

# English Policy

Reviewed September 2021



**The Stour Academy Trust**

## **Intent**

Our intent is to develop in our pupils the ability to communicate effectively in speech and writing, and to listen with understanding, enabling children to succeed in education, employment, participate fully in society and promote mental wellbeing. We aim to develop children into enthusiastic, fluent and responsive readers and writers who can learn and gain pleasure from producing and reading the written word. We strive to provide pupils with opportunities to interrelate, consolidate and reinforce English skills within a broad and balanced curriculum, facilitating the development of Building Learning Power Skills and opportunities to explore and communicate British Values. Children should be able to communicate their ideas and emotions to others effectively. A range of technologies are embraced to develop English learning. This policy needs to be read in conjunction with the Phonics, Feedback, Assessment, Homework and Teaching and Learning policies and the Reading, Handwriting and Phonics guidance.

Children deserve:

- to be set appropriate learning challenges
- equal access and opportunity to be taught well and be given the opportunity to learn in ways that maximise their chances of success as well as reaching their full potential
- to have adults working with them to tackle the specific barriers to progress they face

*"Excellent teaching gives children the life chances they deserve... Enjoyment is the birthright of every child. But the most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged - but what excites and engages them best is truly excellent teaching."*

Our intent for children is by the end of Key Stage 2 to be able to:

- achieve their full potential in all aspects of English.
- read and write with confidence, fluency, understanding and enjoyment, demonstrating a range of independent strategies to self-monitor and correct.
- develop their oral and listening skills through drama, assemblies and other structured activities.
- have an interest in texts and read for enjoyment, as well as understand a range of text types and genres.
- be able to write accurately, and in a variety of styles and forms appropriate to different audiences and purpose.
- develop a broad vocabulary, with depth of understanding to articulate and elaborate their oral and written responses clearly, and to acquire the skills to continue to develop their lexicon.
- appreciate British literary heritage after experiencing different historical authors of fiction.
- confidently communicate ideas and knowledge through formal presentations, informal dialogue, debate and demonstrations with and to others.

## **Implementation**

### **Planning**



In planning teachers:

- Ensure coverage of the National Curriculum Programme of Study for English 2014.
- Use the long-term genre planning document to ensure coverage of text types for their year group, as well as revise earlier text types.
- Technical skills being taught and meaningful opportunities through the texts/topics form the basis for genre focus, ensuring aspects such as grammar and punctuation are appropriate for audience and purpose. (skills progression taken from written steps)
- Identify the appropriate learning strategies required, including aspects of Talk4Writing in EYFS/KS1 and part of year 3. A T4W cycle will include:
  - Retelling the text
  - Story mapping
  - Boxing up of structure – reading as a writer
  - Co-constructing of tool kits
  - Short burst writing – skills progression taken from writing steps
  - Innovation
- Children must be given opportunities to plan writing, the amount of planning will depend on the genre and children's knowledge of it, consideration of the genre and children's familiarity will affect the amount and style planning e.g. whether segmented during the process or at the beginning.
- KS2 writing cycle will include planning, translation, evaluation and revision; this maybe cyclical with processes revisited e.g. editing will be throughout as well as evaluated and revied at the end of the cycle.
- When appropriate paragraph planners could be used, but will be constructed with the adult
- Plan for opportunities for cross-curricular writing where appropriate.
- Ensure children have opportunities to see high quality, authentic model texts on which to base their own writing.
- Give opportunities for speaking and listening - -audio, video or debate
- Where appropriate incorporate other modes of communication – multi-modal

## Writing

To develop our pupils as writers we:

- Provide children with authentic the opportunity to write independently regularly for a range of purposes/audiences. Purpose and audience will drive decisions around planning e.g. skills taught, planning, vocabulary, final product.
- Demonstrate, model, explain, question and discuss how to write effectively. Ensure teachers model good writing and there is evidence in books/ OneNote of purposeful, quality writing regularly with daily writing opportunities.
- Encourage children to write with interest, commitment and enjoyment through careful, relevant and creative planning.
- Provide children with daily opportunities to write effectively for a range of readers, adapting their vocabulary and style as appropriate.
- Show children how to evaluate and improve their own writing.
- Show children how to use punctuation to make meaning clear to their reader.



- Give children the knowledge and the strategies to become confident and accurate spellers through systematic teaching in context.
- Teach children a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.
- Teachers use a range of strategies including modelled writing or shared writing.

