



**Exploring together
Succeeding together**

English Policy

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Intent

At Hill Avenue Academy it is our aim to educate all children to the highest levels of academic and personal achievement developing confident, happy and compassionate members of society through our bespoke, high quality English curriculum which is built upon, Exploring together; Succeeding together, in conjunction with our school values: Happiness, Respect, Teamwork, Achieve.

The English curriculum is supported and underpinned by our Learning Behaviours: Resilience, Curiosity, Collaboration, Reflection and Metacognition. They are embedded within our English curriculum delivery to enable and empower children to become independent learners who are confident, fluent readers, who can write creatively for a range of purposes, who can articulate thoughts, ideas, perspectives and present through oracy, who are self-motivated and want to continuously learn and grow, with a love and passion for Reading, Writing and Oracy, now and in the future.

At Hill Avenue, our English curriculum meets the requirements of the National Curriculum as a minimum. It is specifically and rigorously designed to be holistic and relevant to the children, coherent and progressive offering rich, challenging opportunities for children to develop their knowledge, skills and understanding. The fundamental skills of English, Reading, Writing and Oracy underpin and supports learning opportunities across the wider curriculum. The teaching and learning of English enables children to communicate effectively in both spoken and written language. We intend for our children to share a real love and passion for reading, we aim for children to read frequently, with accuracy and understanding, for pleasure and to learn. We intend for our children to become confident and creative writers, who can write for a range of purposes and intended audiences and to write competently with accuracy, skill, automaticity and develop their own authentic styles. We aim for all of our children to use their voice to develop skills so they can express themselves confidently and fluently, presenting themselves and their perspectives, articulating their intentions as well as being active and respectful listeners.

We empower our children to be inquisitive learners who are curious to explore high-quality texts to want to read, write and discuss, gaining and developing knowledge and insight into the mechanics and skills of these areas as they journey through our English curriculum.

In English at Hill Avenue we aim to:

- Gain coherent knowledge and understanding of writing skills so children can write for a range of purposes.
- Gain awareness of their intended audience and purpose in their writing.
- Gain knowledge and utilise a wide range of vocabulary, including ambitious words and when to use these effectively.
- Gain confidence in speaking articulating ideas through their writing and speaking.
- Gain awareness and understanding of their audience being active and reflective listeners.
- Gain and develop interest, stimulate curiosity and understanding about a variety of topics within and outside their experiences through exposure and learning through high-quality, age-appropriate fiction, non-fiction and poetry texts.
- Gain and develop skills to immerse themselves into a text, implement and imitate key skills and techniques, innovate and improve.
- Gain and become confident, fluent and accurate readers who ask questions and develop a range of skills to deepen their understanding.

- Gain an understanding and explore age appropriate grammar, punctuation and spelling rules within context.
- Gain knowledge and confidence about spelling and rules to apply when writing.
- Gain and develop a neat and legible handwriting style.

In Writing at Hill Avenue we aim to ensure each child can use writing as a way of communication, to express thoughts, opinions and information. To develop the stamina, automaticity and skills to write at length, with accurate grammar, punctuation and spelling and for a range of purposes and audiences. This will be achieved by:

- Intertwining whole class reading books and English books to ensure a depth of understanding, providing opportunities for children to identify, deconstruct and analyse the style and construction of different types of writing.
- Providing writing opportunities for different purposes and audiences.
- Encouraging the correct use of grammar, punctuation and spelling.
- Enabling children to write with increasing independence using oracy within writing, providing opportunities within rehearsal, drafting, editing and improving stages within the journey.
- Modelling and practising correct letter formation in line with the school's handwriting policy.
- Giving children opportunities to reflect upon their written work, edit and make improvements so they are successful writers.

In Reading at Hill Avenue we aim to enable each child to become an accurate, fluent reader and to encourage a lifelong love of reading for pleasure, as reading can and does unlock doors creating opportunities and ensuring access to so many areas now and within their futures. This aim will be achieved by:

