The Academy at St James

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**ENGLISH**

**POLICY**

**Reviewed and Approved by:**

**-**

**Date of meeting:**

**-**

**14.1.23**

**Signature:**

**-**

**Mrs Parker and**

**Mr C Tolson**

**Position:**

**-**

**English Lead and**

**Headteacher**

**Date:**

**-**

**14.1.23**

**Next review date:**

**-**

**14.1.24**



**English at The Academy at St James.**

We are passionate about delivering high quality teaching and learning of English. We are committed to helping children develop the necessary skills and knowledge that will enable them to communicate effectively and creatively with the world at large, through spoken and written language. High quality books are at the heart of our curriculum, and we promote and emphasise reading and reading for pleasure by exposing our children to a rich variety of carefully chosen literature, both in daily whole class reading sessions, our English units and our class reading books.

Each English learning journey always begins with a high quality text to encourage and enthuse children to write for different purposes. Every year group follows the National Curriculum Expectations for grammar, punctuation and spelling. Each of these strands are woven into each unit of work, to ensure that children have excellent writing outcomes.

We endeavour to provide many creative opportunities for spoken language through oracy opportunities, drama and visual literacy. We expose children a language rich environment to develop vocabulary acquisition from an early age. In Early Years and Key Stage 1, daily phonics is taught systematically using Read, Write Inc. We have found parental involvement very successful when they take an active role in helping with their child’s learning.

This policy for English lays out our approach to developing the positive attitudes and essential knowledge and skills necessary for children to become writers. This outlines how we interpret and deliver the National Curriculum programmes of study for writing and underpin our schemes of work and classroom practices.

# Aims and outcomes

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

## Aims

Our aims are to ensure that all pupils:

* read easily, fluently and with good understanding
* develop the habit of reading widely and often, for both pleasure and information
* acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
* appreciate our rich and varied literary heritage
* write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
* use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## Outcomes

We strive to develop children who are fully literate and articulate, and are prepared for their secondary education and later life. Through engaging lessons, we aim to foster a love of English and language and an enjoyment of learning. We challenge children of all abilities and in order to make good progress in all areas of the English National Curriculum. They are encouraged to have a growth mind-set and to develop the skills of perseverance and resilience. Through English, pupils are given a chance to develop culturally, emotionally, intellectually, socially and spiritually.

## The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The aim of the EYFS (updated in 2021) is to:

* quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
* a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
* partnership working between practitioners and with parents and/or carers
* equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

English in Early Years is based upon the Foundation Stage Profile strands of Communication and Language and Literacy.

Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

* Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
* Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

* Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
* Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
* Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

ELG: Comprehension

Children at the expected level of development will:

* Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
* Anticipate – where appropriate – key events in stories;
* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

* Say a sound for each letter in the alphabet and at least 10 digraphs;
* Read words consistent with their phonic knowledge by sound-blending;
* Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

* Write recognisable letters, most of which are correctly formed;
* Spell words by identifying sounds in them and representing the sounds with a letter or letters;
* Write simple phrases and sentences that can be read by others.

## Writing in KS1 and KS2

### Strategies

Implementation of National Curriculum 2014

In the National Curriculum for 5 - 11 year olds, English is developed through four key areas:

* Spoken Language
* Reading – Word Reading & Comprehension
* Writing – Transcription & Composition
* Spelling, Vocabulary, Grammar & Punctuation

The programmes of study for writing at key stages 1 and 2 consist of two dimensions:

* transcription (spelling and handwriting)
* composition (articulating ideas and structuring them in speech and writing).

As a school, we follow the Talk For Writing framework interwoven with Phillip Webb Strategies which engage the children in their writing by stimulating their imagination. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. Writing is taught through high quality texts, engaging stories and inspirational films, we ensure that all children have access to various genres (fiction, non-fiction, poetry) to develop the children’s skills, strategies and understanding. (See The Academy at St James English Long Term Plan and each Year Groups Individual Reading Spines for a breakdown of our writing approach in different year groups- this can be found on our English Page)

The teachers also make strong links to writing in other areas of the curriculum such as History & RE. These cross-curricular writing opportunities develop the children’s awareness of audience, purpose and effect, whilst also continuing to develop their writing skills in wider contexts. Writing assessments are carried out regularly and the children are given constructive feedback on their ‘next steps’ of learning. Every child has a personalised writing target which the children work towards achieving throughout the course of their unit of work.

