



Mission Statement

Moorgate Primary Academy is at the heart of the community. We provide children with an enriched curriculum and extended opportunities to thrive and develop them into lifelong learners. This is encapsulated in our school vision: Achieve, Challenge, Enjoy!

English Policy Moorgate Academy

English Vision:

Through engaging pupils in real life opportunities we aspire to motivate and challenge. By creating a love for reading and writing, we believe children will develop their communication and written skills through hands on, purposeful and creative opportunities enabling them to become lifelong learners.

Introduction

This policy document is a statement of the aims, principles and strategies for the teaching and learning of English at Moorgate Primary Academy. This policy will be reviewed on a yearly basis to ensure relevance, effectiveness and practicality.

English and Literacy contribute to the academy curriculum by developing pupils' abilities to speak, listen, read and write for a wide range of purposes using language to learn and communicate ideas, views and feelings. It is our view that the pupils in the academy should be taught in a safe, secure and stimulating environment enabling them all to achieve their potential in the areas of English and Literacy regardless of their gender, economic, ethnic and social background.

Aims

The aims of teaching English and Literacy are:

- > At Moorgate we aim to develop pupils' confidence in themselves as skilled communicators, to make relevant contributions and learn how to listen attentively to others.
- > To enable pupils to adapt their speech to a widening range of circumstances and demands.
- > To develop pupils' interest and pleasure in reading, so that they can read independently, understand the meaning and express preferences about their reading.



> To ensure that pupils read with fluency, accuracy and understanding across a range of texts, both fiction and non-fiction.

> To provide stimulating opportunities for pupils to be creative writers of text and to express themselves, in writing, with confidence.

> To enable pupils to become independent writers of texts, which are accurately spelt, punctuated correctly and which communicate meaning in narrative and non-narrative forms.

> To enable pupils to use the planning, drafting and editing processes to improve their written work and sustain their writing of fiction and non-fiction.

> To enable pupils to develop legible handwriting in both joined and printed styles with increasing fluency and speed.

> To enable pupils to use non-fiction and non-literary texts in order to access information for themselves including ICT based information texts.

> For pupils to be able to use ICT as an effective means of communication and an effective tool for learning.

Organisation and methodology.

English is a core subject of the National Curriculum. The fundamental skills, knowledge and concepts are set out in "English in the National Curriculum" where they are categorised into three attainment targets:

1. Speaking and Listening
2. Reading
3. Writing

English is primarily delivered through daily Literacy sessions, which covers the programmes of study for English as set out in the National Curriculum. Extra opportunities for pupils to practise and extend their Literacy skills will be provided and linked to other curriculum areas wherever possible. Pupils are taught as individuals, in groups and as classes. The key skills are approached in varied and systematic ways in order to ensure that pupils have a wide range of strategies at their disposal.

Various approaches are adapted and integrated to meet the needs of the individual. A flexible approach is taken in the use of different methodologies and materials. An age related curriculum approach is taught, whereby scaffolds and support are given where appropriate, for different purposes and planned to meet specific objectives.



Speaking and Listening is developed through:

- > Story telling.
- > Describing and listening to events and experiences
- > Speaking and listening appropriately to different audiences including peers, teachers and other adults.
- > Speaking and listening appropriately in a variety of contexts across the curriculum.
- > Group discussion and interaction.
- > Drama and role-play activities.
- > Reading aloud.
- > Debate and presentation.
- > Talk / listening partners/response partners

Reading is developed through:

- > Using a wide range of both scheme and non-scheme books which allows for a flexible but structured approach. The home reading books are organized in book bands.
- > Pupils having access to a wide range of literature and non-fiction texts in classrooms and the school library.
- > Providing opportunities to access questions that replicate the style of questions used in assessments.
- > The use of ICT based reference materials in the form of television, video, and computers.
- > Providing a print rich environment and interactive displays in order to stimulate pupils reading.
- > Sessions of independent reading when pupils have the opportunity to read enjoy and share texts with other pupils and adults.
- > The involvement of parents, in and out of academy, thereby ensuring a home/academy commitment to the encouragement and value of reading.
- > A structured programme of the teaching of phonics and the systematic development of a sight vocabulary.

Writing is developed through:



- > The provision of a wide range of purposes for writing, including communication with others, exploring experience and organising and explaining information.
- > The provision of opportunities to practise a wide range of forms of writing, including narrative, poetry, reports, instructions, captions and lists, persuasive writing and play scripts.
- > Providing opportunities to write appropriately for a range of audiences and purposes.
- > Teaching pupils to be self-critical and to use planning, drafting and editing processes to improve their work. This includes self and peer assessment alongside detailed marking by the teacher.
- > Teaching pupils grammar through writing lessons, where context gives them purpose.
- > Teaching pupils to use a range of spelling strategies in order to become independent and accurate spellers.
- > Teaching pupils to use a range of punctuation techniques in order to become independent and accurate writers.
- > Teaching pupils to use a legible style of handwriting and making them aware of the importance of clear, neat presentation in order to communicate effectively. Please see separate handwriting policy.

Pupils with Special Needs.

Pupils with diverse learning needs are provided for through:

- > Teachers planning for the pupils' full participation.
- > Setting high expectations.
- > Providing opportunities for all pupils to achieve.
- > Creating effective learning environments.
- > Providing equality of opportunity through teaching approaches.
- > Setting learning targets.
- > Liaison with SENCO and the development and delivery of appropriate learning passports.
- > Liaison with outside agencies, e.g. psychological services.
- > Appropriate intervention (As set out in the Code of Practice)
- > Allowing pupils access to specialist equipment and approaches where necessary.



