

# English Policy

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## 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, students 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 students' competence in reading, writing, speaking and listening in their own subject areas, enrichment projects to ensure that students 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 student'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 student 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'

This policy has been written in conjunction with the following school policies:

- Reading Policy

## 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 students.
- 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 students' 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 students' needs.

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

- Acting in accordance with this policy.
- Ensuring progression of students' 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 students.
- Monitoring the progress of students 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 students have 3 RWI lessons and 1 SOW lesson, whilst phase 4 students receive 4 lessons dedicated and driven by qualification outcomes. Students 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 phase 1 e.g. communication and interaction and literacy. All students within phase 1 are taught to develop their English skills as an integral part of the phase 1 SOW. In accordance with the English area of the early learning goals outlined in the 'Statutory framework for the early years foundation stage' (2021), and our stages assessment, students will be taught to:

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing
- Enjoy sharing books with an adult.
- Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book.
- Make comments and share their own ideas.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name
- Understand the five key concepts about print: , print has meaning , print can have different purposes , we read English text from left to right and from top to bottom , the names of the different parts of a book ,page sequencing
- Develop their phonological awareness, so that they can: , spot and suggest rhymes , count or clap syllables in a word ,recognise words with the same initial sound, such as money and mother

- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name
- Write some letters accurately.
- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to RWInc
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense

## **Phase 2 and 3**

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

- 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.
- 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.

- Students are encouraged, by their teachers, to discuss their English skills with their peers, dependent on need and ability.
- Students are given sufficient time to discuss, plan and edit their work.
- Handwriting, writing frames and scaffolds will be provided for students 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 students 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 students 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.
- students 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**

Students from phase 1 and SENSES begin to access the RWInc programme when developmentally and academically appropriate. Students in phases 2 and 3, including Lifeskills students receive teaching from the RWInc systematic phonic programme. Students accessing red, green, purple, pink and orange will receive 3 RWInc lessons per week to teach students how to read and write, followed by SOW lessons for 2 days. Students on the yellow, blue and grey level books will receive RWInc for 5 days and SOW the following week from RWInc sessions. RWInc will be in groups or pairs matched to their ability. Students 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 students skills in word reading and comprehension throughout the program.

Phase 4 students who still require phonic or reading interventions alongside formal accreditation routes will access fresh start through our PITSTOP programme.

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

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

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

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

### **SOW Groups for phase 2 and 3**

Once students have been assessed at successful completion of the RWInc programme they progress to the SOW groups where they access fulltime SOW teaching based upon the stages documents.

## **Planning**

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

- Teaching students to read easily, fluently and with good understanding.
- Developing the habit of reading widely and often, for both pleasure and information.
- Students will acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Students will write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences.
- Ensuring students feel confident with discussion; students 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 students' 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 students 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.
- RWInc programme in place for phonics, grammar and spelling to ensure developmental learning, building on students' prior knowledge.
- All English activities are built so that they build upon a pupil's prior knowledge. All students 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 students.

## **Homework**

- 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.
- 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**

- Students 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 phase 1 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 student 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 students 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 students and asking questions.
- Discussing students' work with them.
- Marking work against the learning objectives.
- students' 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 students' 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.
- 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 students' 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 SLT 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.

Lead practitioner for early reading coaches and QA RWInc delivery throughout the year.

### **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. All subject areas begin each topic with a vocabulary sheet with key topic vocabulary which are identified as red or green words.

### **Mathematics:**

In regards to mathematics, English skills contribute greatly. Phase 1 students 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, students will learn a new and wider vocabulary which will include mathematical specialist terms.

### **Science:**

Students 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 students will have equal access to the English curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede students 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 students' 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 2023
Date of next review by Governors:	Nov 2024