

Thurnby Mead Primary Academy



English Policy

Believe, Achieve, Celebrate

Reviewed January 2021 by Liz Woszczyński

Thurnby Mead Primary Academy

Policy on English

1 Intent

1.1 The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. They use their knowledge, skills and understanding in speaking and writing across a range of different situations.

1.2 Our objectives in the teaching of English are:

- to enable children to speak clearly and audibly, and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard and to build on the thoughts of others;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities;
- to help them to become confident, independent readers, through an appropriate focus on word, sentence and text level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts that reflect a range of cultures and ethnicities;
- to foster the enjoyment of writing and a recognition of its value;
- to encourage accurate and meaningful writing, be it narrative or non-fiction;
- to know how to plan, edit and improve their written work.
- to celebrate and promote cultural diversity, respect, tolerance and equality through the class novels and additional texts displayed/promoted throughout the school.

2 Implementation

2.1 At Thurnby Mead Primary Academy, we use a variety of teaching and learning styles in our English lessons. Our principal aim is to develop children's enjoyment and confidence as well as their knowledge, skills, and understanding. We do this through a daily lesson in which children experience whole-class teaching, group and paired work and individual learning. They have the opportunity to experience a wide range of texts and to support their work with a variety of resources, such as electronic texts, dictionaries, thesauruses and phonic resources.

In order for children to understand the value of reading and writing in all areas of learning, we also teach literacy skills in our cross-curricular lessons.

Children use ICT in English lessons when it will enhance their learning.

2.2 Children in all our classes have a wide range of abilities and staff provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work. In others, we ask children to work from the same starting point

before moving on to develop their own ideas. We use classroom assistants to support and/or challenge children and to enable work to be matched to the needs of individuals.

3 English curriculum planning

- 3.1 English is a core subject in the National Curriculum. Since 2014/ 15 Years 1 to 6 have been using Wordsmith to plan and deliver English lessons. This is based on and covers the requirements of the 2014 National Curriculum.
- 3.2 In addition to Wordsmith, all children from years 1 to 6 undertake a piece of creative or extended writing every 2/3 weeks that will be completed in the Literacy Book. An extra reading comprehension lesson is taught fortnightly using the 'Brilliant Scheme' or an age-related text related to the topics covered in class.
- 3.3 Teachers use a range of online resources including 'Bug Club' (for guided reading), 'Phonics Bug' and 'Spelling & Grammar' all of which can be accessed through the 'Active Learn' platform.
- 3.4 In order for children to make good progress in reading, their reading books are closely matched to their ability using PMB Benchmarking. Accelerated Reader and MyOn have also been introduced to KS2 in order to enhance high-quality reading opportunities and resources. Children in KS2 read in groups with staff using the Reciprocal Reading model.
- 3.5 Class teachers complete a weekly plan showing the objectives to be covered in each lesson. This sets out the specific learning objectives for each lesson and the 'Steps to Success'. The Principal and SLT monitor planning on a regular basis.
- 3.6 Our phonics is based on the 'Letters and Sounds' teaching programme and is followed from Nursery (FS1) through to the end of year 2. Children are grouped by ability from Reception (FS2) through KS1 with a 'catch-up' group for children in year 3 who did not complete phase 6 in year 2. Reception also use Jolly Phonics resources to enhance the teaching of initial sounds and KS1 also use the 'Phonics Play' and 'Phonics Bug' resources. Children in the DSP also use 'cued articulation' to help them learn their sounds. There is annual Phonics CPD for all staff in EYFS and KS1.
- 3.7 We also plan interventions for individuals, such as Reading Recovery, Better Reading practices (BRP) and Reading Coaching, to help all children make accelerated progress.

Text Type and Genre Coverage



Year 1	Autumn term				Spring term				Summer term			
Unit	Fiction Unit 1.1	Poetry Unit 1.1	Non-Fiction Unit 1.1	Live Unit 1.1	Fiction Unit 1.2	Word Detectives	Poetry Unit 1.2	Non-Fiction Unit 1.2	Fiction Unit 1.3	Live Unit 1.2	Poetry Unit 1.3	Non-Fiction Unit 1.3
Unit title	Guess What? (Class Two at the Zoo / Who's Our New Teacher? / Aaaaargghh, Spider!)	Sensational Senses	Who Lives Here?	Poetry Start!	Once Upon a Time (Mary and the Twelve Months / The Four Singers)		Pattern and Rhyme	Why Do Elephants Have Big Ears?	Fantastic Voyages (Man on the Moon / Dougal's Deep-Sea Diary)	Tell Us a Story	Growing Up	What's the Best Job?
Duration	3 weeks	2 weeks	2 weeks	2 weeks	4 weeks	1 week	2 weeks	3 weeks	4 weeks	2 weeks	2 weeks	2 weeks
Main text type/genre	Stories with familiar settings	Poetry	Recount (diary)	Poetry performance	Fairy stories	Language work	Poetry	Report	Day in the life / diary in unusual setting	Oral retelling	Poetry	Instructions

