

English Policy

Curriculum Intent

The intent of our English curriculum is to deliver a curriculum which is accessible to all and will inspire happy, confident, independent learners who are prepared for adulthood. As a result, pupils will be able to:

- Communicate effectively within the world they live in.
- Develop functional reading strategies to encourage creativity, pleasure and imagination in the world around them.
- Confidently communicate in the world of work.

A scheme of work has been written and implemented which has high and equal aspirations for all learners from phase 1 to phase 5 and incorporates:

- PFA links
- Cultural Capital links
- Reading opportunities and suggested texts
- Range of fiction and nonfiction genres

All teachers have a responsibility to develop pupils' competence in reading, writing, speaking and listening in their own subject areas, enrichment projects to ensure that pupils become competent users of language, and can access the curriculum effectively and achieve their potential.

Epinay School

Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.

Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life

Provides a balanced and broad curriculum which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.

Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.

Legal framework

This policy has been created with regard to the following statutory guidance:

- DfE (2013) 'English programmes of study: key stages 1, 2 and 3'
- DfE (2021) 'Statutory framework for the early years foundation stage'

Roles and responsibilities

The strategic lead for English is responsible for:

- Strategic vision of English across the school.
- The management of the lead practitioners in relation to English.
- The quality assurance of all staff in providing effective learning opportunities for pupils.
- To organise, plan and monitor relevant CPD opportunities to develop expertise within English.
- To strategically organise the audit of English resources annually.
- Liaise with teachers across all 5 phases in matters relating to English delivery.
- Communicating developments within the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Advising on the contribution of English in other curriculum areas, including cross-curricular and extra-curricular activities.
- Analysing assessment data in conjunction with the SDH, setting new priorities for the development of English and identifying and ensuring delivery of appropriate interventions.

The AHT and lead practitioners are responsible for:

- Delivering CPD opportunities to a wide range of staff.
- Management and purchasing of English resources, supporting the strategic lead complete the annual audit of all related resources.
- Liaising and supporting teachers and LSA's across all phases in English delivery.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising on the contribution of English in other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of English in conjunction with the DH and SDH.
- Advising staff on the use of learning support assistants (LSA's) in order to meet pupils' needs.

The class teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' English skills, in relation to the SOW and the stages documents, delivery of external accreditation and individual pupil need.

- Planning lessons effectively, ensuring a range of teaching methods are used to cover the SOW, external accreditation, and individual needs.
- Liaising with the strategic lead and lead practitioners about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on a termly basis to the SDH.
- Reporting any concerns regarding the teaching of the subject to the strategic lead or lead practitioners.
- Undertaking any training that is necessary in order to effectively teach English.

Teaching and learning

English lessons are timetabled to be delivered daily within phase 1 and 2. Three lessons focus on RWI and phonic development, whilst 2 lessons are tailored and driven by schemes of work. Within phase 3 and 4 English lessons are timetabled 4 times per week. Phase 3 pupils have 3 RWI lessons and 1 SOW lesson, whilst phase 4 pupils receive 4 lessons dedicated and driven by qualification outcomes. Pupils within phase 5 have personalised timetables, there is no set number of timetabled lessons.

Phase 1

All English objectives are underpinned by the areas of learning and development that are required to shape educational programmes in early years settings e.g. communication and interaction and literacy. All pupils within phase 1 are taught to develop their English skills as an integral part of the EYFS SOW. In accordance with the English area of the early learning goals outlined in the 'Statutory framework for the early years foundation stage' (2021), pupils will be taught to:

- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Develop their own narratives and explanations by connecting ideas or events.
- Be confident with speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- Work as part of a group or class, and understand and follow the rules.
- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.
- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Spell some words correctly and others are phonetically plausible.
- Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

Phase 2 and 3

In accordance with the DfE (2013) 'English programmes of study: key stages 1, 2 and 3' (2021), pupils will experience the following:

