



**FACT**

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# **Fairchilde Academy Community Trust (FACT)**

**FACT Schools are Fairchilde Primary School,  
Rowdown and Monks Orchard Primary School**

## **English Policy**

**October 2025**

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## **Introduction**

At Fairchilde Academy Community Trust (FACT), we believe that a love of language, reading and writing is fundamental to every child's education. We are committed to ensuring that every pupil has the opportunity to develop as a confident communicator, able to express themselves clearly and effectively in both spoken and written forms.

For us, English is not simply a subject on the timetable; it is the foundation for learning across the curriculum and for success in life beyond school. We are dedicated to fostering enthusiasm for reading, writing and oracy, equipping children with the tools they need to achieve academically, to participate fully in society, and to develop a lifelong passion for language.

This policy sets out the shared principles and approaches to the teaching of English across the Trust. While each of our schools has its own unique character and community, we are united in our commitment to high-quality teaching, inclusive practice, and inspiring every child to become a confident reader, writer and speaker.

This policy outlines the principles and approaches for the teaching of English across all FACT schools. It applies to all staff involved in the planning, delivery and assessment of English, and should be read alongside the Trust's Curriculum Policy and Assessment Policy.

## **Aims**

Our aim across the Trust is to foster a lifelong love of reading and writing. We want children to communicate confidently and appropriately in spoken and written forms, and to experience a wide and diverse range of texts that both reflect and expand their understanding of the world. We are committed to supporting children in developing accuracy, literacy, fluency and creativity, and to ensuring that English teaching reflects the diversity of our society and the experiences of our pupils.

## **Reading**

Reading is central to English learning at FACT. Children are taught to decode through systematic phonics teaching, delivered daily in the Early Years and Key Stage 1, with additional support continuing into Key Stage 2 where needed. This ensures that all pupils gain the foundational skills required for fluent reading. Alongside phonics, pupils are exposed to a broad range of high-quality texts, both fiction and non-fiction, which broaden vocabulary, stimulate imagination and build knowledge.

Teachers read aloud to children daily, modelling fluency and expression while sharing the enjoyment of stories and language. Pupils also have regular opportunities for independent, paired, group and whole-class reading. Reading comprehension is taught explicitly, enabling pupils to explore vocabulary, develop inference skills, and engage critically with texts. Families are encouraged to support children's reading at home through the use of reading records, access to libraries and online platforms, and through regular communication with school.

Reading for pleasure and reading for purpose are both valued equally. Pupils learn to navigate different genres and text types, developing stamina, critical thinking and an appreciation for how reading supports learning across the curriculum.

### **Reading Culture and Enrichment**

We want all children to see reading as a source of enjoyment as well as learning. Across the Trust, we actively promote a culture of reading for pleasure. This includes regular opportunities for children to hear stories, take part in reading assemblies, attend author visits and join in with themed events such as World Book Day. Book fairs and reading competitions provide further opportunities to celebrate reading and to create a vibrant culture around books.

Every classroom has an inviting reading environment, with spaces where children can access and share books freely. Parents and carers are encouraged to be active partners in supporting their child's reading journey, with initiatives such as home reading records and book swaps ensuring that all children have access to books both at school and at home.

### **Writing**

We believe that children learn to write best when they are immersed in high-quality texts that serve as models for their own writing. Writing lessons are designed to be engaging and purposeful, often beginning with discussion, drama or role play to generate ideas - talking is an essential part of our writing curriculum. Teachers model writing and provide scaffolds such as toolkits, word banks and sentence structures, enabling children to write with confidence and independence. Writing is celebrated through displays, publications, and performances, helping pupils to develop pride in their work and to see themselves as authors.

Pupils are taught to write for a range of audiences and purposes, with explicit attention given to accuracy, editing and redrafting. Across the Trust, writing is planned carefully

to ensure clear progression in vocabulary, sentence construction and overall composition, allowing pupils to build on their prior learning at each stage.

### **Oracy**

Strong oracy skills are the foundation for success in English and beyond. At FACT, oracy is taught explicitly and embedded across the curriculum. Children are given opportunities to practise storytelling, oral retelling of texts, drama, performance, discussion and debate. These activities allow pupils to develop confidence in speaking for a variety of audiences and purposes. Teachers model high-quality spoken language and provide structured opportunities for talk, such as partner work, guided discussions and group problem-solving. Pupils are encouraged to use subject-specific vocabulary and to communicate their ideas with clarity and confidence.

### **Grammar, Punctuation, Spelling and Handwriting**

Grammar, punctuation and spelling (GPS) are taught explicitly across the Trust in regular sessions that follow a whole-school progression document. This ensures that teaching is consistent and sequential, giving pupils a secure grasp of the building blocks of written English. These skills are also reinforced within English lessons, where children apply their learning in meaningful contexts.

From Key Stage 2 onwards, teaching also includes morphology and etymology, helping pupils to understand spelling patterns, prefixes and word origins, and to use this knowledge to broaden vocabulary.

Handwriting is taught systematically from the Early Years through to Key Stage 2 using the Trust's agreed handwriting scheme which uses Berol cursive with adaptations for capital letters and is modelled consistently by all staff in classrooms, marking and displays. Children are supported to develop fluent and legible handwriting through regular practice, enabling them to present their work with pride.

### **Assessment**

Assessment in English is ongoing and informs planning and teaching at every stage. In the Early Years, pupils are assessed against the Early Learning Goals. Children in Year 1 complete the statutory Phonics Screening Check, with resits provided in Year 2 where necessary. At the end of Key Stage 1, the Trust will make the decision each year as to whether to sit the optional Key Stage 1 tests. At the end of Key Stage 2, statutory assessments are undertaken in line with national requirements.

Teacher assessment is carried out regularly to monitor progress in reading, writing and phonics, with records maintained to track development over time. Formative

assessments are embedded in daily practice, allowing teachers to identify pupils who require additional support or challenge, and to ensure that all pupils are making sustained progress.

The Trust ensures consistency in assessment through regular moderation across schools. Assessment data informs planning, intervention, and professional development, ensuring that teaching is continually responsive and evidence-based.

### **Inclusion**

We are committed to ensuring that every child has equal access to high-quality English teaching. Lessons are adapted to meet the needs of pupils with SEND, those who are learning English as an additional language, and those who are more able. Texts are carefully selected to reflect the diversity of our pupils and wider society, ensuring that all children see themselves represented in the curriculum and that their cultural capital is broadened. Differentiated resources, visual supports, targeted interventions and adult support are used to ensure that all pupils can succeed. Provision for individual needs is guided by whole-school SEND and Gifted & Talented policies, ensuring a consistent and inclusive approach across the Trust.

### **Monitoring and Evaluation**

Implementation of this policy is monitored by English subject leads in each school and overseen by the Trust's English Team. Monitoring includes lesson observations, book looks, pupil voice and data analysis. Findings inform professional development priorities and policy updates.

***This policy will be reviewed annually, or sooner if statutory requirements or curriculum developments necessitate changes.***