

Radford Academy English Policy 2023

Introduction

At Radford Academy English is taught as a core curriculum subject with every child from Reception upwards, there are also discreet daily phonics sessions in EYFS and KS1 and Spelling sessions in KS2. However, we recognise that in order to develop reading, writing and speaking & listening skills effectively, children must be given a wide range of contexts in which to practice and consolidate their skills and understanding, which is why we place a strong emphasis on English within our whole curriculum.

Intent

At Radford Academy, English and the teaching of reading and writing is the foundation of our curriculum. Our main aim is to ensure every single child becomes primary literate and progresses to the best of their ability in the areas of reading, writing, speaking and listening by the time they leave our school in Year 6.

Staff at Radford Academy feel it is essential to highlight and be aware of the differing groups of learners and vulnerable children in their class. Once this information is acquired, teachers can plan and teach personalised lessons which focus on the particular needs of each child. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success.

English at Radford is at the cornerstone of the entire curriculum. It is embedded within all our lessons and we will strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring new curriculum expectations and the progression of skills are met, the children at Radford will be exposed to a language heavy, creative and continuous English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

At Radford Academy, our vision is for creativity to be at the helm of our English curriculum and for children to learn new skills in a fun and engaging way.

At Radford we intend to develop in our children:

- A positive attitude towards all aspects of reading and writing, including spoken language.
- The confidence to work with growing independence in the different areas of English.
- The competence to produce a high standard of work, with our children meeting age related expectations or above.
- An awareness of audience.
- A fluent handwriting style containing correct joins and letter formation by the end of KS2.
- A good grasp of phonics, spelling, vocabulary, grammar and punctuation.
- The ability to apply these skills to sustained pieces of writing.

Implementation

We will achieve this by:

- Prioritizing reading, writing and speaking and listening at every opportunity.
- Providing stimulating environments in which all aspects of literacy can thrive.
- Developing trusting relationships in the classroom, involving good use of peer and self-assessment, so that pupils feel confident to express themselves without fear of embarrassment or criticism.
- Following a text-based learning approach within English lessons, linking texts to topics where suitable.
- Motivating children through exciting topics which they help to plan and drive forward.
- Making lessons highly interactive and productive, so children have time to **do**, **evaluate** and **improve**.

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- Making sure that learning is personalised as much as possible to meet the needs of individual children.
- Teaching using the Read Write Inc Phonics programme. KS2 to will continue to use the Read Write Inc Spelling programme taught daily in every class.
- Implementing the Penpals Handwriting scheme from KS1, including cursive writing from Year 2.
- Giving the children the opportunity to read for pleasure through the use of our well-stocked school library.
- Providing opportunities throughout the school year to promote reading and writing (e.g. Book fairs, competitions, World Book Day, parent workshops, author visits, reading incentives such as certificates and book tokens, projects involving outside agencies such as National Literacy Trust, Puffin etc).

Teaching and Learning Principles

Our teaching and learning strategy at Radford Academy is based upon the 2014 National Curriculum for English. We teach children by year groups, although we do differentiate tasks to suit pupils who are working above or below age-related expectations. This will enable those pupils to develop basic skills, as well as their confidence and independence at a more manageable pace or to extend the skills they already have. We have also identified those pupils who would benefit from additional English support and they follow interventions such as Colourful Semantics, and the Read Write Inc Fresh Start Intervention Programme for KS2 children and the Fast Track programme for children in KS1 or those in KS2 working well below age related expectations.

Planning

Planning guidelines for Years 1-6 are taken from the 2014 National Curriculum (published 2013). EYFS follow the Development Matters statements. As teachers are covering aspects of the curriculum, they highlight areas of the curriculum in their planning files (Reading, Writing, GPS, Speaking and Listening). This is used alongside the school's assessment materials so that we can tailor lessons to meet the needs of our pupils. Teachers feel confident in choosing their own texts and materials to best support the teaching of a specific unit or to help achieve a learning objective.

ICT can play a big part in lessons, with KS2 accessing resources via the Showbie App on Ipad.

Because 'personalised' learning is held with such high regard, teachers do a medium plan of the objectives to be covered during a unit. From this they will produce a weekly plan which can be adapted/amended as the week goes on through daily evaluations. This will ensure that the needs of the children are being met, for example either through more consolidation and practice or extension activities.

Planning formats are consistent across the key stages and hard copies of annotated plans are kept in teacher's planning files, which are moderated regularly by the English coordinator and Head Teacher.

