

## English Policy

***THIS POLICY NEEDS TO BE READ ALONGSIDE OUR CURRICULUM POLICY AND READING POLICY***

### Policy Monitoring, Evaluation and Review

This policy is effective for North Mead Primary Academy.

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### Revision History:

Version	Date	Author	Summary of Changes:
0.1	September 2016	BB	Newly implemented academy policy
0.2	October 2018	BB	Updated to reflect Trust name change
0.3	February 2020	BB	Reflect new curriculum

## English Policy

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and listening across a range of different situations.

*For more information about reading, please see the separate reading policy.*

### Aims

- to enable children to speak clearly and audibly, and to take account of their listeners
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal through a variety of drama activities
- to help them to become confident, independent readers, through an appropriate focus on word, sentence and text level knowledge
- to develop enthusiastic and reflective readers through contact with challenging and substantial texts
- to foster enjoyment of writing, and a recognition of its value
- to encourage accurate and meaningful writing, be it narrative or non-fiction
- to improve the planning, drafting and editing of their written work.

### Teaching and learning style

At North Mead Primary Academy, we use a variety of teaching and learning styles in our English lessons. Our principal aim is to develop children's knowledge, skills and understanding. We do this through daily lessons in which children experience phonics/spelling, grammar, reading, writing, a guided or independent activity and time to review progress and learning. Children will experience a balanced amount of each activity during a block of work. They have an opportunity to experience a wide range of texts, and to support their work with a variety of resources. Children use ICT in English lessons. Wherever possible, children are given opportunities to apply their learning in other areas of the curriculum. Our book led curriculum gives them regular opportunities for "real" audiences and purposes to write.

In all classes, children have a wide range of abilities; we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in others we ask the children to work from the same starting point before moving on to develop their ideas.

### Planning

- English is a core subject in the National Curriculum. We use the statutory requirements to support planning.
- Books are at the basis of our whole school curriculum. There are writing knowledge organisers for each of the main topics, these outline the expectation for each year group as well as the text types that need to be covered. See website for English text type overview.

- Our assessment grids, Read Write Inc (FS and KS1), Alan Peat and the English Programmes of Study, inform planning. Grammar is taught through the wider English curriculum. Spelling is planned and taught through the curriculum spelling rules found in the English Programmes of study. Sentence structure and developing cohesion is planned using the Alan Peat developmental continuum. (See website for sentence progression sheet)
- Teacher use school created documents to support them with their planning e.g. knowledge organisers, spelling progression document and reading progression document. All of these documents can be found on the school's website.
- Curriculum coverage and genres are built on year on year
- The curriculum for each year group is shared on the school's website.

Topic Books						
Y1	The Gruffalo	Peepo!	Hassan and Aneesa	George Saves the World	Rama and Sita	Stanley's Stick
Y2	The Darkest Dark	The Baker's Boy	Found	Macbeth	Festival and Celebrations	Chopsticks
Y3	Brother Eagle, Sister Sky	Escape from Pompeii	Hindu Stories	Stone Age Boy	Our House is on Fire	Outlaw
Y4	Escape from Rome	The Butterfly Lion	Vaisakhi	The Iron Man	Marli's Tangled Tale	Harry Potter
Y5	The Great Kapok Tree	How to be a Pirate	The Good Samaritan	Percy Jackson	Grandad's Island	Stormbreaker
Y6	The Red Pyramid	War Horse	Planet Omar	Fantastic Beasts	Azzi In Between	Seasons of Splendour

### The Foundation Stage

In addition to following Read, Write Inc, we give all children the opportunity to communicate in a widening range of situations. In a free flow system, they respond to adults and each other, listen carefully and practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

### English and Inclusion

At our school, we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all responsible steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors- classroom organisation, teaching materials, teaching style, differentiation- so that we can take additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against year group expectations. This ensures that our teaching is matched to the child's needs.

### Assessment

Assessment for learning Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Children are encouraged to make judgements about how they can improve their own and other's work.

They then use purple polishing pens to improve their work and may go on to present it as a polished piece.

Teachers use medium-term assessments to measure progress against the Key Performance Indicators and our assessment grids, this enables them to plan their next block of work. Accelerated reader is used within school to track the children's progress within reading.

Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, they are able to summarise the progress of each child before reporting to parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.

These long-term assessments are based on teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6.

Teachers meet to review and moderate examples of work against the Key Performance Indicators and assessment grids within year groups at school and with the trust to moderate written work.

### Resources

There is a range of resources to support the teaching of English across the school. Classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet either through their classroom computer, the laptops or iPad. The library contains a range of books to support children's individual research. Resources are reviewed regularly and new material purchased where appropriate.

### Monitoring and Review

Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of the Reading, Writing and Speaking and Listening Coordinators. The work of the subject coordinators also involves supporting colleagues in their teaching and being informed about current developments in the subject. The Curriculum Leader provides a strategic lead and direction for English in the school.

The subject coordinators gives the Principal and senior leadership team feedback, evaluating the strengths and weaknesses in the subject, and indicating areas for further development and improvement. Time is allocated in which to review samples of children's work and to undertake lesson observations of English teaching across the school. Teachers also take part in cross trust standardisation to ensure judgements made are accurate.