



Reaside Academy

English Policy

This policy includes arrangements for the following National Curriculum subjects (in line with our Curriculum Areas): Writing and Reading

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1. Curriculum Statement – English

Intent

English at Reaside aims to open the minds and inspire children through reading, writing and discussion. Deliberate decisions on the texts used for teaching and learning enable our children to develop a sense of empathy, as well as considering themselves in the world around them. We aim to inspire an appreciation of our literary heritage and encourage a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing and can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening, and who can use discussion to communicate and further their learning. Sequences of learning enable our children the requisite skills to become confident and inspired readers and writers. These sequences aim to include the practice of skills and the revisitation of previously taught content to ensure a secure knowledge base needed to participate fully as a member of society.

Implementation

These aims are embedded across our English lessons and the wider curriculum. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Teachers adapt 'The Write Stuff' units and implement the pedagogy of 'The Write Stuff' as appropriate to their classes and may also utilise cross curricular links with concurrent topic work woven into the programme of study. The Pedagogy of 'Talk for Writing' is also utilised to support learners who are at the start of their writing journey. Our curriculum closely follows the aims of the National Curriculum for English 2014.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

We use a wide variety of quality texts and resources to motivate and inspire our children. We also provide a wealth of enrichment opportunities, from taking part in World Book Day and creative writing competitions.

Impact

As a result, we have a community of enthusiastic readers and writers who enjoy showcasing their developing English knowledge and skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas.

2. Teaching and Learning

Our English provision follows the 2014 National Curriculum and is taught through daily English lessons as well enrichment opportunities throughout the year. Lessons run for approximately 1 hour x5 days a week to ensure continuity and rigour in teaching and learning of knowledge and skills.

We recognise that spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers ensure the continual development of pupils' confidence and competence in their knowledge of spoken language and listening skills. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy any misconceptions.

Building on this foundation, we teach English using a range of strategies, which include:

- Group Discussion – Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other's ideas whilst taking on board feedback so as to improve their own explanations.
- Partner Talk – Children work in partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write.
- Questioning – Teachers use a range of questioning strategies to establish children's current understanding and develop their learning. Higher level questioning is used to elicit a deeper understanding.
- Modelled Writing – Teachers model writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' in order to make the writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work.
- Shared Writing – Teachers use the ideas from the children to create shared pieces of writing. This enables the children to see the writing process in action as well as having pride and ownership over the finished piece.
- Comparing, Analysing and Evaluating – Children review written texts, speech and drama and compare, analyse and evaluate them. They establish the strengths and weaknesses of different examples and incorporate these ideas into their own work.

In order for a child to be successful, independent readers, they need to possess a secure knowledge of word reading and comprehension skills. These are:

- A familiarity with the genre of stories and an ability to make links between stories.
- A good visual memory.
- A good auditory memory.
- A recognition of the letters in the English alphabet.
- A knowledge of the grapho-phonetic construction of words.
- A familiarity with the syntax (sentence structure and grammatical arrangement) of English text.

This knowledge and skills are taught explicitly through separate whole class reading lessons, which follow a rigorous structure. The skills from these are continually referred to during additional reading opportunities in English lessons and wider curriculum subjects.

English activities are effectively adapted so that all children can achieve in a way that drives learning forward and feel empowered by their own accomplishment. Nevertheless, all children are given the chance to reach the same high level in every lesson. Effective adaptation is in place so that all children have the opportunity to meet every learning intention through having vocabulary word banks, widgets, writing frames, sentence starters, mixed ability groupings and adult support. Teachers also ensure that children are taught and know how to demonstrate greater depth in their outcomes of work and this is reinforced through high quality models which children refer to throughout their work.

Extended writing opportunities take place across the curriculum, particularly in upper KS2. This provides children with the opportunity to demonstrate their English knowledge and skills, showing depth and mastery and allows them to write about a familiar topic.

Displays are used throughout the school to promote reading, writing and discussion. We recognise the important role learning walls has in the teaching and learning of English. Each class displays work, which celebrates a variety of children's achievements to a high standard of presentation. All aspects of the English learning process are illustrated through learning walls including vocabulary enrichment, grammar and punctuation support, the planning process and finished pieces of writing.

3. Assessment

Children are assessed formatively through thorough questioning, live and whole class feedback to ensure that teachers understand where children are currently in their learning and what their next steps need to be. This helps to ensure that maximum progress is made throughout English teaching across the school.

In addition to this, regularly timetabled summative assessment opportunities are planned into the academic year for reading to ensure that the progress in knowledge and skills that each child makes is accurately measured. Summative assessment opportunities are used to support teachers in their assessment judgements and should not replace teacher judgement based on experience of the child in everyday lessons.

Reading Assessment

1. Classes in years 3-5 complete a NFER comprehension assessment each half term. This should match the instructional reading level of the individual child and so often children in the same class will complete different activities.
2. In addition to this, Year 6 follow GLPs testing timetable to complete past SATs papers, which are used to help inform teacher judgements and next steps for learning.

Writing Assessment

Writing is assessed continuously as part of good practise. Teachers also take into account work completed throughout the term. Writing moderation takes place termly across year groups where Teacher Assessments are agreed and ratified against the writing criteria for each year group.

