

The Saints Academies



ENGLISH POLICY

DOCUMENT

September 2023



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The Saints Academies

Vision

It is our vision to create a community where children can express and communicate confidently with others; developing their character, enabling them to flourish together. We aim to develop a lifelong love and passion for reading and writing by exposing them to a wide range of quality authors and genres.

English and Literacy contribute to the whole school curriculum by developing pupils' abilities to speak, listen, read and write for a wide range of purposes and audiences using language to learn and communicate ideas, views and feelings.

The pupils in our academies will be taught in a safe, secure and stimulating language-rich environment, enabling them all to achieve their potential in the areas of English. Every child will be revered and respected as part of our school community and loved and valued as one of God's children.

Purpose

- **To promote a shared love and understanding of English;**
- **To establish high expectations for teachers and pupils;**
- **To promote continuity and coherence across the school.**

Aims

The aims of teaching English within our academies are:

- To develop pupils' confidence in themselves as skilled communicators, to empower them to make relevant contributions and learn how to listen attentively to others.
- To enable pupils to adapt their speech to a widening range of circumstances and demands.
- To develop pupils' interest and pleasure in reading, so that they can read independently, understand the meaning and express views about their reading.
- To ensure that pupils read with fluency, accuracy and understanding across a range of texts; both fiction and non-fiction.

- For pupils to enjoy writing and to see the value of it.
- To provide stimulating opportunities for pupils to be creative writers of text and to express themselves, in writing, with confidence.
- To enable pupils to become independent writers of texts, which are accurately spelled, punctuated correctly and which communicate meaning in narrative and non-narrative forms.
- To enable pupils to use the planning, drafting and editing processes to improve their written work and sustain their writing of fiction and non-fiction texts.
- To enable pupils to develop legible joined handwriting (starting with correct formation and size of letters in the EYFS and Year 1) with increasing fluency and speed.

Organisation and methodology.

English is a core subject of the National Curriculum. The fundamental skills, knowledge and concepts are set out in “English in the National Curriculum” where they are categorised into:

- Speaking and Listening
- Reading
- Writing

Within the Early Years, English is delivered through the EYFS Statutory Framework. Across the academies, opportunities for pupils to practice and extend their English skills will be provided and linked to other curriculum areas wherever possible. Pupils are taught as individuals, in groups and as classes. Various approaches are adapted and integrated to meet the needs of the individual child. A flexible approach is taken in the use of different methodologies and materials. Work in Speaking and Listening’, ‘Reading’ and ‘Writing’ is integrated throughout English and through all other curriculum areas and the links between these are made explicit to the children. English and the skills of Literacy are seen as the media through which pupils learn and they are drawn on extensively in other subject areas.

Phonics and Spelling

Children are taught explicitly and supported to blend letters and to read and segment words to spell accurately and confidently across each age range. ‘Little Wandle - Letters and Sounds Revised’ is the systematic, synthetic phonics programme we have implemented. Please see our policy relating to this: Phonics and Early Reading Policy, found on the ‘English Policies’ page of our website.

Speaking and Listening is developed through:

- Story telling;
- Describing and listening to events and experiences;
- Speaking and listening appropriately to different audiences including peers; teachers

- and other adults;
- Speaking and listening appropriately in a variety of contexts across the curriculum;
- Group discussion and interaction;
- Drama and role-play activities;
- Reading aloud;
- Debate and presentation;
- Worship and music;
- Performance poetry.

Reading

A love for reading is fostered through;

- High quality, age-appropriate texts available in every classroom.
- Opportunities for a shared story daily.
- Regular one-to-one or whole class reading sessions.
- Well-structured and engaging reading schemes for use at home.
- Reading awards and passports.
- Access to stimulating and welcoming reading areas, including; reading areas in each classroom, our school library and the library van in Key Stage 2.
- Opportunities to celebrate reading.
- Family reading mornings, World Book Day and sponsored read events.
- Use of high-quality texts to establish links between our reading and writing.

Writing is developed through:

- The provision of opportunities (through our Genre Coverage and Progression Maps) to practice a wide range of forms of writing, including: narrative, poetry, reports, instructions, captions and lists, persuasive writing and non-fiction texts.
- Providing opportunities to write appropriately for a range of audiences.
- Teaching pupils the main rules and conventions of written English.
- The prevalence of grammar and punctuation in context is high.
- Teaching pupils to be self-critical and to use planning, drafting and editing processes to improve their work.

Handwriting

We teach pupils to use a legible cursive style of handwriting, when they are ready for this, and make them aware of the importance of clear, neat presentation in order to communicate effectively. Letter formation in Early Years and Year 1 is practiced on a daily basis, alongside cursive joined handwriting for children in Year 2 and above. Children will be given a pen when they are deemed ready in Year 4.

See Appendix 1 for additional information.

Assessment, Recording and Reporting

Assessments are made in line with the school assessment policy. See Appendix 2 for more information on our marking code.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual next steps are set accordingly. Marking is in line with the school marking and feedback policy. Analysis of assessment data is used to set individual or group targets. These are regularly reviewed. Where applicable, the academy issues are addressed through targets linked to performance management.

Children are informed of their own next steps for learning and supported to make progress towards them. Children are also involved in setting their own success criteria and encouraged to review their progress towards these through self, peer and teacher assessment.

The class teachers keep their own records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of individual children.

Monitoring and Evaluation

The Executive Head teacher and the English Subject Leads monitor English. Having identified priorities, the SLT and English Subject Leads construct an action plan that forms part of the Academy Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored. English Subject Leads from each academy meet termly and carry out book monitoring with an agreed focus. Results are then fed back to staff. Year group teachers across the three academies also meet half termly to moderate teacher assessment levels and the quality of learning opportunities. Moderation for writing also takes place across the MAT (SUAT).

Expectations

By the time children leave our academies, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations.

We want every child to take pleasure and have a passion for reading and writing across a range of genres and have a strong motivation to read and write for a variety of purposes and audiences ready and equipped for the next stage in their education.

Reviewed September 2023

Appendix 1



HANDWRITING POLICY: Years 2-4

The Saints Academies

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Appendix 2

Our Marking Code at St. Augustine's CE Academy



Blue - something impressive or something that evidences the learning objective.

Green - a next step in the children's learning or something that needs changing/improving.

Pink - a non-negotiable that needs fixing!

I or S	independent or supported work.
sp	a spelling correction (in an underlined word)
?	something needs changing (within a particular word or phrase) such as tense, ambitious vocabulary etc.
. (in the margin) - KS2 Only	something needs changing (within that line) such as tense, ambitious vocabulary etc.
?	a non-negotiable that needs addressing (full stop, capital letter, handwriting or neatness)