- A systematic and synthetic phonics programme implemented within school.
- High-quality phonics teaching to promote the recognition of letters and their phoneme/grapheme correspondence; the acquisition of decoding skills; and the teaching of a variety of strategies to tackle non-decodable words.
- Equipping children with the necessary skills needed to become independent, accurate and fluent readers.
- Providing children with access to a wide range of high-quality engaging texts.
- Whole class reading opportunities throughout the week where children hear clear, well-modelled reading aloud, as well as opportunities to collaborate.
- Exposure and immersing our children in a range of high-quality texts whilst instilling reasonable adjustments to suit specific needs of children, promoting confidence.
- The opportunity to explore new vocabulary and work in a way which allows children to apply the newly learnt vocabulary throughout their own writing.
- Providing a variety of learning opportunities in a learning environment that promote high standards in reading.
- Enabling children to develop strategies to be able to acquire information e.g., scanning, skimming, information retrieval and inference.
- Giving opportunities for children to develop an appreciation of literature and to engage in depth with a wide range of highly-quality model texts during shared/guided/independent reading opportunities.
- Providing opportunities to read for a range of purposes e.g., to gain information, for their own pleasure and to support their learning across the curriculum.
- Develop self-esteem of our lowest attainers.

Implementation

At Hill Avenue we teach English following a five-part journey for writing: Immerse, Implement, Imitate, Innovate and Improve. We deliver high quality English lessons to ensure each child develops to at least national age-related expectations. Planning and delivery follows the Statutory requirements, as a minimum, for the teaching and learning in the National Curriculum in England Framework and EYFS. Lessons are uniquely planned and bespoke, following a journey of skills and development, they are personalised and tailored to meet the needs of all groups of learners. We promote stimulating experiences to engage learners, motivate them and promote purposeful learning experiences using a range of resources. We believe this allows children to gain strong and clear skills, knowledge and understanding and children can make purposeful connections to an areas they are studying and learning.

At Hill Avenue we have purposefully designed and structured the planning of English to ensure balance, coverage and progression throughout each academic year and year on year. It is important that pupils have opportunities to learn and revise the skills necessary for new progress. We believe practice makes permanence and we aspire for children to make connections with their learning, develop metacognitive thought processes and develop automaticity and authentic writers. At Hill Avenue, writing for a purpose plays a significant part in our English journey: we ensure, through our overview, that children are exposed to age-appropriate purposes and that these progressively develop and are revisited year on year. Children write to entertain, to inform, to persuade and to discuss. Our class texts have been carefully selected to ensure a wide breadth and depth of literature exposure, as well as through links within our wider curriculum subjects.

Early Years Foundation Stage

At Hill Avenue we believe that literacy and communication are key life skills. We help and support children to develop the skills and knowledge that will enable them to communicate effectively creatively in both spoken and written language. We want the children to enjoy and appreciate a rich variety of literature. Literacy skills permeate the curriculum and are vital in ensuring progress across all subjects. We aim to develop pupils' abilities within our core programme of reading, writing, speaking and listening in EYFS. The children have access to a broad, balanced, and creative literacy curriculum in order to develop their ability to become confident users of both spoken and written language.

We encourage the love of reading by continually updating our reading areas, through reading as a whole class and hearing children read individually. We engage in high quality adult-led interactions to encourage, support, and extend children's speech and language development.

In Early Years, children are taught the different levels and aspects of phonological awareness including general sound discrimination, body percussion, rhythm and rhyme, recognition and production of syllables and oral blending and segmenting. We ensure that they have daily experience of action rhymes, songs and stories. Phonics is taught using the Floppy's Phonics Scheme in Early Years, through shared text work, writing, focused tasks and learning opportunities. The children receive daily phonics and English lessons, where oracy is woven throughout and we relate the English aspects of the children's work to the objectives set out in the Statutory Framework for the Early Years, which provides children with appropriate transition into National Curriculum.

At the end of the Reception year the children are assessed against the Early Learning Goals. Prime areas of English development are Communication and Language (Listening and attention, understanding and speaking) and Literacy Development (Reading comprehension, word reading and writing.)

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear, and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation, and spelling. The children are given frequent opportunities in school to write in different contexts, using quality texts as a model and for a variety of purposes and audiences. The children are introduced to writing for different purposes from Nursery to Reception, initially with the teacher scribing. This includes sending out invitations, diaries, instructions, and remembering/researching facts as well as imaginative pieces.

All the children have free access to writing and drawing materials. Teachers are flexible in their selection of literacy strategies to suit the needs of the children and type of text being studied. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions.

We promote an ethos where listening to children's ideas and feelings are important, where books are treated with respect and stimulate anticipation, and where children's attempts at mark marking and early writing are valued and encouraged.

