



No Barriers to Excellence



Ambition



Collaboration



Equity

English Policy

| Version | Name | Date |
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This Policy has been reviewed regularly in accordance with our policy schedule.

English Policy

1. Rationale

Literacy is defined as the united skills and knowledge of reading, writing and oral language. The use of English is the foundation of all learning. It is the medium of communication, and the successful understanding and use of English is a prerequisite for educational progress. It empowers the learner, is essential for independent learning and for most aspects of everyday life.

In order for pupils to become literate, they must understand that the written word is a representation of the spoken word and know that both have a variety of forms related to purpose. The acquisition and use of English, as an integral part of the learning process, begins long before pupils come to school, and emphasis should be placed on continuing this learning in school.

English development must be planned for within its own framework and also within that of other subject areas of the curriculum.

2. Aims

- To foster an appreciation and enjoyment of the English language
- To meet the legal requirements of the National Curriculum
- To plan and teach Read Write Inc phonics so that pupils in the Early Years and KS1 learn to read accurately and fluently with good comprehension
- To promote pupils reading for pleasure, allowing them to gain a broader knowledge of language and the world around them whilst developing their spiritual, moral, social, and cultural understanding
- To expose children to a wide range of literature that deepens and develops their understanding of literary structure
- To plan and teach lessons based around high quality texts, guided by three phase model planning model and each individual school's literacy cannon which maps out the books studied by the children over the school journey from year 1- year 6.
- To provide learners with the opportunity to read, write, speak, and listen with confidence, fluency and understanding
- To give learners an environment which is safe and secure, and which provides encouragement for the development of all aspects of literacy
- To ensure that there is equality of access and opportunity for all learners to develop their literacy skills, including in other curriculum areas
- To encourage learners to work towards real, relevant, and purposeful learning outcomes
- To promote the correct spelling of words and develop the skills to write in a fluent and legible manner
- To develop home-school links, by encouraging a partnership approach, where an environment rich in language is promoted

- To seek to ensure that all learners achieve their full potential in all aspects of literacy by the time they move from Primary to Secondary Education

3. Planning – Key Stages 1 & 2

The Trust's English Leaders will take overall responsibility for ensuring effective planning and consistency of approach by teachers. Carefully selected texts which improve children's literary knowledge and the three phase model for teaching sequences are to be used to guide planning and teaching strategies.

Long term planning will ensure even termly coverage of narrative, non-fiction and poetry units of work and coherent links are made with other subjects. English knowledge and working walls are on display in some classrooms along with useful English prompts.

Each three phase unit plan is carried out by teachers to map out the toolkit features for each outcome for the unit. This will be guided by the schools literacy canon and influenced by the targeted outcomes from the National Curriculum as well as personalised targets from gap analyses.

Short term planning (on agreed school formats) will clearly show objectives and outcomes, in the shape of intended knowledge and skills, differentiation and use of additional adults.

Planning will ensure that, alongside the recommendations from the National Curriculum, time is allocated for:

- Reading
- Writing
- Whole class reading - this takes place daily, in a session outside the English lesson.
- Guided Writing (modelled and shared which forms an integral part of the three phases of planning)
- Handwriting development (see separate addendum)
- Oracy
- Phonics / Spellings
- Vocabulary, Grammar, and Punctuation (see separate policy)
- Cross-Curricular Links (when appropriate) - teachers will consider the opportunities for developing Literacy skills across the Curriculum.

4. Early Years Foundation Stage (EYFS)

Literacy skills are covered in both the Prime Area of Communication and Language and the Specific Area of Literacy. In EYFS, learners develop early skills in speaking and listening, reading and writing. They take part in role-play scenarios and develop imaginative play in all areas of the curriculum. They develop early literacy skills, such as retelling events or stories, and begin to learn about reading by handling and talking about books during story time, in reading areas, individual and group reading sessions and with the school's home reading scheme. They are encouraged to make marks, which convey meaning to themselves and to others, and to develop their independence in this. Learners' emerging literacy skills in EYFS

are primarily taught using the Read Write Inc progressive programme. This leads towards the development of writing skills.

