



## The Saints' Academies Policy for English

### Introduction.

#### Vision

It is our vision to create a community of resilient and adaptable children who can express and communicate confidently with others, developing their character and enabling them to flourish together. We aim to develop a lifelong love for reading and writing through exposing them to a wide range of quality authors and genres.

English and Literacy contribute to the school curriculum by developing pupils' abilities to speak, listen, read and write for a wide range of purposes using language to learn and communicate ideas, views and feelings.

The pupils in our academies will be taught in a safe, secure and stimulating environment enabling them all to achieve their potential in the areas of English. Every child will be revered and respected as part of our school community and loved as one of God's children.

#### Purpose

- To promote a shared love and understanding of literacy;
- To establish high expectations for teachers and pupils
- To promote continuity and coherence across the school.

#### Aims.

The aims of teaching English are:

To develop pupils' confidence in themselves as skilled communicators, to make relevant contributions and learn how to listen attentively to others.

To enable pupils to adapt their speech to a widening range of circumstances and demands.

To develop pupils' interest and pleasure in reading, so that they can read independently, understand the meaning and express views about their reading.

To ensure that pupils read with fluency, accuracy and understanding across a range of texts, both fiction, non-fiction and IT based texts.

For pupils to enjoy writing and to see the value of it.

To provide stimulating opportunities for pupils to be creative writers of text and to express themselves, in writing, with confidence.

To enable pupils to become independent writers of texts, which are accurately spelled, punctuated correctly and which communicate meaning in narrative and non-narrative forms.

To enable pupils to use the planning, drafting and editing processes to improve their written work and sustain their writing of fiction and non-fiction.

To enable pupils to develop correct formation and size of letters in EYFS with increasing

fluency and speed.

To enable all pupils, including those with SEN (Special Education Needs), to access the curriculum appropriate to their needs by using relevant resources and adaptations.

#### Organisation and methodology.

English is a core subject of the National Curriculum. The fundamental skills, knowledge and concepts are set out in "English in the National Curriculum" where they are categorised into:

Speaking and Listening

Reading

Writing

For Early Years English is delivered through the EYFS Profile.

Opportunities for pupils to practice and extend their English skills will be provided and linked to other curriculum areas wherever possible.

Pupils are taught as individuals, in groups and as classes. Various approaches are adapted and integrated to meet the needs of the individual. A flexible approach is taken in the use of different methodologies and materials.

Work in Speaking and Listening, Reading and Writing is integrated throughout English and through all other curriculum areas and the links between these are made explicit to the pupils. English and the skills of Literacy are seen as the media through which pupils learn and they are drawn on extensively in other subject areas.

#### Phonics and Spelling

Children are supported to blend letters to read and segment words to spell.

The children are grouped according to ability. A DFE approved scheme, Twinkl, is followed alongside the statutory curriculum objectives. Consolidation and extension activities are used where required.

Assessments are carried out regularly to identify next steps in learning. This approach gives the children the skills and the confidence to read and write fluently, empowering them to become independent learners. Grammarsaurus is used for spelling.

#### Speaking and Listening is developed through:

Story telling

Describing and listening to events and experiences

Speaking and listening appropriately to different audiences including peers, teachers and other adults

Speaking and listening appropriately in a variety of contexts across the curriculum.

Group discussion and interaction

Drama and role-play activities

Reading aloud

Debate and presentation

Worship and music

Performance poetry

### Reading

A love for reading is fostered through:

High quality, age-appropriate texts available in every classroom.

Opportunities for a shared story.

Regular guided or whole class reading.

Well-structured and engaging reading schemes for use at home.

Reading challenges.

Opportunities to celebrate reading.

Use of high-quality texts to establish a link between our reading and writing.

### Writing is developed through:

The provision of opportunities to practice a wide range of forms of writing, including narrative, poetry, reports, instructions, captions and lists, persuasive writing and play scripts.

Providing opportunities to write appropriately for a range of audiences.

Teaching pupils the main rules and conventions of written English.

The prevalence of grammar and punctuation in context is high.

Teaching pupils to be self-critical and to use planning, drafting and editing processes to improve their work.

### Handwriting

Teaching pupils to use a legible cursive style of handwriting when they are ready for this and making them aware of the importance of clear, neat presentation in order to communicate effectively. This is practiced on a daily basis.

### **Support for all our pupils in English, including those with SEN**

Teaching and learning in English is adapted to meet the needs of all learners through high-quality inclusive practice. Staff use a range of strategies to support all pupils and those with SEN, including:

- adapted (visual) resources including word banks, scaffolds and sentence stems;
- pre-teaching and overlearning of vocabulary through daily activities such as 'Sentence Not Sentence';
- modelling and structured speaking opportunities;
- additional adult support when needed;
- specific classroom seating arrangements

### **Assessment, Recording and Reporting**

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual next steps are set accordingly. Marking is in line with the school marking and feedback policy.

Analysis of assessment data is used to set individual or group targets. These are regularly reviewed. Where applicable, school issues are addressed through targets linked to performance management.

Children are informed of their own next steps for learning and supported to make progress towards them. Children are also involved in setting their own success criteria and encouraged to review their progress towards these through self, peer and teacher assessment.

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

### **Monitoring and Evaluation**

The Executive Head teacher, Deputy Head teacher and the English Co-ordinators monitor English. Having identified priorities, the SLT and English Co-ordinators construct an action plan that forms part of the Academy Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored. English coordinators from each school meet termly and moderate / monitor, they carry out book scrutinies with an agreed focus, results are then fed back to staff.

Year group teachers across the schools also meet half termly to moderate levels. Moderation for writing also takes place across the pyramid and MAT

### **Expectations**

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations.

We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

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