Reading - Key Stage 1 and 2

Within KS1, children receive daily phonics lessons using Floppy's Phonics programme, as well as a spelling and handwriting lessons each week. As well as this, children in Year 2, from the spring term, and children across KS2 receive a whole class reading session four times a week, structured with the aim to teach children the key reading domains of Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequence. We aim for all children to learn to read, then read to learn. Children are exposed to a range of rich literature through our curriculum, promoting a love of books and avid readers for lifelong learning. Our teachers have secure reading subject knowledge and have high expectations for all of our pupils. Children begin to develop their early reading skills through systematic phonics teaching, using Floppy Phonics, that enables them to decode words and to read words on sight. These early skills are developed alongside daily-shared reading opportunities within a host of other subject areas. Reading lessons enable the children to develop their reading fluency and confidence alongside skills such as answering and asking questions, making inferences, making predictions and making links between texts. Children will be able to identify how language, structure and presentation contribute to the meaning of what they read and will be able to compare the styles of different authors. Children will be confident to apply their reading skills to support their learning and to develop their subject knowledge across the wider curriculum. The Long-term plan identifies texts to be used within each term: the reading lessons link with the English text. They give children the opportunity to listen to modelled, shared reading, make inferences and predictions and work collaboratively. Teacher's plan reading as a whole class focus with identified and appropriate scaffolding and support for the children who may need it most. Within these sessions, alternative groups of children have opportunities to use Lexia, an artificial intelligence programme which assesses and programmes key objectives of learning that are suited to the children's needs. Where children need more support with reading, those we identify as our spotlight/ targeted children, targeted 1-1 reading or group reading interventions as required are carried out and evidence kept

within reading records and intervention folders, securely saved in our online TEAMS areas, following school policy.

Writing - Key Stage 1 and 2

In Key Stage 1 and 2, children are provided with the opportunities to explore a range of engaging, high-quality texts to engage and inspire children, our texts develop their sense of belonging and identity and appreciate diversity. They study fiction, non-fiction and poetry across each term of the academic year. The reading texts are linked to the children's writing lessons, this is purposely planned to support the cognitive load of our children as well as enabling children to immerse themselves in a text at greater depth, developing greater connectivity understanding and skills development. We follow a journey of learning 5 I's – Immerse, Implement, Imitate, Innovate and Improve. Children write for four purposes: To inform, To Explain, To Persuade and To Discuss. In Years 1 and 2 children write to entertain and explain, Years 3 and 4 they will also write to persuade and Years 5 and 6 will cover all four purposes. Teachers ensure that all of the key areas of learning are covered by following a comprehensive teaching cycle which children will enjoy. The texts children cover are diverse and reflect the community we live in and celebrate talented people from all backgrounds: texts are mapped out for each year group. For Key Stage One and Key Stage Two, a long-term plan ensures coverage in every year group is varied and appropriate and that coverage of all of the relevant genres is even; however, this is not exclusive and does not prevent the teaching of other genres deemed most appropriate by the teacher. From this, suggested texts are planned for each year, identifying specific, age-appropriate text types which are to be taught with the book as a driving factor. Teachers have a medium-term plans which breaks down learning objectives, skills and features to be taught within the journey of learning, taking the expectations of what children should learn by the end of the year, from the National Curriculum. Teachers use short-term planning to plan a range of collaborative and independent learning opportunities to upskill children. Learning objectives, success criteria and opportunities are shared with the children, also so all leaders of learning, teachers and children can assess and measure their success and achievement.

Hill Avenue Writing Journey

Immerse

- Writing unit begins with a hook such as an experience or reveal of the next text type/book.
- Children look at and explore a high quality text - or texts - to determine what a good one looks like
- Purpose and audience to be established.
- Opportunities are given for children to read, analyse, discuss, interrogate or sometimes compare texts looking at vocabulary, key features and techniques.
- Could include worked examples, drama, characterisation, links between reading and writing, whole class reading, hot seating, debates.
- Exploring as a reader - through whole class reading and writing lessons - reading the text, exploring the impact on reader, exploring meaning of new vocabulary.

Implement and Imitate

- Here, children are given the opportunity to explore as a writer.
- Consider key features of a worked example and their purpose/impact on the reader and why the writer chooses these.
- Teaching of skills and techniques, allowing children to explore the SPAG elements of the specific type of writing and how they are used,
- Teacher use of modelling, drafting and editing throughout
- Could include slow writes, short bursts of writing, teaching key SPAG skills and applying.

Innovate

- Giving children the opportunity to develop ideas collaboratively and independently
- Children will plan, draft and invent their own writing, implementing the key skills, features and structure they have explored.
- Could include class shared writing, improving examples, developing own ideas, drafting and planning before using this to invent their piece of writing.
- Final piece of writing is created here showcasing their newly found/further developed skills.

