



English Policy

Approved by:
B.Suddhi

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Signed by:

Headteacher

Date: February 2026

Chair of governors

Date: February 2026

Our school aim and vision

At Pear Tree Infant School, we are passionate about reading and promoting a love of books. In order for our children to thrive and excel in phonics, reading, writing and spoken language we pride ourselves in facilitating a rich environment which celebrates pleasure for reading.

We recognise the importance of reading quality texts to our children on a daily basis. In addition to this we actively facilitate opportunities for parents to share quality first reading experiences within the school setting. Valued stakeholders such as the governing body and wider community share our vision for reading and regularly visit our school to enhance this provision for our children.

Establishing a firm basis through promoting a love of reading and books is the basis through which we facilitate the quality first teaching of phonics, reading and writing. A crucial component to this is our school vision for the promotion of vocabulary and spoken language. Providing children with memorable experiences which enhance their vocabulary and give rise to using new vocabulary in varied contexts is an important aspect to our English curriculum.

A well-established English curriculum which is bespoke to the distinctive needs of our children forms the basis for all teaching and learning. The English subject is planned and delivered through a holistic approach which enhances the quality of the wider curriculum.

Our aim for children at Pear Tree Infant school is to be able to confidently articulate their thoughts and feelings. To be able to embrace a love of reading to become lifelong learners. To be able to utilise the skill of writing to express their imaginations.

The teaching of phonics at our school

At Pear Tree Infant school, we follow the well-established Essential Letters and Sounds programme. We deliver a systematic phonics lesson structure which embeds a deep knowledge of phonological awareness which will support children 's reading fluency and writing stamina.

We embed a rigorous approach which is based around quality first teaching. We recognise that key groups of children may need additional support to reach age related expectations in phonics. We target and support children to ensure that they make accelerated progress.

The teaching and learning of phonics in the early year's foundation stage

Children in the early year's foundation stage will;

- Have exposure to an enriched environment which focuses on linking sounds to letters.
- Draw on all areas of the foundation stage curriculum through the promotion of high quality phonics teaching.
- Be encouraged to apply knowledge of phonics in every day spoken language.
- Have access to an adult led story session daily which promotes the love of books and reading for pleasure.

- Participate in a discreet high quality phonics teaching and learning session on a daily basis.
- Be able to sight read and write thirty-three common exception words and refer to these as 'tricky words'.
- Have secured phoneme grapheme correspondence up to phase four of the letters and sounds programme by the end of their third term.
- Receive targeted support to reach age related expectations in phonics if required.
- Learn letter names.

The teaching and learning of phonics in year one

Children in year one will;

- Securely acquire a deeper knowledge of diagraphs, split diagraphs and trigraphs.
- Independently access phonic resources to apply in all areas of the curriculum for both reading and writing.
- Independently blend and segment consonant, vowel consonant words.
- Independently read and spell simple two syllable words and captions.
- Continue to learn letter names and distinguish with confidence the corresponding phoneme.
- Be able to sight read and write forty-two common exception words and refer to these as 'tricky words'.
- Have secured phase five of the letters and sounds programme by the end of their third term.
- Receive targeted support to reach age related expectations in phonics if required.

The teaching and learning of phonics in year two

Children in year two will;

- Confidently apply well established knowledge of grapheme phoneme correspondence in both reading and writing.
- To consistently access phonic scaffolding as a means of enhancing independent reading and writing.
- To further enhance a deeper knowledge and understanding of more complex spelling patterns.
- To revisit and review the spellings of all taught common exception words and to apply these in reading and writing with growing accuracy.
- Receive targeted support to reach age related expectations in phonics if required.

The teaching of reading at our school

Our fundamental philosophy for promoting a love of reading stems from giving every child the opportunity to experience an enriched reading experience on a daily basis. The school environment features reading, a love of books and an exuberance for story telling as crucial to all aspects of learning.

The teaching and learning of reading in the early year's foundation stage

Children in the early year's foundation stage will;

- Begin to read and understand simple sentences using taught phonic knowledge.
- Begin to sight read some common exception words to encourage growing fluency.
- Demonstrate an understanding of what they have read when talking to others.
- Actively engage and seek out reading opportunities during child initiated learning.
- Have exposure to the agreed school reading buddies.

The teaching and learning of reading in year one

Children in year one will;

- Apply phonic knowledge and skills to decode words with growing accuracy and fluency.
- Apply a growing accuracy when reading common exception words.
- Be able to accurately blend sounds in unfamiliar words.
- Independently read aloud accurately books which are consistent with their growing phonic knowledge.
- Confidently articulate their opinions regarding favourite books, characters and familiar stories.
- Have a deeper knowledge and understanding of how the agreed school reading buddies aid reading skills.

The teaching and learning of reading in year two

Children in year two will;

- Confidently be able to read varied texts fluently without overtly sounding out and blending.
- Have a deeper knowledge and understanding of common suffixes and be able to read more complex words.
- Attain an understanding of varied common exception words and apply sight recognition reading skills.
- Confidently articulate the purpose of the agreed school reading buddies and transfer this knowledge to strengthen comprehension skills.
- Confidently articulate their opinions regarding favourite authors and genres.
- Select varied reading materials which enthuse and encourage a love of reading.

The teaching of writing at our school

Our school provides first hand experiences and enrichment opportunities as a daily stimulus for purposeful short burst writing. We provide children with a bank of vocabulary which is consistently embedded through a holistic topic based curriculum. The wider school environment enhances children's independent skills of spoken language and written language through providing an array of working walls. A robust scaffolding system is deployed in each class to enable children to demonstrate a

growing independence of writing. Expectations for handwriting are explicitly progressive from each phase within the setting and modelled daily.

The teaching and learning of writing in the early year's foundation stage

Children in the early year's foundation stage will;

- Have enriched writing opportunities to enhance the emergence of early writing on a daily basis.
- Make phonetically plausible attempts within writing using agreed school scaffolds.
- Write simple sentences using common exception words which can be read by others.
- Be encouraged to demonstrate a growing confidence to engage in writing opportunities within all areas of the early years' provision.
- Form letters with growing confidence and understand the importance of written presentation.

The teaching and learning of reading in year one

Children in year one will;

- Write from memory simple sentences dictated by the teacher including common exception words.
- Independently use scaffolding systems to improve writing fluency and content.
- Understand the importance of correct posture and pencil grip when writing.
- Demonstrate a growing confidence in forming letters with horizontal strokes.
- Be encouraged to revel in the enjoyment of writing.
- Use grammatical terminology when discussing their writing.
- Begin to review their writing to make amendments.

The teaching and learning of writing in year two

Children in year two will;

- Develop a positive attitude towards a stamina for writing.
- Have the opportunity to write in differing genre forms.
- Acquire skills to draft, write, review and edit work.
- Demonstrate a growing confidence in forming letters with diagonal and horizontal strokes needed to join letters.
- Instinctively use the scaffolds on offer to independently enhance writing outcomes.

Every teaching and learning opportunity at our school is hinged on the intrinsic, holistic provision of phonics, reading and writing. The importance and recognition of reading, writing and speaking is at the heart of all experiences.