark Assessments, The Grange Steps and Phonics Tracker, which is fully aligned with the Twinkl Phonics programme. These tests ensure progress in the skills needed for literacy.

After each round of assessment, pupils' reading book band are re-set and their spelling ages revised. They are then matched to the appropriate decodable books. Pupils who would benefit from intervention are also identified at this point. It also contributes to progress towards each child's EHCP targets to be discussed at their Annual Review meeting.

In Key Stage 4 students will work towards an external qualification in one or more of the following where appropriate:

- Functional Skills English Entry Levels1-3
- Functional Skills English levels 1
- GCSE English

The English Lead will regularly monitor delivery and progress of reading across the school. This will be done largely through learning walks, lesson observations, book scrutiny, monitoring of the administering of tests, checking planning and analysis of pupil progress.
Assessment should be used as a tool to inform future planning and teaching both for classes and for individual pupils.

Intervention

Intervention is delivered in several ways, it may be through 1:1 phonics sessions with a phonics trained member of staff, small group activities, or in class-based target work. Intervention is closely monitored by the English Leads and SLT to measure impact and identify the next steps.

Parents/ Carers

We encourage parents to listen to their children read at home and to read to them. We hold an annual Parent Workshop to demonstrate the principle of synthetic phonics and to demonstrate ways in which they can help their child at home with their English. Where pupils also have an appropriate target on their Individual Education Plan to enhance their literacy skills, Parents are informed of these targets and encouraged to support their child as detailed in their child's EHCP.