



English Policy

Written:	October 2024
To be reviewed:	October 2027

Intent

Our English Curriculum is broad, ambitious, coherently sequenced and designed for all pupils.

Aims and Vision

Our school aims to develop pupils' skills in reading, writing, speaking and listening. By the time that pupils move on from our school, our aim is for them to:

- Be fluent readers and writers
- Have a positive attitude towards books and reading, reading widely for pleasure and information
- Enjoy writing in different contexts and for different purposes and audiences
- Write clearly, accurately and coherently, adapting language and style accordingly
- Be curious and creative when it comes to reading and writing, for example by being interested in learning the meaning of new words
- Have a wide vocabulary and understanding of grammar
- Feel confident speaking in class and be able to clearly explain their understanding and ideas
- Listen carefully and sensitively to adults and their peers

Legislation and Guidance

This policy reflects the requirements and expectations set out in:

- The [National Curriculum programmes of study for English](#)
- The [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- The [Equality Act 2010](#)

The structure of our English teaching is based upon the English National Curriculum guidelines and covers all recommended objectives to ensure that a broad and balanced English curriculum is taught to all pupils.

Approaches to Reading

Each year group has a Reading Road Map which lists the books used in whole class reading sessions, the year group's Top 20 Reads and the skills required to be a reader in that year group.

Whole Class Reading takes place 3 times a week in Years 1-6 and each session starts with a pre-teach of key vocabulary identified by the teacher. The text is shared by a combination of teacher modelling, shared reading, echo reading and paired reading. The children then answer questions (verbally in Year 1) based on the text, and on Reading Gems; retrieve, infer, predict, sequence, define, explore, relate and enjoy.

Decodable books are provided for pupils in EYFS and Year 1, to match our Read Write Inc phonics approach. Children in Years 3-6 read Oxford Reading Tree levelled books 7-20. In addition, all children can choose a book from the library, and a Top 20 Read from their year group to develop their love of reading for pleasure.

Each class has daily story time where an adult reads a high-quality text to the children for pleasure. We ensure children have frequent opportunities to read with adults in school and encourage reading at home too. To support reading at home, inside each child's Reading Diary are a list of suggested questions based on each of the Reading Gems. Rewards in the form of house points are awarded to children who read at least 5 times at home each week.

Activities are arranged in school by our staff Reading Team and pupil Reading Ambassadors to promote the pleasure and knowledge that can be gained from books; reading challenges, Library club twice a week, Reading Buddies, World Book Day celebrations and where possible, author visits.

Approaches to Writing

Each year group has a Writing Road Map which stipulates the length, stimulus, grammar focus, oracy, and outcome of each writing unit. The stimulus for each writing unit may be text based or visual (high quality video/image or experience). Writing units are planned on a template that identifies a grammar-focused retrieval activity, the structure and outcome of the lesson, teachers' Assessment for Learning (AfL) and methods of supporting and challenging the children. In English, retrieval practice features at the start every lesson, remembering learning from the previous lesson, week, term or year group.

Writing lessons take place 4 times a week. Writing outcomes may include narratives, explanations, descriptions, comparisons, summaries and evaluations: to support them in rehearsing, understanding and consolidating what they have heard or read.

Each lesson is structured to start with the retrieval of an identified grammar skill or non-negotiable from the writing checklists. Students may be required to correct mistakes, improve a piece of writing, or answer multiple choice questions.

Retrieval is followed by the teacher input and modelling, and finally a scaffolded, independent task. Our pupils will also be taught how to revise the content of their writing and edit their writing for grammar / spelling mistakes. All writing units end in a 'Hot Write' which is assessed by the teacher, against the year group writing criteria. The writing process finally concludes in pupils publishing their Hot Write. We dedicate time to creating high quality outcomes with real-life contexts. This will include

writing letters to individuals / groups, sharing our work with other pupils / schools and displaying our work for visitors / families.

Our handwriting model is based on the Schofield and Sims approach. EYFS begin with patterns, then print individual letters with an exit alongside the Read Write Inc letter formation rhymes. Year 1 continues to print letters with an exit, as well as learning how to form capital letters and numbers. In Year 2, children learn how to join letters and select break letters. In Key Stage 2, children's handwriting focuses on fluency, speed, and style. Writing aids and fine motor interventions are provided to support individual pupils.

Our writing criteria and grammar expectations have been created in line with that of Learn-At trust and the National Curriculum. It details the expectations for the teaching of grammar and the agreed terminology (from the NC glossary) which must be used by each year group. The teaching of grammar is embedded within Writing lessons.

In EYFS and Key Stage One, we use the Read Write Inc Phonics programme to deliver our phonics teaching. This will may progress into Key Stage Two as an intervention to support pupils who are yet to grasp various sounds and spelling patterns.

