

Acton CE Primary Academy



To develop the learners of tomorrow and equip them with the skills to flourish and succeed for nothing is impossible with God-Luke 1:37

English Policy

This document should be read in conjunction with the marking policy

Our Vision for English

Igniting a passion for literature and developing writers for the real world.

Intent

There is great pleasure to be derived from English. Through a love of reading, pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of quality texts enriches all our lives. To be able to communicate with clarity both in spoken and written word is our ambition for all of our children regardless of background, needs or ability.

Aims

We know that great English happens in our school when...

- Children are writing for real audiences and purposes.
- Children are motivated to write and strive to achieve their best through editing and redrafting.
- Children present their ideas in a variety of ways and do so with pride.

- Children enjoy reading a variety of genres written by a variety of authors.
- Children complete varied tasks of achievable but challenging difficulty.
- All children regardless of their background, needs or abilities become confident, fluent readers.
- Children can verbalise their ideas with clarity and confidence

Implementation

English curriculum planning

At Acton, English is taught through the use of vehicle texts - engaging, quality texts which promote a love of reading and create a purpose for writing. Our curriculum is carefully planned to engage and excite all our learners. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The planning also clearly shows scaffolding learning objectives and progression through knowledge and skills from EYFS to Year 6.

Inclusion and Equal Opportunities

All teaching and non-teaching staff at Acton are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. To ensure that pupils experience high standards of success, English needs to be taught with regards to pupil's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities. Books are selected carefully, a wide range of gender specific and cultural images that challenge stereotypes will be used. This policy ensures that certain aspects of English are not seen as more appropriate for boys or girls.

Accessibility and Teaching English to pupils with Special Educational Needs

We teach English to all pupils, whatever their ability, in accordance with the information set out in our school curriculum overviews, providing a broad and balanced curriculum to all. Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets. We recognise the fact that we have children of differing ability in all our classes, and so we 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 which are differentiated by task, expected outcome and/or support from peers or adults. In addition we have a number of resources to support children with Special Educational needs including specific interventions based on their personal targets on the school focus plans. Software such as Spelling Shed and IDL are available to support children with SEN. Teaching assistants are utilised well in providing both in class support and tailored interventions.

Progress and Achievement

Children's achievement and their progress within a lesson is monitored in a variety of ways. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each other's work using vocabulary related to the skill taught. Checklist and success criteria help guide the children to support this process. Verbal and written commentary is used to show achievement and what needs to happen next. Teachers respond to children's work daily either through verbal responses or written feedback.

Assessment and Recording

At Acton, assessment is an integral part of the teaching process. Assessment is both formative and summative and is used both diagnostically and to inform planning, facilitate differentiation and to monitor progress. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Summative tests take place at stages throughout the year using Collins Assessment materials and Accelerated Reader. Target Tracker is also used to assess both the children's attainment and progress and for monitoring purposes.

Monitoring

Children in Key Stages 1 and 2 record their written work in their English book which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children's work are also collected on the google drive as collated evidence. Monitoring takes place regularly through sampling children's work, learning walks, teacher planning, lesson observations and the use of pupil voice.

Roles and Responsibilities

The subject is led by the staff as a whole and each year time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

Spiritual, moral, social and cultural development

The teaching of English offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons and through their access to quality texts that generate opportunities for discussion. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Talk for writing is encouraged and helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding. They also develop an understanding of different times and cultures through accessing a range of quality texts. Children are encouraged to produce work of a high standard and to the best of their ability. They are encouraged to take pride in the presentation and persevere even when they find work challenging. This is promoted through our Christian vision that "nothing is impossible with God".

Progression, Continuity and Resources

There are a wide range of resources to support the teaching of English across the school in order to ensure progression and continuity.

The teaching of phonics is supported by the use of the Read Write Inc programme.

Children from Year 2 onwards, who have completed the Read Write Inc programme access Read Write Inc spelling.

Children in all key stages use Read to Write Vehicle texts and episodes of learning to support writing. Read to Write, episodes of learning, are modified by the teacher to ensure that all children can access the materials regardless of ability.

The use of Read Write Inc and Read to Write programmes ensures consistency of approach across the school and ensures progression across all key stages.

All classes have a variety of reading books at the appropriate level for the children in the class, as well as dictionaries, thesauruses and computers. The Education Library Service is also used to ensure that children gain access to quality texts, included guided reading books and fiction and non-fiction texts to support the current range of abilities within the class.

Health and Safety

Children should be encouraged to develop safe and tidy work practices. Teachers and pupils should be encouraged to keep their work area tidy, and to safely put equipment away when not in use. Children should be encouraged to look after their equipment.

Displays

The learning environment is important as a means of adding greater depth and breadth to children's learning. High quality displays can reinforce learning and allow concepts to be seen in different ways. It also raises self-esteem and encourages pride in the classroom and school. The school displays at Acton should reinforce the school's commitment to high standards as well as act a resource to guide and support children writing their learning.

- English displays have yellow backing paper, a black border and show the stage of the writing journey by using the symbols from the read to write programme (immerse, analyse, plan and write).
- English displays should reflect what is currently being taught e.g the current vehicle text and the current stage of the writing journey.
- The English display should include working walls and writing prompts that support and scaffold the children's learning.
- Displays should be consistent throughout the school.
- All displays must showcase a range of abilities.
- Each class has a chosen author who they will study throughout the year and a range of texts written by that author. Displays will showcase that author.
- Reading areas should be kept tidy.

- Subject leaders are in charge of ensuring displays are consistent across the school and are of a good quality.