- All teachers use high-quality resources which effectively model English skills and demonstrate good practice. This also includes modelling high standards of spoken and written English.
- Pupils are encouraged, by their teachers, to discuss their English skills with their peers, dependent on need and ability.
- Pupils are given sufficient time to discuss, plan and edit their work.
- Handwriting, writing frames and scaffolds will be provided for pupils who are less confident, in order to develop their handwriting skills.
- Grammatical and spelling errors are corrected where appropriate on written work by teachers and/or LSA, and discussed orally with pupils where necessary. This is in line with the school marking policy.
- Displays of key words linked to the SOW are evident across all learning environments.
- Practise using the correct vocabulary orally, across all curriculum areas.
- Dedicated lessons focussed on word patterns and choices.
- Encouragement to use of dictionaries and thesauruses.
- Reading a variety of examples of texts, across the wider school and in all curriculum areas develops pupils opportunities to explore new vocabulary.
- Teachers encourage the development of speaking and listening through activities within each English lesson.
- Collaborative group work' activities are encouraged.
- Pupils are provided with checklists to self-assess their work and the work of peers, so they can share ideas and evaluate work effectively.

Read Write Inc Programme

All pupils in phase 1-3 receive teaching from the RWInc systematic phonic programme 3 lessons per week to teach pupils how to read and write. Pupils on the yellow to grey level books will complete the additional day 4 and 5 the following week of RWInc sessions. RWInc will be in groups or pairs matched to their ability. Pupils are assessed on a termly basis to ensure they are correctly grouped for RWInc. The RWInc program builds on skills from Phase 1 and continues to develop pupils skills in word reading and comprehension throughout the program.

Each RWInc session begins with a discrete phonics lesson to develop pupils' phonic knowledge.

Spelling lists and key words to take home and practise. Spelling lists were developed to match the RWInc book pupils are reading. Words are a mixture of phonetically plausible words and common exception words.

The teacher will ensure that every pupils' needs are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Utilising LSAs to ensure that all pupils are satisfactorily supported and challenged.

Planning

Planning of the English curriculum is focussed on five core areas:

- Teaching pupils to read easily, fluently and with good understanding.
- Developing the habit of reading widely and often, for both pleasure and information.
- Pupils will acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Pupils will write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences.
- Ensuring pupils feel confident with discussion; pupils should be able to elaborate and clearly explain their understanding and ideas, in order to learn.
- The English scheme of work is a long-term plan for delivery of the writing, reading and speaking curriculum. The strategic lead and lead practitioners are responsible for reviewing and updating the SOW and communicating this information with all teachers.
- Teachers are responsible for reviewing and updating short-term and medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.
- English is taught as a singular lesson and as part of all foundation subjects. Teachers will use the key learning content in the DfE's statutory guidance 'English programmes of study: Key stages 1, 2 and 3', published in 2013 as well as external accreditation specifications.
- Lesson plans demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning. There is a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups. The SOW is used to outline the vocabulary and skills that are taught in each phase from 1 to 3. The external accreditation specifications will identify learning objectives and relevant resources.
- Short-term planning is used flexibly to reflect the objectives of the lesson, support the teacher and clearly identify the success criteria.
- RWI Schemes of work are in place for phonics, grammar and spelling to ensure developmental learning, building on pupils' prior knowledge.
- All English activities are built so that they build upon a pupil's prior knowledge. All pupils of all abilities are provided with the opportunity to develop their skills, knowledge and confidence, ensuring progression through increasing challenges.
- All lessons have clear learning objectives and success criteria shared, and reviewed with pupils.

Homework

- Where appropriate, according to need, teachers plan homework in a variety of formats, including reading, writing, speaking, and comprehension tasks, which ensure positive learning for pupils through different teaching techniques.
- Weekly reading homework in all phase 1-3 classes is set in accordance with the schools reading policy
- Homework is set on a weekly basis and follows and builds upon the week's lesson objectives.
- Homework is varied according to the different abilities of the pupil.
- Weekly spelling homework is set in accordance with the school's reading policy

Assessment and reporting

- Pupils are assessed and their progression recorded in line with the school's assessment policy.