4. Planning and Resources

From Y3 – Y6 the Write Stuff Teaching Sequences are used as a foundation for creating varied English lessons. These help to ensure that coverage of the National Curriculum is secure and that year group expectations are met.

Class sets of high quality texts, which are used to teach reading lessons, are stored in cupboards in the corridor area. There are enough of each text to ensure every child has their own copy.

The library has an excellent stock of fiction and non-fiction books. The library books are organised by a point system, which corresponds to Accelerated Reader. The children read within their assign point range (pre-determined by an online reading and comprehension quiz) and then take a quiz after each book they read to ensure they have understood the text before moving up through the point system. The baseline for this is assessed in September, then reviewed in January and April to ensure children are reading at the correct level.

In addition to this we also have a stock of home reading books where children can read both at the appropriate level for their reading ability and around a subject they are interested in to promote reading for pleasure.

5. Organisation

English lessons take place 5 times per week from Year 3 to Year 6. These lessons are created in conjunction with the Write Stuff Teaching Sequences and focus on developing pre-determined knowledge and skills needed for developing writing. This is done using a mix of immersive experience days and sentence stacking lessons so that the children are exposed to the writing process as a whole, and it is explicitly modelled to them.

Discrete English knowledge and skills are woven through these lessons to make sure that children are able to develop mastery of the National Curriculum objectives. These range from word level knowledge such as using expanded noun phrases to sentence level skills where children are able to demonstrate their knowledge of increasingly complex sentence structures.

Each week, part of the time dedicated to English is used to explicitly teach spelling patterns in line with year group objectives

KS2

English Lessons

In Years 3 – 6 English lessons take place 5 times per week and are taught to the whole class by the class teacher. They are effectively adapted to ensure that every child can be successful in their achievement of the learning intention, with high expectations for all learners. High quality texts and stimuli are shared with the children prior to independent work and these also indicate how greater depth can be achieved and demonstrated.

Read, Write, Inc.

Children did not pass the Year 1 Phonics Test are screened and placed on the RWI phonics programme when they join in Year 3, in small groups with the class Teaching Assistant. Children requiring further support with Phonics after Year 3 may be placed on a different intervention, depending on their specific need and barrier to learning.

Reading lessons

Reading lessons are taught 5 times a week for 45 minutes and cover the National Curriculum reading objectives as well as many of the oracy and discussion objectives too.

Reading is taught as a whole class and uses the same piece of text, often taken from the class novel, for an entire week in order to build fluency and expression. Lessons have a strong focus on vocabulary and fluency to ensure that children are fully able to comprehend what they have read. This then leads on to the development of more complex comprehension skills as outlined in in works of 'Christopher Such'. All year groups work from an unseen text at the end of the week as part of on-going AFL which then informs future planning.

6. Equal Opportunities

All children have equal opportunities to reach their full potential across the English curriculum, regardless of their race, gender, cultural background, and ability, or of any physical or sensory disability.

Inclusion

Children with English as an additional language

It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children should be provided with consistent opportunities for this verbal interaction. All teachers include a range of strategies to support children with EAL which includes: teacher and peer modelling and consistent use of visual support, repetition and recasting of language features, word banks and scaffolded speaking and listening activities.

Teachers work with the SENDCO to best meet the needs of individuals within their classes. Children who are new to English are assessed and support is put in place to help them make rapid progress.

In addition, class teachers use their teaching assistants to provide targeted support and the use of home language support and peer-buddying is encouraged. We have widgets in various languages to support children who are new to English.

Special Educational Needs

Some children experience learning difficulties, which affect their progress in English. Class teachers inform the SENDCO if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support. This may include:

- RWI Phonics
- RWI Freshstart
- Rapid Reading
- Booster classes
- Toe by Toe
- IDL Spelling

(see SEN policy for further details).

High Achievers

Children who achieve highly in English will be supported and given opportunities to deepen their knowledge and skills through high quality teaching and writing conferencing. The teaching for the lesson indicates how greater depth can be achieved throughout the lesson and how this can be demonstrated by the child in outcomes of work. It is important that these children are given freedom to respond to tasks choosing the purpose and audience for their writing.

7. Role of the Subject Leader

The role of the subject leader in English is to coordinate the teaching of reading, writing and communication across all phases of the school. This is in order to secure high quality English provision for every child, including outstanding English teaching and learning, effective use of resources and the highest standards of achievement for all.

Some key duties that the English subject leader should undertake over the course of the year include:

- Monitoring of English, reading, handwriting and spelling books
- Reading walks and other lesson observations where necessary
- Planning and organising English enrichment opportunities and competitions
- Helping identify and facilitate the professional development needs of staff
- Liaising with SLT to help implement school improvement priorities
- Liaising with the school SENDCO to best support children with English difficulties
- Organising, maintaining and cataloguing resources
- Keeping abreast of new initiatives in English teaching.

8. Parents

The involvement of families and the wider community, to help support the teaching of English, is widely encouraged. Enquiries from parents and members of the school community with specialist expertise and knowledge in relation to supporting the English curriculum are warmly welcomed. The school will actively seek to establish collaboration with parents and carers who are able to support the teaching and learning of English at Reaside.

The support that parents and carers provide in supporting their children at home with relevant subject-related homework is also recognised and valued. When these are set, English homework tasks will be well communicated and have a clear purpose, often providing children with the means to consolidate or extend their classroom work.

