




English Curriculum Policy

November 2024

Signed (Chair of Trustees):	
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Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.

English Curriculum Policy

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Introduction

Our English curriculum design prioritises the pre-eminent role the study of English has in education and society because we believe that a high-quality English education will equip all children for life in a global society. It means our children can communicate their ideas and emotions with confidence and foster positive dispositions. Strong knowledge of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children 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 a range of different situations.

Aims

Our overarching aim is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. Our aims align with and exceed 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.
- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of activities;
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;

- to help children enjoy writing and recognise its value;
- to increase the children's ability to use planning, drafting and editing to improve their work;
- to form letters correctly, progressing to joined, legible, fluent handwriting;
- to develop an awareness with of the spelling rules and patterns used in the English language including those with exceptions;
- to develop understanding of grammatical concepts and terminology used within standard English.

How we teach English

We employ a variety of teaching and learning styles in English lessons. Developing children's knowledge, skills, and understanding in English is our principle aim. We follow a clear weekly structure throughout the school to ensure all areas of English are covered in grammar, writing and reading. We do this through a daily lesson that has a high proportion of whole-class and group teaching. During these lessons children experience a whole-class shared reading or writing activity, a whole-class focused word or sentence activity, a guided group or independent activity and a whole-class session to review progress and learning. They have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and word banks to support their work. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum, for example, in Humanities through creative writing.

There are children of differing ability in all classes at our school. We recognise this fact and 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 variation within group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support some children and to enable work to be matched to the needs of individuals.

English Curriculum Planning

Our English curriculum is underpinned by research about the importance of oral development of language that enriches written language. English is a core subject in the National Curriculum. We use the National Curriculum as the basis for implementing the statutory requirements of the programme of study for English based around a certain text. We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term), ensuring that the knowledge blocks are broken into composites and components that are manageable. The National Curriculum details what we teach in the long-term. Our yearly teaching programme identifies the key objectives in English that we teach to each year. Our medium-term plans, which we also base on the curriculum, give details of the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The English subject leader is responsible for keeping and reviewing these plans.

Class teachers collaboratively complete a weekly (short-term) plan for the teaching of English. This lists the specific composite aim for each lesson and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

The Foundation Stage

We teach English in reception classes as an integral part of the school's work. The format for the daily lesson is similar to that used in the rest of the school. As the reception class is part of the Foundation Stage of the National Curriculum, 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 range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

Teaching English to children with special educational needs

We teach English to all children, whatever their ability. 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs.

The SEND Code of Practice demands that children with SEND are entitled to reasonable adjustments and access to the curriculum. English is a core part of the school's curriculum policy. This helps to provide a broad and balanced education to all children, tailored to their needs. At the end of each session, all children should be able to explain their understanding and teachers must provide resources to enable them access the curriculum. Through our English teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. 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, variation so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Intervention through SEN Support and EHC plans will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to English.

We enable 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.

Teachers provide help with communication and English through using texts that children can read and understand; using visual and written materials in different formats; using ICT, other technological aids and taped materials; using alternative communication, such as signs and symbols; using translators and using multi-sensory resources.

Assessment and recording

Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. They use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. They use sims as the recording format for this. Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, teachers and leaders are able to set targets for the next school year and summarise the progress of each child before discussing it with the child's parents. The next teacher also uses these long-term assessments as the basis for planning work for the new school year. These long-term assessments are made using end-of-year tests to attain scaled scores, standardised tests (NEFER) and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6.

The subject leader keeps samples of children's work in online or physical portfolios. This demonstrates what the expected level of achievement is in English in each year of the school. Teachers meet regularly to review individual examples of work against the national exemplification material produced by the DfE.

Resources

We have a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a range of age-appropriate small apparatus. Each classroom has a reading area where children can enjoy a wide range of texts suitable for their age. All classrooms have a selection of fiction and non-fiction texts. We also have a school library where children can go out of lesson time to support their individual research or take a book to enjoy at home. Children have access to the Internet through their classroom laptops. Audio-visual aids are also available from the central storage area. In addition, to support the multi-sensory approach we use with all children in the school, we have a range of story books or sacks, which include props and other sensory resources to support children's understanding.