English is taught in EYFS as an integral part of the topics covered within the phase. During Reception, pupils are taught literacy skills in increasing isolation in preparation for KS1. We relate the literacy aspects to objectives set out in the EYFS Profile. Literacy is included within the Communication and Language and Literacy Early Learning Goals (ELG). Parents of new starters attend workshops to help them support their child at home with their development in Literacy.

5. Phonics

Phonics is taught daily in EYFS, Year 1 and where necessary in Year 2. Teachers and teaching assistants use Read Write Inc to inform their weekly planning. Pupils are put into flexible groups to allow teachers to address specific needs. Extra phonics sessions are provided for any pupils who need more support through group and 1:1 intervention. These extra sessions continue into KS2 for any pupils who do not pass the phonics re-check in Year 2. Pupils are assessed every six weeks and this determines which group they are placed in.

6. Reading

6.1 Reading for Pleasure

One of the key aims of English within the Spring Partnership Trust is to foster a culture of reading for pleasure. In order to do this, pupils have time every day to both read independently and are also read aloud to every day by their teacher or another adult, either from the class text or from a different class book which have been carefully selected to broaden the children's exposure to literature (as seen on the literacy cannon).

6.2 Reading in KS1 – inc reading mentor

Individual Reading - In KS1 class teachers and teaching assistants regularly listen to pupils read individually. Records of individual reading are kept in children's individual reading records and a class reading folder. During these sessions, staff ensure that the pupils are reading the correct level books and identify and work on their next step targets.

Supporting reading at school:

- Parents are invited to become reading mentors.
- Parent reading mentors come into school regularly to listen to pupils read who need extra support.
- The class teacher identifies pupils from KS1 each half term who require regular targeted intervention. Their progress is tracked, monitored, and reviewed.

Home reading - In KS1 pupils follow the Read Write Inc scheme. They are given books from the scheme to take home to read. These books are changed at least once a week. Class teachers monitor how often the pupils read at home and support any pupils who are not regularly reading at home.

6.3 Reading in KS2

Reading lessons - In KS2 (this can begin in Year 2 once pupils complete the Read Write Inc programme), reading has a whole class approach and is taught discretely for half an hour per day on most days of the week. Where appropriate, teachers use a variety of texts to ensure that pupils are exposed to a wide variety of topics and genres and that there are opportunities to focus on a range of skills. Each lesson explicitly teaches a reading skill which is modelled, taught, and practised.

Supporting reading at school - Pupils who are identified as needing extra support in reading in Lower KS2 use the Read Write Inc Programme. Pupils in Upper KS2 who require additional support use the Fresh Start programme. Interventions are put in place regularly for those who need them.

Home reading - Our Quality Text Scheme (QTS) in KS2 supplements home reading choices. Adults support pupils to choose the appropriately pitched book. Pupils are expected to complete their reading records at home.

7. Progress and Achievement

Marking is carried out regularly, giving focused next steps and feedback, as set out in the Trust's Feedback policy.

In the short term, teachers carry out continuous assessment of each learner's progress in all aspects of the English Curriculum. This information feeds directly into the planning of focussed group work and future teaching sequences.

Pupils are encouraged to regularly self-assess their own and others' learning against learning objectives, as set out in the Feedback policy. Through verbal feedback, pupils are aware in the next steps in their learning.

8. Assessment – read in conjunction with the Assessment policy

Teachers carry out formal assessments of each learner's progress once a term in reading and writing. In writing, teachers assess against national curriculum criteria and progress is updated at strategic times for each 'year group' each term. This supports the teachers in the planning of their lessons and to provide appropriate intervention support.

8.1 Writing Assessment

Writing assessment is split up into four areas: composition, vocabulary, grammar and punctuation (VGP), spelling and handwriting. Handwriting and composition are assessed using pupil's daily writing from their English, Curriculum, and other books.

