



English Policy

Oasis Academy Hobmoor – September 2020

1. Aims

At Oasis Academy Hobmoor, we aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Spelling, Grammar, Reading and Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Our aim is to ensure children can:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self monitor and correct.
- Have an interest in books and read for enjoyment.
- Develop a growing bank of vocabulary in spoken and written forms.
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- Develop their imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.
- Understand the elements of a sentence

2. Statutory Requirements

Statutory requirements for the learning and teaching of English are laid out in the National Curriculum English Document (2014) and in the Communication and Language section of the Early Years Foundation Stage Developmental Matters document (2012).

The new English programme of study (2014) is based on 4 areas:

- Spoken language

- Reading
- Writing
- Spelling, grammar and punctuation.

The new National Curriculum is divided into 3 Key stages: Key Stage 1 (Years 1 and 2), Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6).

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The new National curriculum 2014, gives detailed guidance of what should be taught at each Key stage under the following headings:

Spoken language

- Reading - Word reading, Comprehension
- Writing – transcription, spelling
 - Handwriting and presentation
 - Composition
- Grammar

In the Foundation Stage (Nursery and Reception) children should be given opportunities to:

speak and listen and represent ideas in their activities;
 use communication, language and literacy in every part of the curriculum;
 become immersed in an environment rich in print and possibilities for communication.

At Key Stage 1 (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage 2 (Years 3, 4, 5 and 6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning within them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

3. Subject Organisation

The English Curriculum is delivered using the New National Curriculum. The Assessment Scales (EYFS) are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

The subject of English is taught in class groups, where the work is planned and taught by differentiating the curriculum to suit the needs of the children. The teachers differentiate by taking into account the needs of gifted and talented

children, through higher, medium and lower ability, to special educational needs (SEN) where children's IEP targets are taught.

4. Approaches to Speaking and Listening

In the Foundation Stage, pupils learn to:

Use language to imagine and recreate roles and experiences.

Listen and respond attentively.

Interact with others in play and to get things done.

At Key Stage 1

Pupils learn to speak clearly, thinking about the needs of the listeners. They work in small groups, talking partners and as a class, joining in discussions and making relevant points. They also learn how to listen carefully to what other people are saying so that they can remember the main points. They learn to use language in imaginative ways and express their ideas and feelings when working in role and in drama activities.

At Key Stage 2

Pupils learn how to speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience. Taking varied roles gives them opportunities to contribute to situations with different demands. They also learn to respond appropriately to others, thinking about what has been said and the language used.

5. Approaches to Reading

In the Foundation Stage pupils learn:

Knowledge of initial and final sounds and short vowel sounds in words.

To listen to/begin to read stories, poems and other non fiction texts.

Recognise some familiar words.

Phonics is taught daily in Early Years Foundation Stage and Key Stage One following the framework 'Letters and Sounds'. This will involve a daily session of planned systematic phonics' delivery, with a wide opportunity for application of skills through the environment and other lessons.

At Key Stage 1

Pupils' interest and pleasure in reading is developed as they learn to read confidently and independently. They focus on words and sentences and how they fit into whole texts. They work out the meaning of straightforward texts and develop their vocabulary through exposure to rich texts.

At Key Stage 2

Pupils read enthusiastically a range of materials and use their knowledge of words, sentences and texts to understand and respond to meaning. They increase their ability to read challenging and lengthy texts independently. They reflect on the meaning of texts, analysing and discussing them with others.

Whole class text exploration and home reading

Reading is an important part of the English curriculum at our school. All year groups have an allotted time to carry out guided reading daily.

Home reading books will be provided and sent home on a weekly basis for parents to read with their children. Home reading journals are also provided for all the children to ensure reading takes place at home and this is monitored by the class teacher. Reading resources provide enriching vocabulary, correct grammatical structure and interesting content.

All reading books have been book banded to ensure progression for reading and each parent is given the opportunity to liaise with teachers through reading record books. Children who have moved on from the reading scheme have access to the class book selection and school library or they can bring a book to read from home.