Improve

- Here, children are given the opportunity to explore how writers establish a process of reflection and improvement
- Teaching of editing (for composition and transcription) improving and redrafting.
- Children exhibit their final piece of writing, their published pieces and evaluate the effectiveness, impact on the reader, language used, improvements next time.

Impact

At Hill Avenue we believe that all children are entitled to a broad, rich, balanced and relevant curriculum through which we support children with additional needs. We encourage all of our children to achieve their full potential and to be fully involved in both reading, writing and oracy aspects of our English curriculum. We ensure all educational visits and speakers are fully accessible to all children in our school.

When planning for teaching and learning we take into account the wide range of abilities of our children. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers ensure that pupils with SEN and/or disabilities can study English and ensure that there are no barriers to every pupil achieving. Children with SEN have Individual Education Plans (IEPs) that identify the child's area of need, suggested strategies and interventions to support and address targets that have been set. On these, there will also be suggestions and actions from outside agencies. Some plans may have specific targets linked to English and teachers will be aware of this, putting in place appropriate strategies to meet the needs of the children. They also plan and identify the needs of those children with EAL and PP in their short-term planning. Teachers plan differentiated learning opportunities to meet individual needs and put in place reasonable adjustments and scaffolds whilst ensuring access to a full and varied English curriculum along with their peers. For example, using Widgeit resources and colourful semantics to support the teaching, learning and understanding of elements within the English curriculum.

Our planning ensures continuity, progression and individual, tailored starting points. The whole school approach to long, medium and short-term planning for English reflects the recommendations and statutory requirements of the National Curriculum, as well as the needs of our children. There are opportunities for children of all abilities to develop their knowledge and skills in each unit and planned progression has been built so that the children are increasingly challenged as they progress within a unit and across key stages.

Assessment

High quality planning progressively builds on knowledge, skills and understanding across year groups, and key stages. Learning is assessed by teachers in lessons through observations, questioning and in the moment marking and personalised feedback ensuring misconceptions are addressed promptly and effectively.

Teachers also assess children's work in a variety of ways. The short-term assessments that teachers make as part of every lesson help teachers 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. Assessment steps are used by class teachers to determine children's understanding, subject knowledge and English skill set in relation to the National Curriculum Expectations. Teachers make long-term

assessments towards the end of the school year, and they use these to assess progress against school and national age-related expectations. With the help of these long-term assessments, teachers 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. These long-term assessments are made using a range of materials and teacher assessments. Children undertake the national tests at the end of Year 6 and optional assessments at the end of Year 2. Teachers also make annual assessments of children's progress using age-related expectations that are set out in the National Curriculum. Teachers meet regularly to moderate samples of work using age-related expectations and national exemplification materials.

Where learning happens without a written outcome, ie visitors in school, visits, discussions, debate, evidence of this can be captured digitally and uploaded to a class file which is a personal secured online space. (In line with the school's policy.)

Teachers also have opportunities to moderate writing with staff within our own school as well as planned assessment moderation meetings with schools across our MAT.

Class teachers will make end of unit summary judgments about the learning of each child in relation to the National Curriculum Expectations.

Our English curriculum is designed to excite and to develop imaginations, encouraging children to be creative thinkers, speakers and writers. We aim for the teaching of English to be of the highest quality, so children are passionate about their learning. We aim for children to have strong oracy skills, children who want to share their expertise and have a true interest and real love of learning within this subject. We believe our rich English curriculum will lead to quality outcomes, great learning and rapid and sustained rates of progress. English skills help children to learn about the world we live in. Being a confident and able reader who understands and gains knowledge from what they have read and being able to authentically write for a range of purposes and audiences, taking on board author's styles and crafts will positively and directly impact not only on children's skills now and their next stage of education, but for life and their futures, preparing them for life in modern Britain.

The English subject leaders will regularly monitor and review the teaching and learning of English as well as reviews and feedback from SLT and Pupil voice. The learning journey of English and outcomes will be monitored, identifying strengths and ways to grow to improve through feedback.

Our bespoke curriculum will be exciting and will inspire children to nurture a passion for Reading, Writing and Oracy. The quality of education will be evaluated to ensure that it enables children to achieve the highest standards with high quality learning outcomes and supports children in being confident, resilient, self-motivated independent learners with the skills to be a lifelong learner.

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following:

Teaching and Learning Policy

Marking and Feedback Policy

Phonics Policy

Assessment Policy

SEND Policy

Equal Opportunities Policy

Health and Safety Policy

Review

This policy will be reviewed annually by staff and Trust Directors/CEO.