

Policy for English



Intent

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes: using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins through the Talk for Writing (T4W) approach. Children use their knowledge, skills and understanding in speaking and writing across a range of different subjects.

Our Aims

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama activities;
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers through contact with challenging and enjoyable texts;
- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work.

Our Whole School Approach to Writing

Teaching and learning style

At William Austin, the children are taught in mixed-ability classes for English, with teachers adapting their teaching to meet individual needs. Teaching assistants are deployed to support and scaffold for some learners within the classroom.

English is taught daily, through 'Talk for Writing' which is an approach to teaching writing that encompasses a three-stage pedagogy. It begins with a wow event or activity to hook the children in and ignite their interest in the text. The three stages of this approach are Imitation, Innovation and Independent Application.

Imitation

Through the use of engaging activities to warm up the text, children internalise the pattern of language required. This is followed by talking an exemplar text, supported visually by a text map and actions to help the pupils recall the story or non-fiction text.

Once they have internalised the language of the text they are in a position to read the text and start to think about the key ingredients. This stage includes reading as a reader and reading as a writer activities. Understanding the structure of the text is made easier through the boxing up technique, then helping the children to analyse the language and layout features that make the text work.

Innovation

At the innovation stage, once again, through warm up activities around keywords and phrases relating to the type of text, children are able to 'magpie' ideas and take ownership of the text, for example through manipulation of the characters and setting. The structure of the original text is identified and children use this to create their own ideas. During this process, children use a variety of 'writing tools' that have been extracted from the text and built upon through short burst writing. The process of taking ownership is highly engaging and empowering and provides children with a deeper understanding of the intricacies of high-quality writing.

Independent application

Shared and short burst writing and vocabulary games continue. Pupils now plan and write their own versions of the text type. They draw upon all resources that they have used in the imitate and innovate stages to write independently, to edit and redraft their writing.

English curriculum planning

English is a core subject in the National Curriculum and forms the basis for implementing the statutory requirements of the programme of study for English.

Medium term planning is informed by the National Curriculum and follows the 'T4W' approach; this is written by the subject leader and used as a foundation for class teachers.

Our medium-term plans, give details of the main teaching objectives for each term. These plans define what each year group teaches and ensures an appropriate balance and distribution of 'text type'. The subject leader for English is responsible for keeping and reviewing these plans.

Class teachers are responsible for developing a learning journey using the medium-term planning as a basis. Each lesson is expected to begin with a spelling, punctuation or grammar (SPaG) starter. The SPaG focuses for each unit are detailed on the medium-term planning and should be in line with the National Curriculum expectations for each year group.

Links with other curriculum areas

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

Mathematics and Science

English contributes significantly to the teaching of mathematics and science in our school. Children are encouraged to read and interpret problems in these subjects and further extend their mathematical and scientific vocabulary.

Personal, Social, Health, Citizenship and Economic Education (PSHCEE)

English contributes to the teaching of PSHCEE. We encourage younger children to take part in class and group discussions on topical issues. Through their work, they talk about things that improve their health and about rules for keeping them safe around the school. Older children research and debate topical problems and events. Planned activities within the classroom encourage children to work together and respect each other's views.

Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

Teaching English to children with special needs Special Education Needs and Disability

At William Austin Junior School, we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into account the targets set for individual children in their Individual Education Plans (IEPs); where necessary, pupils receive

additional support. Pupils with English as an additional language are supported in line with our policy as are those who are gifted and talented.

Teachers provide help with communication and literacy through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using ICT;
- using alternative communication such as signs, symbols and images; e.g. Communicate in Print package
- using translators and amanuenses.

Assessment, recording and reporting

In English, teachers use formative assessment to assess the children's work in three phases: Spelling, Grammar and Punctuation, Reading and Writing on a daily basis. This helps the teacher to establish whether the learning objective has been met and to adjust their lessons if necessary. It also identifies if a child needs further support with a particular aspect of their writing and the teacher can address this with them as part of whole class teaching or through an intervention.

Teachers make summative assessments every half term using pieces of writing from across the curriculum. These assessments are used to track the progress against the school and national targets and are discussed in Pupil Progress Meetings. Teachers use this information to set targets for the children, if a child is not meeting their target, specific interventions will be put into place. SPaG assessments for Years 3,4 and 5 are made at the end of each term using Rising Stars Assessments. Previous SATs papers are used for Year 6.

Parents are informed of their child's progress through consultation meetings and termly reports.

Teachers inform parents of progress through consultation meetings and termly reports. The short-term daily formative assessments that teachers make as part of every lesson helps them teachers to establish whether the learning objective has been met and adjust their lessons to revisit this if necessary. their daily plans. Teachers match these short-term assessments closely to the teaching objectives. They assess progress using objectives from the National Curriculum.

Teachers make summative assessments every half term. They use these to assess progress against school and national targets and are discussed during Pupil Progress Meetings with the senior management team. With the help of these assessments, teachers are able to set targets for the pupils over the school year and put necessary interventions in place. Reading and SPaG assessments are made using Rising Stars Assessments or previous SATs papers for Year 6. Writing is teacher assessed using key performance indicators taken from National Curriculum objectives. Children undertake national tests at the end of Year 6.

Resources

There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and thesauruses, interactive whiteboards, flip charts, washing lines and magpie books. Each year group has model texts mapped out for their writing units and class book boxes. Staff regularly receive English-based INSETs throughout the year.

Monitoring and review

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the subject leader for English and the Senior Management Team. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader contributes to the School Improvement Plan by evaluating the strengths and weaknesses in the subject, and indicating areas for further improvement. The subject leader review samples of the children's work and undertake lesson observations (by mutual agreement) of English teaching across the school.

Our policies for

- Writing, Spelling and Handwriting, Reading and Library, Speaking and Listening give further guidance on the teaching of English at William Austin Junior School.
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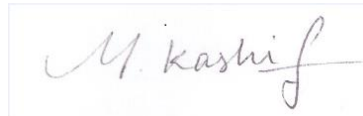
This policy will be monitored and reviewed by the subject leader on an annual basis.

Policy updated: September 2023

Staff responsible: Ann Compton

This policy was ratified by the Governing Body on: 18th October 2023

Signed on behalf of the Governing Body:

A handwritten signature in blue ink that reads "M. Kashif". The signature is written in a cursive style with a large initial 'M'.

(signature)

M. Kashif - Chair of Governors

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