Year 2	Autumn term				Spring term				Summer term			
Unit	Fiction Unit 2.1	Poetry Unit 2.1	Non-Fiction Unit 2.1	Live Unit 2.1	Fiction Unit 2.2	Word Detectives	Poetry Unit 2.2	Non-Fiction Unit 2.2	Fiction Unit 2.3	Live Unit 2.2	Poetry Unit 2.3	Non-Fiction Unit 2.3
Unit title	What Would You Do? (Silly Billy / Operation Night Monster)	Pattern, Rhythm, Rhyme	All About Orangutans	Newsounds	A Twist in the Tale		A Closer Look	Does Chocolate Grow on Trees?	Muddles and Mishaps (The Whole Truth / Penny Dreadful)	Act it Out!	Silly Stuff	Unusual Places to Live
Duration	4 weeks	2 weeks	2 weeks	2 weeks	4 weeks	1 week	2 weeks	3 weeks	4 weeks	2 weeks	2 weeks	2 weeks
Main text type/genre	Stories with familiar settings	Poetry	Report	News Reports	Traditional tales	Language work	Poetry	Explanation	Dilemma stories	Play	Poetry	Report

Year 3	Autumn term				Spring term				Summer term			
Unit	Non-Fiction Unit 3.1	Fiction Unit 3.1	Live Unit 3.1	Poetry Unit 3.1	Non-Fiction Unit 3.2	Word Detectives	Fiction Unit 3.2	Poetry Unit 3.2	Non-Fiction Unit 3.3	Fiction Unit 3.3	Live Unit 3.2	Poetry Unit 3.3
Unit title	Was Tutankhamen Killed?	Storm	All About Me	Performance Poetry	Where's the Best Place to Live in the World?		Dragon Slayer (film)	Playing with Words	Shocking Styles	Ottoline and the Yellow Cat	Chat Show Challenge	Playing with Words
Duration	3 weeks	4 weeks	3 weeks	1 weeks	3 weeks	1 week	4 weeks	2 weeks	2 weeks	3 weeks	3 weeks	2 weeks
Main text type/genre	Explanation	Settings	Autobiography	Poetry	Information/ non-chronological report	Language work	Fantasy	Poetry	Newspaper report	Mystery	Chat show	Poetry

Text Type and Genre Coverage



Year 4	Autumn term				Spring term				Summer term			
Unit	Non-Fiction Unit 4.1	Fiction Unit 4.1	Live Unit 4.1	Poetry Unit 4.1	Non-Fiction Unit 4.2	Word Detectives	Fiction Unit 4.2	Poetry Unit 4.2	Non-Fiction Unit 4.3	Fiction Unit 4.3	Live Unit 4.2	Poetry Unit 4.3
Unit title	Wanted: Space Explorer!	Christophe's Story	Sounds Spooky...	Creating Images	The Most Incredible Sport		The Spiderwick Chronicles	Exploring Poetic Form	The Shang Dynasty	The Iron Man	The Grand Tour	Exploring Poetic Language
Duration	3 weeks	3 weeks	2 weeks	2 weeks	3 weeks	1 week	4 weeks	2 weeks	2 weeks	3 weeks	3 weeks	2 weeks
Main text type/genre	Biography	Stories from other cultures	Spooky stories	Poetry	Journalistic writing	Language work	Fantasy	Poetry	Newspaper report	Science fiction	Multimedia presentation	Poetry

Year 5	Autumn term				Spring term				Summer term			
Unit	Poetry Unit 5.1	Fiction Unit 5.1	Non-Fiction Unit 5.1	Live Unit 5.1	Poetry Unit 5.2	Fiction Unit 5.2	Word Detectives	Non-Fiction Unit 5.2	Poetry Unit 5.3	Fiction Unit 5.3	Non-Fiction Unit 5.3	Live Unit 5.2
Unit title	Poets' Voices	Friend or Foe	Animals on the Move	Ultimate Rap!	Tell Me a Story	Oranges in No Man's Land		The Museum of Fun	Compare and Perform	Greek Myths	Ultimate Explorers	Pitch it!
Duration	2 weeks	4 weeks	2 weeks	2 weeks	2 weeks	4 week	1 weeks	3 weeks	2 weeks	3 weeks	2 weeks	3 weeks
Main text type/genre	Poetry	Major author	Chronological Report	Rap performance	Poetry	Stories from other cultures	Language work	Persuasive text	Poetry	Myths	Information	Business pitch