### Assessment

- Children are given opportunities to evaluate and reflect on their own work in order that they may develop their own sense of achievement.
- Teachers give clear feedback to children, so they know if they have achieved their next steps to inform the next piece of writing and discuss their next step

## EGPS and Vocabulary

### Spelling

- Year 1 include the phonics phase and graphemes/phonemes being taught during that term, informed by Little Wandle letters and sounds.
- Y2 – Y6 use No Nonsense Spelling Programme and integrated into the teaching of writing.
- KS2 follow the revise, teach, practise, apply, assess cycle, ensuring there are strategy focused sessions appropriate to the year group incorporated too.
- KS2 will build a bank of spellings in OneNote where available or spelling journals (if not to refer to spelling rule. E.g. 'ible' page 'ciuos' page - – that includes word, video and activities where possible
- The spelling strategies are sent home to parents termly with example words and games to play to reinforce the spelling pattern.

### Grammar and punctuation

- Planning includes grammar and punctuation focuses for that week.
- Grammar and punctuation skills are linked to the text type being taught so that skills can be embedded and applied through whole class teaching and in the children's writing in a meaningful way that focuses on audience and purpose.
- KS2 will build a bank of grammar in OneNote where available e.g. expanded noun phrase page – that includes word, video and activities where possible

### Vocabulary

- Linking of reading and writing supports the children in using an increasingly broad range of vocabulary relevant to the audience and purpose of their own writing by providing high quality examples.
- In reading sessions, a focus on first read skills develops inference skills which in turn supports the acquisition of vocabulary and vice versa.
- Vocabulary is taught explicitly, in a whole class 5 minute input, with the focus mainly on tier 2 vocabulary, and tier 3 when writing about a specialist subject (e.g. science).
- KS2 will build a bank of vocabulary in OneNote where available
- A cross-curricula approach to planning and teaching facilitates repeated use of vocabulary to embed meaning.



## **Handwriting**

- Year 1 - use T4W books to develop handwriting with opportunities for handwriting set-up during the daily routine (e.g., self-registration, labelling) with opportunities for writing in the continuous provision.
- Year 2 -
- Y3 – Y6 – Will use a hybrid of digital inking and written work where appropriate, offering supplemented session of handwriting where child need exists.
- EYFS – Children are taught explicitly to print and teachers model in print and when writing handwritten labels and when marking.
- Y1 – 6 - Teachers use the cursive style on the board/ OneNote (see Handwriting guidance),
- Teachers are expected to model handwriting through their own good practice.

## **Speaking and Listening**

To develop our pupils as speakers and listeners we:

- Give them opportunities to express their ideas to a range of audiences.
- Give them opportunities to take part in group discussion and drama activities.
- Encourage them to listen and respond appropriately to others.
- Help them to understand the need to adapt their speech to different situations.
- Give them opportunities to evaluate and reflect on their own speech.
- Encourage them to use the vocabulary and grammar of Standard English whenever appropriate.

Teachers provide opportunities for children to talk, both formally and informally within the classroom across the whole curriculum. Children are taught that different modes of expression, as well as language, may be appropriate in different situations. Opportunities are given for children to carry out different types of speaking, e.g. predict, reflect, recall and imagine.

## **Entitlement and Equal Opportunities**

The school has an Equal Opportunities Policy; in addition to applying this, we will ensure that:

- All children cover the content made statutory by the programmes of study within the National Curriculum for English.
- Children access the curriculum at the appropriate level, thus ensuring progression and differentiation.
- Suitable resources and learning environments are available.

## **SEN and Inclusion**

We will ensure that:

- The class teacher, SENCO and the English Coordinator liaise to ensure that individual needs of pupils are met and that appropriate targets are set and regularly reviewed.
- Teachers set high expectations and appropriate targets which are also reviewed regularly; teachers differentiate questions and activities to allow all children access to learning.



- Children with learning difficulties are diagnosed and provision is made for individual needs.
- Where necessary, outside agencies are involved (SEN policy).
- Parents are kept informed and are encouraged to support their child's learning through homework activities and termly targets.
- Adult support is used in school to support groups/individual children.

*The Board of Directors reviews and approves this policy every two years. It may, however, review this policy earlier than this if the Government produces new regulations, or if it receives recommendation on how this policy might be improved.*

