ACE Learning



English Policy

Date of Ratification	**Spring 2023**
Date for Review	**Spring 2026**

Intent

At ACE Learning, we believe that English makes a major contribution to the development of a child's language which, in turn, contributes to the child's understanding of his or her world, the world of others and the world of imagination. Since English is integral to the learning process throughout the curriculum, it follows that whenever anything is being taught or learned there is potential for developing a child's language. We will do this through:

- developing pupils' abilities to communicate effectively in speech and writing
- developing pupils' reading abilities and foster a love of reading across the school
- developing students' confidence, articulacy and capacity to learn through oracy
- developing pupils' understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers and readers
- helping pupils to understand how language enables them to experience and appreciate their world and the realms of the imagination in all media
- helping pupils to understand the part language plays in enabling them to express their ideas, feelings and experiences and come to an understanding of the ideas, feelings and experiences of others
- helping pupils to understand the function and importance of Standard English, including spelling *and*
- developing creativity and imagination.

Objectives

To ensure the development of effective speaking and listening:

- Formulate, clarify and express their ideas.
- Express themselves in a variety of situations which is appropriate to their needs and the intended.
- Listen, understand and respond appropriately to others.
- Use, with increasing confidence, the vocabulary and grammar of standard English.

To ensure the development of reading so that pupils can:

- master their initial reading skills so that they become independent and enthusiastic readers
- read a range of texts fluently, accurately and with understanding
- find out the information they need in order to research and answer the questions of others
- understand the variety of written language and the differences between fiction and non-fiction
- to understand and respond to a wide range of books and media texts
- improve their abilities to analyse, evaluate and criticise texts which they have read

To develop pupils' writing skills so that they can:

- express themselves clearly and precisely for enjoyment
- demonstrate their understanding of how writing enables them to remember, communicate, organise and develop their ideas and information
- write creatively for an increasing range of purposes matching their language to the needs of the appropriate audiences
- understand the appropriate use and purpose of an increasing range of written forms
- write neatly in the cursive script adopted by the academy and with accurate spelling and expression

Curriculum Progression

Learning is carefully sequenced to ensure the main objectives within each Key Stage are met. In EYFS we

relate the English aspects of the children's work to the objectives set out in the Early Learning Goals and Foundation Stage Curriculum Guidance, which underpin the curriculum 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,
- to practise and extend their vocabulary and communication skills,
- to explore words and texts,
- to develop their skills phrasing and answering questions,
- to form spoken sentences through the support of adult modelling.

In Key Stage 1 and 2 we teach according to the National Curriculum programmes of study. The objectives are set out year-by-year for key stage 1 and two-yearly for key stage 2. The assessment system sets out these objectives which teachers plan and assess against. This ensures that by the end of each key stage, pupils know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Vocabulary development

Vocabulary has been deliberately structured so that each year group builds on previous learning. The National Curriculum appendices outline progression between years one and six.

Approaches to Teaching and Learning

The teaching and learning strategy is based on the National Curriculum Objectives. It is important to remember that the National Curriculum in English is broad so it is necessary to develop all aspects of English such as speaking and listening and extended writing outside the Structured English lesson. Teachers should have a clear idea of the knowledge and skills to be taught in the four areas of speaking, listening, reading and writing. It should be noted that these four language modes are inextricably interrelated and that a balance must be struck between them across Key Stage 1 and Key Stage 2.

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided. The development of children's language necessitates a variety of differentiated texts and approaches across the four language modes (speaking, listening, reading and writing). Careful planning will ensure that these resources and approaches are appropriately matched to individual pupils.

English teaching will ensure that children will be engaged in a variety of activities matched to their specific needs. Play, storytelling, talking about their own experiences and ideas, drama and improvisation provide a sound base at Key Stage 1 with an emphasis on pupils exploring and expressing their own world. Teaching and learning styles will mix direct instruction; group collaboration; pair work; practical activity; performance; individual research and investigation with other appropriate strategies to encourage effective learning through language.

Such is the importance of language to effective learning that this variety will be encouraged across all subjects and aspects of the curriculum, especially through the Mantle of the Expert approach where

appropriate. A wide range of resources will be used to help children discover and explore the rich variety of linguistic experience by discussing their own experiences, exploring appropriate texts and applying their skills to every subject across the curriculum.

Resources
Resourcing, personal development and training needs will be discussed on an annual basis. As well as well stocked libraries, the academy also has access to various online learning resources to support pupils' learning in English. An audit of these is carried within each school and is available from the curriculum leader.

Health and Safety
Guidelines in the Health and Safety Policy will apply with regard to use of technology, all academy based activities and out of academy activities (relating to English).

Assessment
Opportunities for teacher assessment will be identified in planning documents, together with opportunities for any pupil self-assessment.

Assessment in English is continuously recorded on the academy assessment system to inform planning and diagnose strengths and weaknesses. In speaking and listening this involves observing children using a variety of spoken language for different purposes. In reading this involves formal and informal observation and close monitoring of children's developing use of strategies and responses to texts. In writing it involves effective feedback which is positive, constructive and developmental. Feedback to children about their progress in English is through verbal comment, discussion and the marking of work. Summative assessment is through SATs, teacher assessment and testing.

Termly records, teacher's own records, home/school contact books, test results and children's portfolios will provide a record of progress. Standards and progress in reading and writing will be reported to the leadership team through regular pupil progress meetings. Class teachers analyse class data into pupil progress forms on a termly basis. This allows the teacher to monitor the progress and see which children are at, above or below age expected.
Reporting to parents is completed three times a year (Autumn, Spring and Summer). This informs parents of their child's/children's progress in reading and writing.

Monitoring Impact
Monitoring of teaching and learning is a process that is essential to gauge quality of teaching to ascertain progress children/groups are making and to identify areas for improvement for individual teachers, year groups, key stages or specific subjects. It is also an opportunity to celebrate the strengths and successes of teachers and their pupils.

Pupils: The English leader will monitor a sample of work at set points throughout the year. For example, by looking at evidence in books, classrooms and via pupil voice during lesson observation. Teacher judgements will also be analysed.

Staff: Clear verbal and written feedback will be provided to teaching staff that are observed and targets set accordingly to identify next steps in their continuing professional development.

The implementation and impact of English will be recorded by the subject leader and reviewed regularly.