- > Delivery of the FFT programme as and when appropriate.
- > Continuous consultation with and involvement of parents.

Provision in Early years

Literacy is developed through all areas in the EYFS but predominately through CLL. The children undertake a structured daily phonics programme, guided reading sessions and adult led literacy session beginning in the autumn term (twice weekly). Other opportunities to develop their literacy skills are provided by activities such as the writing table or planned free choice activities with a CLL focus.

Planning.

Planning for English and Literacy is done at three levels:

1. Whole academy planning, (Long term)
2. Year group planning, (Medium term)
3. Individual teacher's planning (Short term)

Planning is completed using the guidance of the EYFS and the National Curriculum. Predominately planning should come from the needs of the children and be book based link to the current topic. Planning must show progression and continuity and cross-curricular links are detailed. Whole academy meetings are used to discuss any issues arising. Pupils' development in Literacy is constantly monitored and assessed in order to inform future planning, teaching and reporting. A variety of methods are used in order to provide a broad and balanced picture of pupils' skills through the school assessment grids. A variety of evidence is required ensuring it has been gathered across the curriculum not just within Literacy sessions. Writing assessment should predominately be taken from cross curricular writing opportunities. All staff keep are to take advantage of incidental and informal assessment opportunities. All formal assessments are passed to the receiving teacher at the end of the academic year. For all aspects of English and Literacy, staff indicate pupils' strengths and highlight weaknesses that are then used to inform future learning targets and planning.

Assessment of Speaking and Listening.

Pupils' progress in speaking and listening is assessed informally using a variety of methods in differing situations, through:

- > Shared text work.



- > Word/sentence level work.
- > Independent and collaborative work.
- > Group and whole class discussion and interaction.
- > Debate and presentation.
- > Drama activities.
- > Independent play activities.

Evidence is gathered formally and informally to support the assessment and this forms the basis for the annual report to parents.

Assessment of reading.

- > Pupils' reading behaviour (attitude to reading, chosen texts etc.) is observed and noted by the class teacher in the pupils' individual reading record books, taking account of reading both in academy and at home.
- > Pupils' progress in reading is assessed reading in two ways: comprehension and word reading. This includes the reading of both fiction and non-fiction texts. Word reading is assessed by benchmarking children's individual levels. Reading records are used to inform judgements and next steps. Comprehension progress in reading is informed by reading books and assessments. **sfg**
- > Statutory assessment of reading occurs through end of Key Stage. The results of these assessments are monitored closely in order to inform targets for subsequent year groups.

Assessment of writing.

- > Pupils' writing is assessed regularly against the appropriate learning objectives as detailed in the National Curriculum and EYFS.
- > Pupils' progress in writing is assessed through guided writing and ongoing written work throughout the curriculum.

Monitoring and Evaluation.

The Head teacher and English leader manage a programme of monitoring and evaluation of the teaching and learning in the academy through:

- > The implementing of a monitoring cycle.
- > The monitoring of medium and short term planning.
- > Lesson observations.



- > Staff consultation.
- > Book scans.
- > Analysis of pupil's progress
- > Scrutiny of teacher assessments.
- > Learning walks.
- > Pupil interviews

These activities are carried out by Leaders; a report is then compiled indicating good practice and areas for development. This is shared with Governors and staff. Any areas for development form part of the Academy Development Plan which is compiled on an annual basis. Teacher assessment will also be quality assured through external moderation. The main focus will be Year 2 and Year 6; however it is the aim to extend this to all year groups.

STAFFING

The Role of the leader:

Conduct regular discussions with Staff about their professional development needs in the delivery of the National Curriculum. Target issues that occur, on a whole academy basis, through staff meetings and designated INSET days. Provide support, using a range of possible methods, if staff members have particular needs or concerns. Give guidance to support staff as to their role during the daily Literacy Session. Monitor planning. Develop appropriate assessment arrangements, including records. Oversee and monitor end of Key Stage and end of year assessments. Oversee parental liaison in the area of reading. Co-ordinate the purchase of resources and be responsible for their organisation. Organise and run the academy library.

The role of Governors in the context of this policy is to: Agree and review the literacy Policy on a regular basis. Question the Headteacher and others to ensure that the Policy is implemented and impacts positively on learning and progress.

The role of teachers in the context of this policy is to: Implement the Methods/Practice outlined above: Promote a classroom ethos that values the views of learners. Involve learners at all stages in their learning and give them opportunity to take responsibility. Share practice with others and be prepared to trial new ideas and implement changes which are in the spirit of this policy. Support learners in meeting the requirements of their role detailed below.

The role of learners (age-appropriate and at a suitable level) in the context of this policy is to: Know the rules and expectations of the class and how it will be implemented. Identify aspects of their work which they find easy or difficult. Identify successes and next steps in their own work and that of their peers. Identify an aspect of their behaviour that could



become a personal learning target. Discuss their behaviour targets and the progress they are making.

Resources.

Resources are based in teachers' classrooms and the stock cupboard. Resources will be annually reviewed and updated.

EQUAL OPPORTUNITIES

All children and staff have equal human rights at Moorgate Primary Academy

The procedures in this policy are to be administered with full regard to our Equal Opportunities Policy and the rights of every individual.

The Phonics policy fully embraces the whole school policy for inclusion. Every effort is made to integrate all students into Phonics. Equipment, tasks and challenges are adapted where appropriate, to suit individual children's requirements so that all children gain success from their efforts.

Phonics lessons are taught by class, therefore boys and girls are taught together. There are no gender-typical issues that need to be addressed at Moorgate Primary Academy and all activities are open to both boys and girls.

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G.Larmour (English Leader)