- At phase 1 a progressive assessment tracker maps the key skills and knowledge children have developed against the EYFS objectives. Communication and language, literacy and phonics is tracked electronically using 'Evidence for learning'. Within Phase 1 you would expect to see knowledge communicated through:
- Observations of role play and play
- Conversation with other children and adults
- Recording Drama/ role play/physical experiences

Writing/ Mark making

- Attainment and pupil progress is monitored using a system developed and adapted from the NC by the school called the "Stages"
- Progress is monitored through steps identified as emerging, developing, secure and next stage ready. It is aimed at ensuring the needs of all learners can be met with small steps through assessing progress against " I can statements"
- At phase 4 and 5 pupils follow a qualification pathway. Progress towards accreditation is monitored through a termly RAG rating , assessment is carried out by external awarding bodies.[Functional skills, Entry level 1,2,3]

Assessments are undertaken in various forms, including the following:

- Talking to pupils and asking questions.
- Discussing pupils' work with them.
- Marking work against the learning objectives.
- Pupils' self-evaluation of their work and their peers' work.
- Classroom tests and formal exams.
- Teachers attend termly moderation meetings to discuss the progress and standardisation of pupil's work. This will take place internally and externally.
- Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.
- In terms of summative assessments, the result of end-of-term assessments will be passed to the SDH for analysis.
- Pira tests are completed twice a year to provide and monitor progress within reading and identify a reading age in order to ensure pupils are given appropriate texts across the curriculum.
- Parents are provided with 3 written reports about their child's progress each year, at the end of each term. These will include information on pupils' attitudes towards English and their progress. An opportunity will be provided for parents to discuss reports with the relevant teachers. Verbal reports will be provided at parent-teacher evenings across the year.

Quality Assurance

The deputy head monitors the:

- quality of teaching and learning of English across all phases.
- range of opportunities provided for reading, writing, speaking and listening throughout the school environment.
- resources used and ensures these match individual needs.

- delivery of interventions in writing and reading.
- effective use of the LSA in planned writing, reading and speaking and listening opportunities.
- CPD delivery within English.

Cross-curricular links

The English skills that are developed in English lessons are applied to and in every lesson that is conducted in accordance with the National Curriculum. English skills make up the basis for all other future skills.

Mathematics:

In regards to mathematics, English skills contribute greatly. Phase 1 pupils encounter patterns, spaces and shapes in English lessons.

Children in phase 1 come across stories that involve rhymes that include counting and sequencing.

Further on in their development, pupils will learn a new and wider vocabulary which will include mathematical-specialist terms.

Science:

Pupils are expected to engage in research during science lessons. English skills are used here for writing a range of reports, and for verbally explaining their findings to the class and to a teacher.

Humanities subjects:

Humanitarian subjects include history, geography and religious studies. These subjects require technical and subject-specific terminology. English skills will be utilised here when learning the new vocabulary.

Researching is also required for these subjects, meaning that the register in which any work is written often needs to be adapted depending upon the task set.

Technology

This subject requires technical and subject-specific vocabulary. English skills will be utilised here when learning the new subject specific language.

Researching is also required within this subject as well as reading and writing recipes and instructions using English structures.

Drama/Role play:

English skills are fundamental for oral expression. Effective English skills will ensure a pupil feels confident taking part in group tasks and class discussion/performance.

ICT:

Using computer software, such as Word, develops a pupil's understanding of vocabulary, sentence structure and many grammatical rules.

Equal opportunities

All pupils will have equal access to the English curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing English lessons. Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary. Cultural, social and gender differences are positively reflected in lessons and teaching materials used.

Monitoring and review

This policy will be reviewed annually by the strategic lead and lead practitioners.

The strategic lead, AHT and lead practitioners will monitor teaching and learning in English, ensuring that the content of the National Curriculum and the SOW are covered across all phases of pupils' education and accurate assessment takes place.

A link governor will be briefed to oversee the teaching of English, and meets regularly with the SDH/DH/AHT and Lead Practitioners to review progress.

Any changes made to this policy will be communicated to all staff.

Policy approved by Governors:	Nov 2021
Date of next review by Governors:	Nov 2022