Writing at The Academy St James is developed through:

### Shared Writing

This provides an opportunity for teachers to demonstrate writing, including the thought processes that are required. Teachers should make explicit references to genre features, as well as word and sentence level work within the context of writing. Pupils contribute to the class composition by sharing their ideas with partners, in small groups or using individual white boards. This is also the time when children are given the opportunity to discuss, verbalise and refine ideas before committing to print. With knowledge of text type from shared Reading/English sessions, children should be able to generate a list of features that they would expect to use in any writing genre about which they have learned. This can be used by teachers and children alike as one way of assessing children’s writing and their understanding of the purpose and organisation.

### Guided Writing

Children are given the opportunity to work as part of a small group to complete a piece of writing with the support and guidance of their teacher and peers. The group, work together to begin a piece of writing and then continue independently whilst the teacher moves around the group and supports with individual needs as they arise. It is important that guided writing sessions are used with the range of abilities represented across the classroom and are planned carefully according to children’s targets to promote progression in writing skills for all children.

### Independent Writing

Children should be given the opportunity for a range of independent writing activities which clearly link to whole class writing objectives. These tasks will need an identified audience, clear purpose and should cover all aspects of the writing process. Children should be given the opportunity to self-assess and peer-assess writing, based on a rubric linked to the learning objective/year group objectives and developed by the class as part of the teaching sequence leading up to creating an extended piece of writing. Ideally, time to mark pupil’s writing should be built into future lessons to allow children to go through their work with an adult, learning from their misconceptions and setting targets for future pieces of writing. As a school, we encourage cross-curricular writing opportunities where possible, using our rich and varied curriculum as an engaging stimulus for the children. Handwriting and Presentation

At The Academy at St James, children are taught to write legibly, fluently and at a reasonable speed.

(Please see the Handwriting Scheme and Presentation Policy for more details.)

## Spelling, Vocabulary, Grammar & Punctuation on KS1 and KS2

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar and punctuation listed in the curriculum. This is not intended to constrain or restrict teachers’ creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching. **Spelling**

Spelling is develop through:

* The systematic teaching of phonics in KS1 using the RWI scheme and the recurrent teaching of spelling strategies and conventions at KS2 using the National Curriculum and the ‘Support for

Spelling’ document. We also support the teaching of spelling via the use of Spelling Shed. Spelling Shed is a systematic teaching sequence of lessons and resources which develop the children’s understanding of spelling rules and patterns.

* Developing an increasingly wide knowledge of vocabulary and grammar which are taught implicitly and explicitly from Year 1 through to Year 6 using the appendices in the new National Curriculum.
* Regular dictionary and thesaurus work.
* Use of word banks and spell checks.
* Regular opportunities to identify and use spellings within a context.

### Vocabulary

Opportunities for teachers to enhance pupils’ vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language.

Vocabulary is also developed by our Grow your Words whole school approach. Within this approach, each year group selects 5 words per week to focus on. These words are Tier 2 words and come from either the current English or Reading texts. These are words which have been carefully selected by the teacher in order to develop and widen the children’s vocabulary. In each session, the children are able to explore and develop their understanding of the word. These words are recorded in Love your Words Journals, in KS1 a class big book, in KS2 each child has an individual journal.

### Grammar and Punctuation

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014).

Our expectations are outlined in a progression grid. It details the expectations for the teaching of grammar and the agreed terminology (from the NC glossary) which must be used by each year group. Grammar is embedded within English lessons and taught discreetly where appropriate.

### Phonics

We follow the ‘Read, Write, Inc’ phonics scheme. All children are assessed and then grouped according to phonic ability. Children who take part in RWI receive 30 minute sessions on a daily basis and are assessed regularly. (See Phonics Policy for further detail)

## Inclusion

In planning work the teachers will aim:

* to provide breadth and balance of language activities for all children
* to provide a differentiated English curriculum to meet the needs of all the children through the continuity of experiences
* to set suitable learning challenges for individuals or small groups of children
* to respond to pupils diverse learning needs
* to liaise with the Special Needs Co-ordinator to ensure that provision is made for all children with S.E.N.
* to relate activities for S.E.N children to their individual targets and personal plans.
* to overcome potential barriers to learning and assessment for individuals and groups of pupils.
* to identify vulnerable groups who are not making expected progress, and provide appropriate support.

## SEN Provision

Pupils identified as needing extra support in English will be given the appropriate help in the classroom. Providing for pupils with special educational needs should take account of each pupil’s particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and planning for additional support.

### EAL Provision

At The Academy at St James we are a very diverse community and have pupils who do not hold English as a first language. Providing for pupils with English as an Additional Language should take account of each pupil’s ability and grasp of the English language. Teachers should both differentiate planning for these children but also allow them the time to be immersed in the language, modelling high quality talk at every opportunity.

### Monitoring and Evaluation

This policy will be reviewed annually by the English coordinator, in consultation with the staff, and as and when elements of English are identified or prioritised within the School Development Plan.