8.2 Reading Assessment

Year 1: Reading assessments are made using evidence from Read Write Inc records and individual reading records. This then informs a decision on whether the child is working at, above or below age related expectations.

Year 2: Reading assessments are made using evidence from Read Write Inc records and individual reading records. Assessment using old KS1 SATs papers is carried out every term. Teachers use all of this evidence to assess whether a child is working at, above or below age related expectations. Any pupil working significantly below age related expectations are assessed on a one-to-one basis

Key Stage 2: Reading assessments are made using PiXL Progress Tests. Teacher judgement, national curriculum statements, help to inform whether a child is at, above or below age related expectations.

8.3 Phonics Assessment

Read Write Inc assessments tracking sheets are completed in EYFS, KS1 and KS2 at the end of each half term.

8.4 Moderation

We moderate 3 times per year, with each step in the cycle occurring before assessment data is due (e.g., December / March / June) to validate and scrutinise judgements.

The Moderating Cycle

Step 1: Class teacher uses our tracking tool to assess writing using evidence from English, Science and Topic books.

Step 2: Year Group Moderation – all teachers in a year group moderate 3 pupils from each class (1 at age related standard, 1 above and 1 below) using professional dialogue.

Step 3: Teachers are given the chance to respond to professional dialogue and make amendments as required.

Step 4: Cross Year Group Moderation / Cross School Moderation (Y1&2, Y3&4, Y5&6) - Teachers pair up and moderate a minimum of 3 pupils from each class. A member of SLT will be with each phase to support, guide and monitor professional dialogue.

9. Monitoring and Evaluation

Monitoring and evaluation of English, reading, VGP and phonics is undertaken on a termly basis by the English Leaders and the Senior Leadership Team (SLT). This is to ensure consistent teaching and learning, attainment and progress across the schools. Monitoring and evaluation over the course of the academic year includes planning and data scrutiny, book looks, learning walks, lesson observations and pupil interviews.

Evidence from monitoring and evaluation is fed back to individual teachers (or year groups, as appropriate) through a short, written report and verbally. After gathering evidence of teaching and learning, the English Leader works in partnership with teaching and non-teaching colleagues to support and promote outstanding teaching and learning. This support may take the form of INSET sessions, advice from expert practitioners, team planning/teaching, arranging observations of other teachers and modelling of good practice.

10. SEND support

All teachers work within the guidance of the SEND Code of Practice identifying barriers for learning and participation. They ensure ALL pupils have access to an appropriate differentiated English curriculum. All teachers recognise, value, and celebrate achievements however small working in partnership with parents, carers, and pupils.

As a Trust we invest in early identification of needs that could impact the progress they make in English and provide a range of evidence based targeted interventions.

Teachers are skilled at adapting teaching to meet the diverse range of needs within their class. Daily planning considers individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Different tasks are set for pupils of a range of abilities; to give more help and support.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Children are also actively encouraged to review their own learning and to decide on a task which suitably challenges them. Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills.

11. ICT

Pupils are given opportunities to apply and develop their ICT skills through the use of a range of tools, such as chrome books in all subjects, to support their learning. ICT helps pupils' learning by providing quick and effective access to large quantities of information. It can help them to investigate, organise, edit, and present information in many different ways. ICT supports and enhances many of the processes in the development of pupils' knowledge, skills and understanding.

12. Role of Directors / LCMs/ Parents

Our directors/LCMs determine, support, monitor and review the Trust's policies and termly progress of pupils in English.

We believe that parents have a fundamental role to play in helping their pupils learn and progress within our schools. We are committed to ensuring that parents are informed about topics we cover when homework is set and how to help their child. Regular correspondence, such as newsletters and parents' evenings, throughout the year, support this progress. Parent workshops are also delivered.

The schools believe that the active support and involvement of parents is crucial to pupils achieving their potential in all aspects of the English Curriculum. Parents are actively encouraged to read with their pupils, discuss their books with them and help them choose books for reading at home.

Parents receive reports on their child's progress in English (including next step targets in Reading and Writing) at Parents' Evenings and in the written report at the end of the academic year.

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