

Inspirational Learning Academies Trust

ENGLISH POLICY

Reviewed November 2017

INTRODUCTION

At Inspirational Learning Academies trust we believe that English is a fundamental life skill. English develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled 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. Children use their knowledge, skills and understanding in speaking and writing across all areas of the curriculum.

TRUST AIMS

- ❖ To promote and develop children's enthusiasm for English and to provide them with essential life skills.
- ❖ To help pupils understand the written thoughts of others, that is, to help children to read fluently, with understanding and motivation towards their reading.
- ❖ To help children to speak clearly and write legibly using their own thoughts.
- ❖ To encourage children to listen attentively and with understanding, allowing children to form individual views and opinions.
- ❖ To fulfil the objectives set by any Government legislation, based on the needs and development of our individual children.
- ❖ To provide a flexible and creative curriculum in which to develop children's English skills.
- ❖ To work in partnership with parents to develop children's English skills and positive attitudes towards reading and writing.
- ❖ To enable children of all abilities to participate fully within a differentiated curriculum.
- ❖ To provide a stimulating and enriched learning environment, to support the development of English skills.

TEACHING AND LEARNING

English skills are taught daily across all year groups and done so through a topic based approach to learning. Genres studied and skills taught are progressive throughout a pupil's school life. English is taught to accommodate numerous

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learning styles through the use of different visual, auditory and kinaesthetic stimuli, resources and activities. These skills are then transferred to other areas of the curriculum through our topic based approach to learning.

We provide opportunities for pupils to apply their knowledge and understanding of different genres and comprehension skills, and to meet their individual targets on a daily basis. Reading and SPaG tests are carried out on a regular basis in order to prepare children for end of key stage assessments. These tests are carried out in a supportive manner; with the objective being to identify the children's achievements and next steps in learning.

In Key Stage 1 and 2 the progression of skills is based upon the English Primary curriculum and in Foundation Stage skills are based upon the Early Years Curriculum Guidance. Pupils are moved onto the National Curriculum levels as soon as they are able.

The Teaching of Early Reading

Pupils are taught phonic knowledge on a daily basis, from Nursery to Year 1. From Year 2 upwards phonic knowledge is combined with 'Support for Spelling' program to ensure progression.

Early reading uses the phonics based approach alongside other cues, to encourage reading acquisition and develop comprehension skills. This is supported by decodable home reading books to allow consolidation of learning at home.

INCLUSION

We provide a broad and balanced curriculum where teaching and learning are matched to the needs of all individuals and where all pupils can access the curriculum. Where pupils do not make good progress interventions are put into place to ensure that gaps in learning are addressed. Where pupils show a talent in English they are provided with additional support and challenge in order to ensure their learning moves forward.

ASSESSMENT OF LEARNING

Key Stage 1 and 2

'Closing the gap' marking is used daily in order to develop individuals understanding and move their learning forward.

Is this paragraph necessary?

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Pupil's progress is assessed and monitored on a daily basis and where pupils have not made sufficient progress interventions are put into place to ensure that gaps in learning are closed.

Spelling, Punctuation and Grammar is assessed from Year 3 to Year 6 and reported within pupil progress meetings. This provides teachers with a clear understanding on the skills that children need to move their learning forward. Each term 'Assessment Profiles are collated which celebrate pupil's achievements and inform parents of next steps in learning.

At the end of each academic year all pupils from Year 2 upwards carry out a formal assessment (statutory and optional) which inform teacher assessment.

Nursery and Reception

Objectives are taken from the revised EYFS guidance and focus predominantly on the areas of 'Communication and Language' and 'Literacy' which encompasses both reading and writing, speaking and listening. Children are assessed in the nursery against their age related expectations (emerging, expected or exceeding) and where necessary those exceeding their age related expectation are encouraged to work towards the 'Early Learning Goals'. In reception children are assessed against the 'Early Learning Goals'

HANDWRITING

Children in Key Stage 2 are given a pen to write with in English and topic lessons. Children are discretely taught handwriting throughout the day; where staff model **cursive writing**, they need to transfer these skills in all of their writing. If this doesn't happen: children will receive a point on their individual, handwriting licence. Three points will mean children revert back to a pencil and try to earn back their licence.

Children in Key Stage 1, who show that they can write cursively, will be given a pen license too. If their standard of writing drops, they will also incur points on their license. We endeavour to improve the standard of handwriting throughout the trust.

PERSONAL, SOCIAL, CITIZENSHIP AND HEALTH EDUCATION

English contributes to the teaching of PSHCE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older pupils also research and debate topical issues and events and discuss lifestyle

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choices. Planned activities within the classroom also encourage children to work together and to respect each other's views.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

The pupils offer 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 literacy heritage and that of others from a range of diverse cultures. The structure of lessons provides opportunity for children to work together and discuss issues objectively. This develops a respect of British values alongside that of other cultures.