

Version	Date
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Rationale

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others. Through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; our aim for all the children leaving Airedale Infant and Junior School is that they begin to develop the skills necessary in reading, writing and the spoken language to take an active role in the community and wider world, supporting them on their journey through education from infant to junior, secondary and beyond.

Curriculum and Subject Content: Implementation

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

At Airedale Infant and Junior School pupils will be taught;

Spoken Language

Spoken language underpins the development of reading and writing. The quality and variety of language that children hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Educators at Airedale will ensure children develop confidence and competence in spoken language and listening skills. Children will develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. Children will be supported through discussion to identify and address misconceptions.

All children will be able to participate in and gain knowledge, skills and understanding of drama through role play and hot seating. The curriculum is enriched with regular opportunities to share and respond thoughtfully to drama and attend professional theatre performances both in and out of school.

Reading- In consultation with the Reading Policy

At Airedale we promote the development of early word reading through high quality phonics provision and systematic teaching of spellings using the Read Write Inc. We deepen children's understanding of the meaning and structure of a wide range of text types and stories through encouraging children to read widely and for enjoyment. All classes read a wide range of stories and texts every day. Children explore the work of a wide range of authors both within their own ability range and beyond through whole class reading books. Through linked texts, reading is an integral part of our curriculum.

When accessing Read Write Inc:

- Children have a reading book that is directly matched to their phonetic ability
- Children are heard read in school by an adult every day in Read Write Inc
- Children have phonics lessons everyday from the start of September
- 1:1 Reading interventions are planned following the Read Write Inc Tutoring programme

When children can read with fluency and accuracy, children then take part in daily Guided Reading sessions to develop their comprehension and further reading skills.

- Children have a book band reading book and can change this as frequently as required
- Children's reading progress is tracked using a personalised reading record
- Reading interventions are planned using assessment data and QLA

All children across school will:

- Have weekly opportunities to access the school library as part of our 'Book Club'
- Have daily story times with their teacher
- Be encouraged to read for pleasure and talk about the books they read
- Have a reading record for reading in school and home to be record their individual progress.
- Have access to two fully equipped libraries filled with 50 recommended reads per year group, diverse authors, fiction and non-fiction texts, poetry, magazines, book bag books, and a range of suggested class readers and authors to engage all readers.

Reading at home with Parents

All reading books directly match with the child's phonetic knowledge or reading ability to ensure reading is successful for all. Assessments are conducted every 6 weeks (or sooner) to match books to the child's phonetic or reading ability. Children are also encouraged to take home books beyond their reading ability to enjoy and develop a love of reading with their parents and siblings at bedtimes. We invest heavily in high quality reading material for children to use, take home and borrow. We encourage all children and parents to sign up to Oxford Owl which can be accessed on most mobile devices to access further E Book materials.

We provide incentives for children who read at least 3 times a week at home as part of our 'Reading Champions' initiative.

Children in Airedale Infant school also have reading mascots which they take home weekly to enjoy a range fo texts at home with their families.

Parents and carers are invited into school regularly to take part in reading events. Parents are also given supporting reading materials and guided throughout the year to ensure parents understand how to support their child's reading at home.

Writing

Children will have the opportunity to write for a range of purposes applying the knowledge skills and understanding that they learned about a particular writing genre or author. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Over the course of the year children will demonstrate their writing skills through a variety of non-fiction, fiction and poetry work.

Pupils will have the opportunity to compose and structure their writing and will be taught how to plan, edit and evaluate their written work. Writing down ideas fluently depends on effective transcription: Spelling and handwriting play a key role in this.

- Lessons are planned using the National Curriculum objectives.
- All children are assessed against the National Curriculum objectives.
- Pupils know and discuss learning objectives when completing writing tasks.
- Children have opportunity to draft and edit their work
- Children have weekly writing opportunities
- Work is marked adhering to the marking and feedback policy
- Writing is moderated across classes, year groups and schools.

Handwriting

At Airedale Infant School children begin to follow the Read Write Inc letter formation to first teach children to form letters before moving onto a pre-cursive and cursive handwriting style as they progress through both schools. Children are set high expectations for handwriting and it is expected across all types of writing and in all subjects.

It is expected that children write in pencil for all drafting and skills work. As their handwriting matures, children will then begin to use a pen. Children will begin to publish some writing and we see this as an important factor in presenting their completed work fostering pride in their work.

Children will experience using many different writing tools, including I.C.T, across Key Stage 1 and Key Stage 2 in order to publish and create their writing.

Spelling, Punctuation and Grammar

Spelling, Punctuation and Grammar plays an important role as part of our English curriculum, being central to the effective teaching of the English language. At Airedale Infant and Airedale Junior School, we aim to incorporate these areas into the teaching of English through lesson content and explicit activities. We teach discreet grammar lessons when appropriate. Spelling is incorporated into every English lesson.

Grammar is taught in a structured way so that all children have the opportunity to practise and apply grammar skills in their writing. It is expected that children will use the same level of grammatical understanding in all work across the curriculum.

Where children exceed their age-related expectations, teachers will plan work to deepen children's understanding and mastery of the topics covered.