Phonics is taught daily for up to 60 minutes across EYFS and Key Stage One through small groups, working at their challenge point. These sessions are supplemented with additional practice, one to one support and extension activities to equip all children with the necessary concepts, skills and knowledge to be competent readers and writers. Pupils' attainment in phonics is measured half termly and by the Phonics Screening Test at the end of Year 1.

In Key Stage 2, we use CUSP curriculum to help children understand spelling rules and patterns and develop an understanding of the morphology and etymology of words. Helping children to understand how to apply known spelling patterns, and to develop strategies to tackle unknown words, is key to helping them to become successful spellers. Spelling concepts are taught for up to 25 minutes, 3 times each week. Following this, a home learning task is used to consolidate new learning each week. When marking children's work, we do not correct all spelling errors, instead we focus on high frequency words, topic words and those studied in spelling sessions, up to a maximum of 4, depending on age.

Assessment in English

Assessment is the bridge between teaching and learning; this means understanding what our pupils know, understand and can do as a result of what we have taught them. Through assessment, we develop greater insight into what appears to have been learnt and what needs to happen next to address gaps or misconceptions. There are both formal and informal ways of doing this.

Informal

- A range of questioning strategies with no hands up; cold-calling, no-opt out, say it better, think-pair-share.
- Class snapshots using finger voting, mini whiteboards and coloured cards or cups

- Success criteria used to self and peer assess in purple pen
- Multiple choice retrieval questions
- Verbal feedback and in the moment marking (pen and green pens) are used to identify improvements and record next steps; Think Pink – Great Green.

Formal

- Reading, and Spelling, Punctuation and Grammar attainment are assessed formally within the Standardised Assessment Tests (SATs). Key Stage 1 now opts in to completing these assessments.
- Written outcomes, known as Hot Writes, are completed at the end of every unit and are highlighted in books with the flame icon. In one academic year, six Hot Writes are formally assessed against the year group's writing checklist. Some units, for example performance poetry and persuasive adverts, require the children to publish their work as audio and/or video recordings.
- Individual writing targets - children are expected to work towards achieving their individual targets through self-assessment, aided by teacher assessment. Identified children who are not making expected progress are targeted within intervention groups and sessions.
- We moderate pupils' work in phases, at least termly. Levels are agreed between professionals. We seek to moderate with other schools whenever possible.
- Reading is formally assessed using the PiRA test papers once a term with a standardised score entered into our trust's data tracking system, which is analysed by teachers and SLT.
- Book levels are tracked and monitored throughout the year against our Reading Expectations.
- Phonics screening takes place at the end of Year 1. Those not achieving the expected standard are re-assessed at the end of Year 2.
- Pupils on our SEN records are identified and monitored. Progress towards targets in their individual educational plans (IEPs) are analysed by class teachers and the SENCo and communicated to parents.

Role of the Head Teacher

In consultation with the English Subject leader, the Head teacher:

- determines the ways English should support, enrich and extend the curriculum.
- decides the provision and allocation of resources.
- decides ways in which developments can be assessed, and records maintained.
- ensures that English is used in a way to achieve the aims and objectives of the school.
- ensures that there is an English policy and identifies an English subject leader.

Role of the English Subject Leader

The English subject leader should be able to:

- ensure the development of a scheme of work for the English curriculum. This will follow the New Primary Framework guidelines and will be built around the school's curriculum topics and cover all aspects of the English National Curriculum statements.
- promote the integration of English within appropriate teaching and learning activities.
- manage the provision and deployment of resources.
- inspire colleagues to deliver high quality teaching and learning opportunities.
- analyse data across the whole school to identify strengths and weaknesses in outcomes, planning for improvement accordingly.
- write, monitor and evaluate an action plan for English for the School Improvement Plan.
- lead English CPD within the school.
- act as a contact point between the school and other English Leaders within the trust.
- provide technical expertise.
- lead the review of the school's English policy.

Monitoring and Evaluation

The teaching of English will be monitored through the School Improvement Plan by the English subject leader in the first instance and then by the Senior Leadership Team and the Head teacher. Key Stage 1 and 2 SATS results are analysed and areas for development prioritised. Governors are kept informed via a subject report as scheduled in the Monitoring and Evaluation programme. The Governor(s) assigned to monitoring English will be kept abreast of developments, progress and changes within the subject.

Cross-Curricular Links

Teachers seek to take advantage of opportunities to make cross-curricular links where relevant. They plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

Health and Safety

Health and Safety issues in English include what constitutes appropriate reading material and how to report anything inappropriate that they may have read or seen. Appropriate procedures must also be followed when using ICT equipment such as iPads and laptops. The children are taught to be aware of their own and others' safety online through the teaching of E-Safety.

Equality Statement

At Market Harborough C of E Academy, we actively encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- gender
- ethnicity
- disability

- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities and aim to make our teaching fully inclusive. We recognise the entitlement of all pupils to a broad and balanced curriculum. We have systems in place for early identification of barriers to pupils' learning and participation so they can engage in school activities. We also acknowledge the need for high expectations and suitable targets for all children.