

PILGRIM PRIMARY ACADEMY



English Policy September 2021

Date of Policy Review:	Reviewer:	Date Shared with Staff:	Date of Next Review:
September 2021	L Johnson	September 25 th 2021	September 2022

Intent

Understanding all aspects of English is essential throughout our entire lives. To ensure that our children have a solid foundation of this, we aspire to ensure that our children become confident communicators through their ability to fluently read, write, speak and listen. These skills empower our children so that they are well prepared to engage with the wider world. Through teaching reading and writing using high quality texts, children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. This holistic teaching approach helps children to acquire new knowledge as well as building on what they already know. By equipping our children with these necessary literary skills, we are providing them with all the tools to develop into fully participating members of society.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping children with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. We aim for all children to be able to:

- 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.

Implementation

At Pilgrim, our daily English lessons are delivered with the stimulus of high quality texts to ensure that children constantly have a model to aspire to. Having high quality texts as our foundation for English teaching, empowers children to discuss their understanding of concepts, allows misconceptions to be identified and corrected and aids teachers to provide clear and understandable feedback on successes and next step targets. Teachers are then able to adapt teaching methods and sequences to cater for the individual needs of the children in their class.

We strive to make our English curriculum accessible to all pupils: studying the content of the programme of study broadly at the same pace. In order to achieve mastery at each stage, English objectives are broken down into clear, achievable steps. We aim for all children to have a secure understanding of these objectives in order for future learning to be built on solid foundations. As new skills are learnt, children are required to draw upon their previous learning to support their understanding of key concepts.

Our learning environment is designed to support, inspire and celebrate learning. Our teachers create learning walls to develop and support the children's understanding as well as to promote children's independence. The learning environments are key reference points for the children to see the journey their learning has taken from the start of a theme to the end. Children's published work is displayed in order to celebrate the children's accomplishments and as a model for the high expectations they are able to achieve.

A fundamental element of each lesson is the ongoing formative assessment that teachers undertake. Misconceptions are identified immediately and are addressed within the lesson. English books are then marked daily and children are able to respond to feedback the following lesson. Summative assessments are then used to identify progress and attainment allowing teachers to modify future learning opportunities.

Teaching

In Year 2 and above, each year group has a daily English lesson (including a SPAG starter) which is an hour long. Further phonics, spelling, handwriting and reading sessions are also delivered. Year 1 follow a daily 'book time' lesson structure focusing on reading skills which lead into weekly writing opportunities. Children then use the knowledge and skills across our theme curriculum and different contexts to ensure they are deeply embedded.

Planning

Quality first teaching is what we strive for at Pilgrim and what we believe is the foundation for great learning. Learning objectives are taken from the relevant year group objectives of the National Curriculum and form our medium-term plans. These objectives enable progression in learning throughout our school based attainment.

- English long term overviews are planned and provided by the English team stipulating the focus text, SPAG coverage and writing outcomes that need to be covered by each year group across the school year.
- Teachers, with the support of the English team, use the medium and weekly planning proformas which are saved in the school's drive.
- Powerpoints and resources are saved in each year groups area on the school's drive and these, along with the planning proformas, are monitored regularly by the English leader.
- We do not follow a commercial scheme for English but we do have a wide bank of resources which we draw from to provide ideas and learning opportunities.

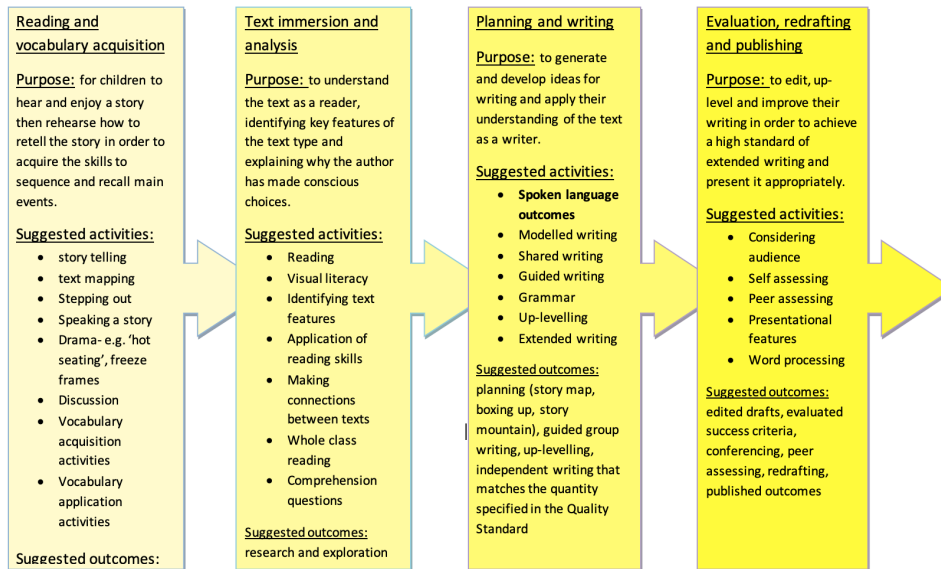
Lesson structure

Whole class teaching:

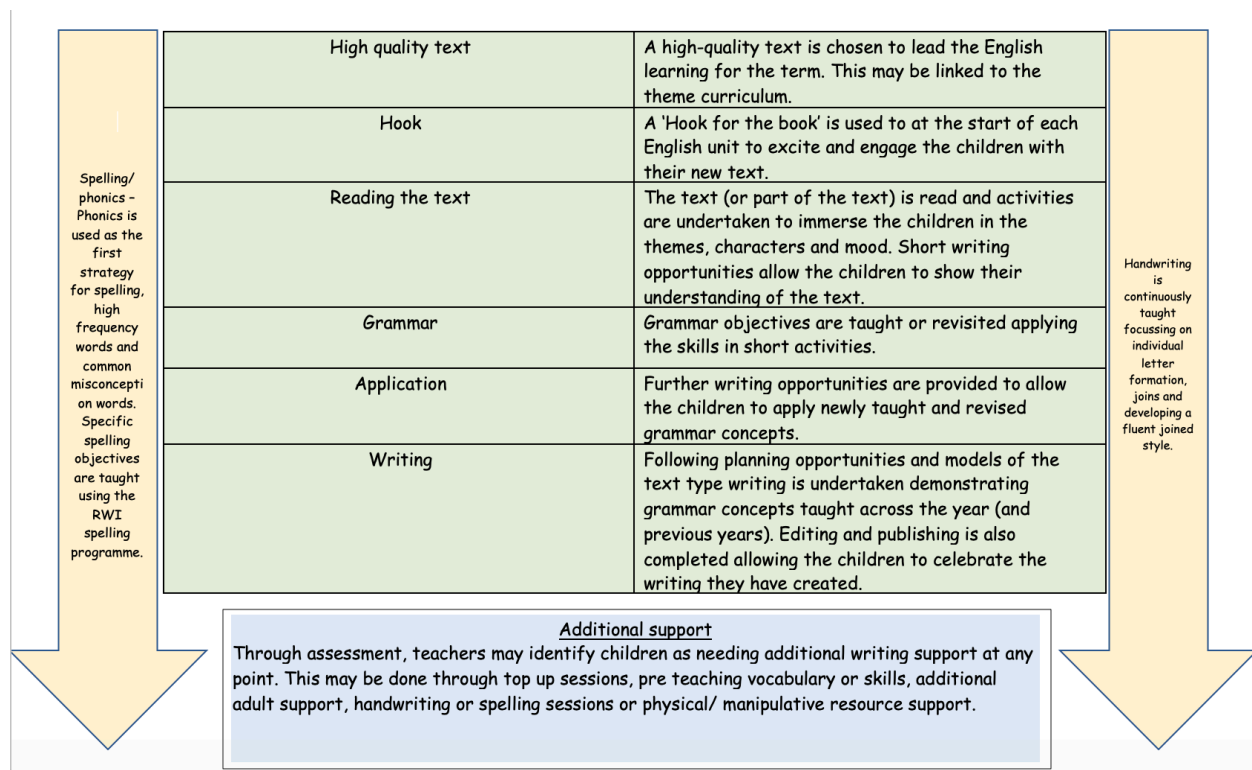
- Our English lessons are taught to whole mixed ability classes. Lessons are designed using formative assessments of what the children already know as the basis. Then, new concepts and application of skills is introduced. At the planning stage, teachers consider what scaffolding may be required for children who may struggle to grasp concepts in the lesson and suitable deepening learning opportunities for those who may grasp the concepts rapidly. Decisions are not necessarily made about who these children may be prior to the lesson but rather based on the feedback the teacher receives through the formative assessment opportunities in their daily input.
- Children respond to feedback in their books at the beginning of the lesson to address areas for improvement and any misconceptions.
- SPAG objectives are revised as part of the starter of the lesson. New SPAG objectives are taught as part of the English sequence and then moved into the starter questions to help the children retain the objective.
- Learning Powerpoints share the learning objectives with the children and guide the lesson through key questions and discussion activities. Questioning is planned and used by the teacher to elicit responses from our learners to move learning forward and address misconceptions.
- The main teaching activity of the lesson is whole-class based with everyone covering the same content differentiated so that it is accessible to all children.

The writing sequence at Pilgrim:

Planning a sequence of learning in English



For non-fiction texts these sessions may most likely be combined



EAL learners

For children whose home language is not English, we take relevant steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. However, we must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and English skills, if a child does not have a strong grasp of English language, the school will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Impact

The impact of our English curriculum at Pilgrim is that writing enables our children to be creative, meaningful and adaptive. They are able to write across genres so that they match the purpose of a text and convey their meaning to a variety of audiences. The children understand that writing is a journey and mistakes help us learn and grow. The children's English and theme books have a rich amount of evidence of well constructed and engaging texts that have been based around a high quality text or real life context. The children take great pride in showing their starting points in writing and the improvement they have made to reach the end point - high quality writing texts.

Summative assessment takes place at the end of each term for Reading and SPaG (using Rising Stars Pira and GAPS standardised tests). Writing is

assessed against age related expectations of the National Curriculum and then all outcomes are evaluated using O'track and Reach South assessment grids. Progress writes are completed at the start of each half term where children are given the opportunity to write in the style they have previously studied from the term before. This supports the teacher's assessment from what the children are completing on a day-to-day basis. Children's progress and attainment is analysed, shared and discussed with senior leaders, in order for specific areas of strength and priority to be identified and targeted as necessary (see *Assessment Policy* for further details). In addition, Year 2 SATs results are used to support teacher judgement and Year 6 SATs results provide the end outcome of primary school attainment.

Through the ongoing moderation of planning, learning walks, books and assessment outcomes, the English team and SLT are clear on the progress being made across the school. If progress is not being made, or gaps identified, support is immediate and steps provided to ensure all pupils achieve and make progress. Attainment is reported to parents in the children's reports.

This policy should be read in conjunction with Pilgrim's Teaching and Learning Policy.

See separate policies for Whole school Reading and English in EYFS.