- Spelling is taught within the Read write Inc programme in Reception and Year 1. Children learn to apply the sounds they know to spell words containing the newly taught sounds. Children also have an opportunity to practise previously taught sounds during the 'review' aspect of daily spellings.
- Spelling is taught explicitly using sound, visual, checking, meaning and connecting strategies from Year 2 onwards. Teachers have the freedom to adjust activities according to the needs of the

children, rather than stick religiously to a script. This ensures that children are taught the skills they need and these are embedded fully.

- Common exception words are built into teaching and learning and children are regularly assessed on these.
- Boosters and interventions may be used to support children who need additional support with spelling
- All staff have the highest expectations for spelling and expect all children to copy new vocabulary carefully, begin to use a dictionary effectively and take pride in their own spelling and grammar in English and across the wider curriculum.

Teaching and learning

All class teachers are responsible for delivering the English National Curriculum Teaching is organised in different ways.

- Whole class groups
- Focused groups
- Mixed ability groups
- Paired or individual work
- Peer activities

Equal Opportunities

Where possible teachers will ensure there is a multi-cultural element to their English teaching by using resources that are from other cultures as specified in the National Curriculum. Our selection of books and resources will have positive, non-stereotypical images where possible.

The class teacher in accordance with the special needs policy will identify children with specific English difficulties. Their needs will be met through differentiated activities within the classroom and through bespoke intervention programmes

English Leader Role/Shadow Leader Role

- To monitor all aspects of the English curriculum to ensure coverage and progression throughout the key stage.
- To ensure teaching and learning follows the National Curriculum.
- To keep up-to-date with local and national initiatives in English.
- To monitor planning and lessons across the Key Stage.
- To work within the MAT and Pyramid to ensure consistency of provision across local schools.
- To take part in leadership meetings, presenting outcomes to Academy Council as required.
- The English team are responsible for whole staff CPD.

Monitoring and Evaluation: Impact

Monitoring of teaching and learning in English is routine.

Activities include:

- Planning monitored half termly

- Learning walks - for all areas of English
- Learning environment audits
- Drop-in lesson observations
- Formal lesson observations
- Peer lesson observations
- Pupil voice
- Parent voice
- Data analysis and evaluation
- Reporting to Governors
- Book scrutiny
- Moderation- in house/pyramid and MAT levels

Planning

- Year groups plan as a team to ensure consistency across the classes
- Individual class teachers ensure that all planning meets the individual needs of their classes
- Planning identifies the scaffolding children need to achieve.
- Staff will use diagnostic questioning for formative assessment.
- Staff will use adaptive teaching to meet the needs of all children.
- School has specific planning formats to be adhered to - short term planning is presented in smart slides and adjusted to meet the needs of the children in each class.
- English coverage inserts are created for each genre and monitored by Shadow Leaders to ensure continuity and progression.
- Short term planning is checked by Shadow Leaders and the English leader to check for consistency and accuracy in lesson structures.
- All short term planning is uploaded (at the very latest) to the shared drive, each Friday morning to allow staff adequate preparation time.
- Planning is monitored by the English leader, Shadow Leaders and SLT.
- Planning is not required by OFSTED at an inspection.
- Interventions are planned by the Teacher in partnership with SLT.

Learning environment

In order to support the development of English across school, we develop a language rich environment. Each class has an English working wall, a designated reading area and spelling display. Handwriting posters are displayed and the school handwriting font (comic sans) is used to produce electronic written material. These are monitored and resourced as appropriate.

Working walls need to include:

- English Title.
- Genre title.

- Reflects what is needed in the classroom for those children.
- Grammar/punctuation posters used to classify words correctly.
- Opportunity for words to be added to the learning wall.
- Text features.
- Presentation on the working wall reflects the expectations of the children.
- Vocabulary linked to the genre.
- Any other writing and grammar prompts as necessary.
- Prior learning is evident to reflect the learning journey.

Classes are also required to have a focused author each half term to challenge and inspire children. This is displayed in the classroom or shared area.

Assessment:

Assessment in English is based upon knowledge and understanding. At Airedale Infant and Airedale Junior School, we use a range of assessment materials to ensure that children are making appropriate progress, including assessment tasks, observations and teacher judgement. Pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programmes of study.

Assessment should:

- Be formative and summative
- Be used to inform the teacher for future planning
- Promote continuity and progression
- Form the basis for reporting to parents
- Be based on observation, participation and written outcomes

The National Curriculum has prescribed assessments for children when they reach the end of Key Stage 2. However, more frequent assessments are made towards the end of each unit of work and at three data points in an academic year. Ongoing peer critique for group work take place as well as teacher assessments at the end of each unit of work.

Class teachers are responsible for recording achievement of children working below, at or above age related expectations for their age. All staff at Airedale Infant and Airedale Junior School strive to ensure that our children reach their full potential in English and that they understand and enjoy their experiences. They ensure that tasks are scaffolded appropriately to match the needs of all pupils, including those with Special Educational Needs. The English Lead, Shadow Leads and SLT monitors progress through the school by sampling children's work at regular intervals.

Links to related policies

- Equality
- SEN
- E-safety

- British Values
- Marking and Feedback
- Curriculum
- Reading

This policy is reviewed annually and it is shared with all stakeholders through the website and through Continued Professional Development.

- English Co-ordinator: B. Atkinson
- Link Academy Council Member: Sharon Butterfield
- Next policy review date: July 2024