Our School Library offers the children the opportunity for wider reading through the borrowing of a variety of books. The children have weekly access to the School Library which offers a wide variety of texts to capture interest.

6. Approaches to Writing and Extended Writing opportunities

In the Foundation Stage, pupils learn to

Differentiate between print and pictures.

Find connections between speech and writing.

Understand the symbolic nature of writing, the sounds and names of letters and how to write them.

At Key Stage 1

Pupils start to enjoy writing and see the value of it. They learn to communicate meaning in narrative and non-fiction texts and spell and punctuate correctly.

At Key Stage 2

Pupils develop an understanding that writing is both essential to learning and thinking, and enjoyable in its own right. They learn the main rules and conventions of written English and start to explore how the English language can be used to express meaning in different ways. They use the planning, drafting and editing process to improve their work and to sustain their fiction and non-fiction writing.

Each class will have a set of spellings to take home each week and a test will be carried out the week after.

7. Spelling, Grammar and Punctuation

Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences are the construct which help give words their sense. The purpose of grammar teaching is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning.

The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader.

At Oasis Academy , we teach grammar, spelling and punctuation on a regular basis through English lessons and daily guided reading sessions.

8. Handwriting

Presentation of written work reflects the awareness of the writer to the needs of his or her audience. Our ultimate goal is for pupils to achieve a fast, flowing, legible style of writing. In order to achieve this, we are aware of the need for a consistent approach to the teaching of handwriting across the key stages. We use the Berol scheme to support our delivery of a structured teaching programme which:

- Ensures correct formation and orientation of letters.
- Develops consistency and appropriateness in size and spacing.
- Encourages a pride in presentation.
- Eases the transition from printing to joining.

9. Progression, Continuity and Differentiation

Progression and continuity are dependent upon teachers' assessment of present achievement in knowledge, skills and concepts as well as previous learning experiences. This knowledge then shapes the planning of future teaching. To this end, assessment, target setting and planning processes are followed by all staff. The National Curriculum is followed to ensure continuity throughout English. Differentiation can be provided in a number of ways: by outcome, by adult support provided, by differentiating resources, by differentiating through planning or by task differentiation.

Teachers differentiate in short term planning in the way in which is considered most appropriate for the child, group or objective being taught.

App is used to inform planning and ensure progression across the school.

At Oasis Academy Hobmoor, we use WordSmith to assist the teaching and learning of English. The project offers multi-layered professional development drawing on classroom-based research and experience of working with teachers. It combines an

introduction to outstanding books for teachers and children with an approach to teaching the English curriculum that is creative, engaging and develops a love of literacy. WordSmith provides a guide for teachers to adapt to enable them to teach all of the year group objectives, across both key stages, whilst exposing them to high quality literary texts from significant authors.

The 'Write Stuff' approach in writing carefully scaffolds principles of direct instruction and dual coding to create impact writers who communicate confidently and eloquently using creative ideas and ambitious vocabulary. The approach assists teachers in modelling the writing process, making explicit decisions through an oral commentary so that pupils are aware of the decisions made throughout the writing process. The use of the symbols in the approach provides pupils with picture cue cards which will aid them in remembering a range of grammatical, sentence and literary devices needed to be the best writers that they can be.

10. Cross-curricular Literacy opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

11. The use of ICT

Opportunities to use ICT to support learning and teaching in English will be planned for and used appropriately.

ICT is used at whole-class, group and independent level. The use of IWB's to show text enables it to be read and shared. The use of a word processor permits the writing process to be modelled effectively. A wide variety of text types are available through the Internet or CD-ROMs to encourage the framing of explicit questions. Groups can work at a computer and input text via standard keyboards. Word banks or word grid software speed up recording. Software is used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers). Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes.

12. Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can 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 literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

13. English and inclusion

At our school we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination; Gifted and Talented; English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors—classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum 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.

Intervention may come through placing the children on language and literacy trackers for both reading, written and spoken language.

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 (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Teachers provide help by using:

- texts that children can more easily read and understand;
- visual and written materials in different formats;
- ICT, other technological aids and taped materials;
- alternative communication, such as signs and symbols;