Year 6	Autumn term				Spring term				Summer term			
Unit	Poetry Unit 6.1	Fiction Unit 6.1	Non-Fiction Unit 6.1	Live Unit 6.1	Poetry Unit 6.2	Fiction Unit 6.2	Word Detectives	Non-Fiction Unit 6.2	Revision Unit	Fiction Unit 6.3	Non-Fiction Unit 6.3	Live Unit 6.2
Unit title	Powerful Language	Eye of the Wolf	Mission: Save Pompeii!	The Great Debate	Poetic Voice	Fantastic, Funny, Frightening!		Why is Blood Red?	Comprehension Revision Unit	Salamander Dream	Inventions	A Midsummer Night's Dream
Duration	2 weeks	4 weeks	2 weeks	2 weeks	2 weeks	4 week	1 week	3 weeks	2 weeks	2 weeks	2 weeks	2 weeks
Main text type/genre	Poetry	Narrative technique	Non-chronological report	Debate	Poetry	Anthology - variety of genres	Language work	Information/report	All genres	Graphic novel	Newspaper article	Play

4 The Foundation Stage

- 4.1 We teach English in Foundation classes as an integral part of the school's work. We relate the English aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all children 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 practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts; to enjoy them; to learn about them and to use them in various situations.

5 Contribution of English to teaching in other curriculum areas

- 5.1 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 at school.

Our revised curriculum provides opportunities to support the English curriculum through other subjects, some of which are grouped together in 'topics'. We include regular opportunities for children to read and write in all subjects, especially Topic, RE and Science.

In Mathematics, the teaching of English contributes significantly to children's mathematical understanding. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 learn stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

Pupils cultural capital is enhanced through authentic experiences (visitors and trips) which provide opportunities for language-rich discussions that lead into quality pieces of creative writing.

6 English and ICT

- 6.1 The use of ICT is an integral part of the Wordsmith scheme. It can promote, enhance and support the teaching of English at word, sentence and text levels. It also offers ways of impacting on learning which are not possible with conventional methods, e.g. interactive and non-linear stories.

- 6.2 ICT is used at whole-class, group and independent levels. The screen projection of text enables it to be read and shared. The projection of a word processor permits the writing process to be modelled effectively. A wide variety of text types are available through Wordsmith as well as the Internet and CD-ROMs which are used to encourage the framing of explicit questions. Groups can work at a computer and input text via a standard or overlay keyboard. Word banks or word grid software speed up recording. Software and online resources are used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers). A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website).

7 English and Inclusion

- 7.1 At Thurnby Mead, we teach English to all children, whatever their ability and individual needs. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, disabilities, special gifts and talents, and those learning English as an additional language. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).
- 7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – including classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment using Target Tracker, Pivats and other materials allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.
- 7.3 For children with special educational needs we write Education and Health Care Plans (EHCPs) which may include specific targets relating to English. The plans are reviewed every term.
- 7.4 We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (for example, a theatre trip) we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils.
- 7.5 Teaching assistants provide help by providing:
- texts that children can more easily read and understand
 - visual and written materials in different formats
 - ICT and other technological aids
 - alternative communication, such as signs and symbols
 - translators and amanuenses
 - additional and/ or individual instructions
 - questions to support the learning of individuals and groups

8 Impact/ Assessment for learning

- 8.1 Teachers assess children's learning so that they can plan effectively and make judgements about children's progress. The assessments that teachers make as part of marking help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress and children are encouraged to take an active role in improving their work as they get older.
- 8.2 Teachers make summative assessments three times a year and these are used to track progress. The progress of each child is reported to parents and carers at Parents' Evenings and in end of year reports. The school leaders and managers and the next class teacher use assessments as the planning basis for the new school year.
- 8.3 Assessments in Autumn, Spring and Summer terms are based on assessment materials found within the 'Wordsmith' programme as well as children's work and entered onto Target Tracker. Children undertake national tests at the end of Year 1, Year 2 and Year 6.

9 Resources

- 9.1 There are a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a variety of age-appropriate small apparatus. Children have access to the internet through their classroom computer, laptops and iPads. The school and class libraries contain a large selection of fiction and non-fiction books to support children's individual reading. We have a large number of 'big books' and story sacks and subscribe to the library services project collections. Children are also able to access resources from home online, e.g. Active Learn resources and MyOn.

10 Monitoring and review

The Principal and SLT carry out a programme of monitoring and evaluation of the teaching and learning of English. Reports are made to the Governing body. Teachers are given a summary of the main findings as well as individual feedback.

Signed:

Date: January 2022 (updated)