Early Years Foundation Stage:

English in the Foundation Stage is taught as an integral part of the children's work. The children have experience of aspects of English every day. Phonics is taught using the Read Write Inc programme in Reception, Year One and Two, alongside this writing is taught through shared text work, writing, focused tasks etc. At the end of the reception year the children are assessed against the Early Learning Goals. Prime areas of English development are Communication and Language (Listening and attention, understanding and speaking) and Literacy Development (Reading comprehension, word reading and writing.) Pupils are given the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully and to practice and exchange their range of vocabulary and communication skills.

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They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations, through the carefully planned learning environment. We encourage the love of reading by continually updating our reading areas, through reading as a whole class and hearing children read individually.

Role-play is changed on a half-termly basis to enthuse and inspire children to be creative in their use of language, providing varied opportunities to read and write through play.

Reception staff teach discreet daily phonic lessons. By the summer term in Reception, pupils begin to follow a more structured literacy lesson to aid with their transition into year 1.

How we teach Reading and Writing:

See additional documents

Spellings

Spellings are to be taught in separate spelling sessions but also continuously throughout the school day. All children are to be taught their year group word list (using the Read Write Inc spelling programme), whilst also revising previous year's lists. Through spelling sessions in KS2, children are to be taught their year groups spelling patterns. Children are assessed on a regular basis to ensure progress and address misconceptions.

Handwriting

All children in EYFS are taught to hold a pencil correctly and form all letters correctly using the rhymes in the Read Write Inc phonics programme. Once our children have mastered using correct letter formation they are taught to use the pre-cursive handwriting script following the Letter Join handwriting scheme. All letters will start from the same entry point on the line and the pencil should not leave the page for each word. From year 2 children are expected to join up their writing. All staff should model the handwriting cursive script when they write for any purpose within the classroom. All children should be expected to write in this style of handwriting whenever they write, in all subjects.

(See separate [Handwriting Policy](#))

Entitlement and Provision

All children are entitled to an English curriculum that meets their needs. The following is done to try to ensure this happens:

- Differentiated activities will be provided to support less able and extend more able pupils.
- In extreme circumstances, a child may be allocated one to one in-class support.
- Parents will be kept informed and encouraged to assist in helping their children.
- Teaching assistants are used to support groups and/or individual children. This includes additional support outside of the daily English lesson including those children working a Greater Depth.

Assessment and Recording

Writing and GPS

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We firmly believe that the focus should be on 'learning' rather than teaching, and value the importance of our school assessment materials as a tool for all of our children in Key Stages 1 and 2. The assessment focuses in writing are made clear to children and they are included in the evaluating of their work and future target setting. Self-evaluation and editing is key in getting children to understand what they can do well and what they need to improve on further.

Assessment is an ongoing process, though summative samples are also undertaken with the children each term. Children undertake termly Reading tests and GPS (standardised tests fully matched to the 2014 curriculum) plus Writing is assessed against year group objectives. Results are then inputted into our DC Pro assessment system where progress can be monitored. Assessment information is gathered from tests and work during Literacy sessions but also from the many opportunities we create for extended writing during our History, Geography, Science and RE work.

We regularly cross moderate children's writing samples within school and with other schools to ensure consistency.

Reading

(SEE SEPARATE [READING POLICY](#))

Speaking and Listening (Oracy)

We do not use any summative assessments or formal assessment materials for Speaking & Listening and purely base our judgements on how children respond during lessons. We report on their confidence levels, articulation and ability to listen to others when we record our levels on the end of year reports.

For more information on assessment, recording and target setting please refer to the Assessment Policy and Marking Policy.

Monitoring

English, Phonics/Spelling books and Learning Journals are selected for regular work scrutiny to ensure children are learning basic literacy skills and being provided with ample opportunities to produce sustained independent writing to put these skills in to practice.

Lesson observations are carried out by the English Lead, head teacher and SLT, where the focus is primarily on the learning, progression and the rates of engagement and productivity of pupils.

We also know the importance of regular Pupil Voice questionnaires and Learning Environment monitoring and these findings also contribute towards our English Action Plan.

Roles and Responsibilities

It is expected that the English Lead will fulfil the following role:

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- Support colleagues in planning, teaching and assessing English
- Undertake any training, courses, etc. to keep teaching practice and knowledge of new initiatives up-to-date
- Keep colleagues informed of any changes in practice, providing training and/or information when appropriate.
- Monitor the planning and teaching of English throughout the school.
- Ensure that resources are appropriate, available and of good quality.
- Liaise with the head teacher, governors, SENDCO and SLT when necessary.

Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. By the end of KS2 the majority of our children have made considerable progress from their starting points in EYFS. Children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills. Our children are also becoming more confident readers and they realise the importance of reading for pleasure along with reading for information.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.