Monitoring and review

The monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leader and the Senior Leadership Team through regular planning monitoring, book checks, learning walks, pupil progress meetings, pupil interviews and formative and summative assessments. This data is then used to analyse weaknesses and strengths within the subject and key focus areas for improvement. The work of the subject leader also involves supporting colleagues in the teaching of English through planning support and CPD training. The subject leader ensures staff are informed about current developments in the subject and provides a strategic lead and direction for the subject in the school. The subject leader gives the head teacher a half termly summary report in which they evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement. The named governor responsible for English or core curriculum subjects meet regularly with the subject leader and school leaders in order to review progress.

Subject	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	Autumn	Hear share and discuss books to broaden vocabulary and develop early skills of inference	Increase vocabulary and comprehension skills through listening to and discussing a range of texts	Develop understanding of texts and vocabulary	Draw inferences from texts	Recognise themes, compare characters and discuss view points	Recognise themes, compare characters and discuss viewpoints
	Spring	Broaden vocabulary and sequence events	Increase vocabulary, ask and answer questions about a text	Justify views about what is read	Develop understanding and summarise main ideas	Draw inferences and provide justification for views	Identify how authors use language, conventions and structures
	Summer	Broaden vocabulary and develop understanding of what is read	Increase vocabulary and make inference about what is said and done	Develop understanding and justify views using evidence from the text	Identify themes and conventions	Develop language and understand how it contributes to meaning	Discuss texts, give reasons and justifications for views
Grammar	Autumn	Write accurate sentences using appropriate grammatical features	To use present and past tense correctly and consistently in spoken and written form	Know how words are related in form and meaning	Use standard English in both oral and written composition and select appropriate grammar and punctuation	Embed conscious control of oral and written language including appropriate choice of words	Understand linguistic conventions for speaking, reading and writing
	Spring	Understand the structure of a sentence and use punctuation correctly	To use present and past tense correctly when writing in sentences and paragraphs	Know how words are related in form and meaning and progressively build in a varied and rich vocabulary	Select appropriate grammar, including figurative language, to write confidently	Embed conscious control of oral and written language ensuring cohesion and accuracy	Understand linguistic conventions including cohesive devices, idioms, proverbs and clichés
	Summer	To speak and write grammatically sound sentences with increased vocabulary	Correct and consistent use of the features of standard English	Rehearse sentences orally, building a varied and wide range of sentence structures organised	Have conscious control of oral and written language	Demonstrate an appropriate use of a range of cohesive devices to enhance sophistication, flow and structure	Embed effective use of parts of speech, linguistic conventions such as idioms,

				cohesively into paragraphs			proverbs and colloquialisms
Writing	Autumn	Orally rehearse sentences before writing to form short narratives to entertain the reader	Write for a range of purposes understanding how different types of writing is structured	Draft and write varied vocabulary using a range of sentence structures	Use varied and rich vocabulary in a range of sentence structures	Understand that authors have a purpose for writing and use language to convey their message	Use a range of devices to enhance and clarify meaning in writing
	Spring	Compose and sequence sentences accurately to entertain and inform the reader	Write for different purposes and draw on knowledge of language and grammar in writing	Use a range of sentence structures and organise paragraphs around a theme	Write for a range of audiences and purposes using a range of devices	Use a wide range of devices to build cohesion within and across paragraphs	To write with the awareness of audience, purpose and context
	Summer	Accurately sequence sentences to form short texts to entertain and inform the reader	Write for a range of purposes and edit to check the intention is achieved	Write for a range of purposes and audiences in the form of narrative, explanation and description	Write for a range of audiences and purposes to demonstrate understanding of structures, vocabulary and grammar	Demonstrate an appropriate tone for writing using a range of cohesive devices to enhance the sophistication and flow	Plan and write for a range of purposes and assess the effectiveness