



English Policy

Believe, Achieve, Celebrate

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 and writers of stories, poetry and drama, as well as of non-fiction and media texts. At Thurnby Mead, 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, reading and writing across a range of different situations. We believe that being able to read and write effectively across all areas of the curriculum is crucial in ensuring our pupils leave us ready to access the next stage of their education. We aim to ensure that all children develop a lifelong love of reading as well as the required skills to decode and understand texts. We have selected texts both within our reading and writing curriculum that will enable our pupils to develop culturally, emotionally, intellectually, socially and spiritually.

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 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 teach children to be able to write for a range of audiences and purposes and to use appropriate grammatical structures for these.
- To develop confidence and flair within their writing.
- 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.
- to help our pupils become fluent, confident and independent readers, through an appropriate focus on word, sentence and text level knowledge.
- to develop enthusiastic, reflective and critical readers of stories, poetry, non-fiction and media texts and through contact with challenging and substantial texts that reflect a range of cultures and ethnicities.
- to foster the enjoyment of reading and a recognition of its value: developing the habit of reading widely and often for both pleasure and information.

- to foster an enjoyment and appreciation of our rich and varied literacy heritage by offering a diverse feast of literature from some of the most celebrated children's authors of the past.
- To foster the enjoyment and appreciation of contemporary and new high-quality literature from current authors.
- To read a broad range of literature by authors from a diverse range of backgrounds and cultures.

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. Pupils at Thurnby Mead have the opportunity to experience a wide range of texts and to support their work with a variety of resources, such as electronic texts, visual literacy, 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 also 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 cohesion with Wordsmith, children will complete an extended piece of writing at least once every three weeks. This is an independent piece where children will have the opportunity to apply their learning from the previous weeks.
- 3.3 In order for children to make good progress in reading, their reading books are closely matched to their ability using PMR Benchmarking. Accelerated Reader and MyOn have also been introduced to KS2 in order to enhance high-quality reading opportunities and resources.
- 3.4 Children in years 2 – 6 take part in 3 x 30 minute weekly shared reading sessions which focus on an area of reading comprehension that they need to develop. The children follow the I do, we do, you do, approach to ensure that children are developing the necessary skills to become proficient readers.
- 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 We follow the Little Wandle phonics scheme in EYFS and Year 1 (and in year 2 onwards for the children that still require SSP). Please see our phonics policy for more information.

- 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 Star!	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	Newshounds	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 weeks	1 week	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 weeks	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. Children 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.

8.Cultural Capital

8.1 We always aspire to give our pupils access to authentic experiences, trips and visitors:

- Librarians regularly visit to promote books in 'KS2 Book Talking' sessions.
- Our pupils meet famous poets, authors and illustrators from different ethnicities and backgrounds, listening to them recite and talk about their work.

8.2 School is involved in initiatives that give our pupils opportunities to take part in reading activities that involve the wider community:

- 'Our Best Picture Book' encourages our Year 2 pupils to actively engage in discussing and voting for their favourite books with their teachers, peers, parents, librarians and with pupils from other schools across the city.
- 'Our Brilliant Book Club' introduces all our pupils to a range of new titles and authors and offers the opportunity to take part in competitions related to the books, alongside other pupils from Schools across the city and county.

As part of the above initiatives, links are developed with our local library. Pupils are encouraged to join it and become lifelong members and therefore potential lifelong readers.

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.

5 Reading Intervention

5.1 We provide 1:1 reading interventions in our endeavour to ensure that all our children succeed in reading. Regular training and guidance is given to all TA staff involved in 1:1 reading interventions.

- In KS1, Teacher led 'Reading Recovery' and 'Light Touch' Programmes are directed at the struggling readers in need of the most help and support.
- TA led 'Better Reading Partnership (BRP)' is directed at pupils who are reading just below age related expectation.
- In Year 2 and all KS2 classes, the 4 lowest achieving readers receive 'Reading Coach' assistance.

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.

9.2 In our quest to develop a love and passion for reading amongst our pupils, we always strive to ensure that they have access to enticing, relevant and current reading material.

- 'Accelerated Reader' texts for individual and independent reading in KS2, enhance high quality reading opportunities and resources within the classroom.
- Class libraries contain a large selection of fiction and non-fiction books to support children's individual reading.
- Our subscription to the library services ensures that pupils can borrow from an extensive range of books in our Key Stage1 class book corners and fiction library, our Key Stage1 / 2 non-fiction library and from themed corridor displays.
- Newspapers, comics and magazines are available for pupils to enjoy during the school day.
- KS2 pupils can borrow stimulating reading material from 'Book Talking' library service sessions.

9.2 Library Service 'Project Collection' boxes provide all classes with an extensive range of non-fiction texts related to their topics throughout the year.

9.3 We have a large number of 'big books' and story sacks.

9.4 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:

J Hubbard

Date: November 2022 (updated)