



Norwich Road Academy

English Policy

Date of policy	March 2024
Member of staff responsible	P Overton
Review Date	March 2026

Intent

This policy aims to collate the objectives and actions of the school in its mission to ensure every child develops an enjoyment of reading and writing and can employ a range of independent strategies to self-monitor and improve. It is important that a positive attitude is encouraged towards both subjects amongst all our pupils in order to foster self-confidence and a sense of achievement. The Academy aims for every child to be a confident reader and writer by the time they leave. It aims to encourage a lifelong love of literature.

The school values are an integral part of every subject including English and are central to the Academy vision. Each value has its own place and can be linked to every aspect of the English curriculum encouraging children to strive to do their best, build on their learning and leave the academy as confident young people.

Empower – Motivate – Aspire – Transform - Be Proud – Connect

Speaking and listening

Aims

To develop as fully as possible each child's competence, confidence and enjoyment in speaking and listening. Speaking and listening activities are embedded throughout the curriculum.

Throughout the school day children are involved in: -

- Listening to adults and children as role models
- Talk partners
- Asking and answering questions
- Play where fictional roles are explored
- Story reading
- Using spoken language to get things done
- Adjusting what they say depending on others' response
- Use in other areas of the curriculum
- Scaffolded activities for discussion – paired work, small group work

The Teaching of Reading

Aims

At Norwich Road Academy, we aim to make all our pupils 'readers'. We ensure a balanced mix of approaches to reading so that our pupils achieve the skills required, a positive attitude, confidence as well as interest and a life-long love of literature.

At Norwich Road Academy, we believe that the ability to read confidently, fluently and with understanding is an essential life skill, which will not only empower the individual to make sense of his or her world but will also grant access to a vast realm of experience and knowledge that would otherwise remain out of reach.

We aim for all the children at Norwich Road Academy to:

1. Become fluent and confident readers, to allow them to read for enjoyment.
2. Provide a reading curriculum which is based on a wide range of different types of literature (including from a range of cultures), different genres, styles and settings and an understanding the layout of assorted texts and how to access different text types.
3. Use a full range of reading cues (phonic, syntactic and contextual) to self-correct mistakes. Repeat and consolidate phonically decodable and high frequency tricky words so that reading and spelling become automatic to enable them to become confident in segmenting and blending.
4. Read aloud with expression and clarity.
5. Independently use the school library facilities, for research and enjoyment.
6. Develop their powers of imagination, inventiveness and critical awareness.
7. To promote the life-long love of reading and understanding of its future worth in life by exploiting opportunities for reading across the curriculum.
8. for children to be able to comprehend and respond to the text they have read.
9. Provide a stimulating environment and adequate resources so that pupils can develop their reading skills to their full potential.

Early Years and Foundation Stage (EYFS)

We deliver learning through purposeful play and learning experiences with a balance of adult led and child-initiated activities which include:

- Resources to support letter sound awareness and daily phonic lessons from week three.
- Opportunities to engage in play writing and reading.
- Opportunities to explore and enjoy poetry and rhymes.
- Access to a well-stocked library with a wide range of high-quality texts.
- T4W is introduced and a text is used to encourage mark making and early writing.
- Use of Reading Records is encouraged to work with parents supporting the reading journey.

The academy will support parents with how to provide effective support to their child, through videos and sharing sessions.

See separate Early Years Policy

Years 1-6

- Children are provided access to a wealth of high-quality texts through their English lessons. There is a chosen high-quality text for each half term. For example, in Year 3 the children will read *Kindlekrax*, Roald Dahl's *Revolting Rhymes*, *The Hedgehog* and a non-fiction text about Marie Curie. Year 6 will study texts such as; *A Midsummer Night's Dream*, *Pig Heart Boy* and *Goodnight Mister Tom*.
- Children also learn a model text as part of the Talk for Writing (T4W) approach the school has adopted.
- Children are taught how to respond to comprehension questions in both a verbal and written manner in a variety of formats.
- For children who have barriers to accessing the curriculum, they will be supported through an intervention programme to ensure they reach their potential.
- School will implement paired reading, focussed reading where children follow the teacher reading the text, echo reading and matching the teacher's read of a section of the class text.
- Each class will have a timetabled 'Book Club' session in the library to support and promote reading for pleasure.
- Each child has a Reading Record in which parents, children and staff can record reading sessions. This links to our reading reward system and children will receive an award for the number of books they have read at home.

Assessment and Reporting

Throughout the teaching of reading, continuous purposeful assessment will take place to inform future planning and next steps to ensure pupils make good or rapid progress. Each half term, written assessments are used to inform progress. Outcomes will be inputted on to our online data base, to allow leaders and teachers to analyse the results and to implement bespoke interventions, where required.

The Salford Reading Test is administered termly. This enables us to give children a reading age and an understanding of their comprehension skills. Using this information, we can assess their progress and use the results to inform any interventions that may be needed.

Years 2 and 6 will continue to use previously published SAT papers (based on the new curriculum) to aid teacher's assessments.

Phonics

See separate Phonics Policy

Writing

Aims

At Norwich Road Academy, we aim to develop pupils in becoming efficient and effective writers, who are able to write appropriately and for a variety of audiences. During their time at the academy, they will have opportunity to acquire the knowledge and skills they need to communicate effectively within a range of contexts and to develop a love of writing.

At Norwich Road Academy, we use the Talk for Writing (T4W) approach, based on imitation, innovation and independent application. Each cycle starts with a 'cold task'. This gives children the opportunity to try out their ideas. After this the class Teacher will establish the area of focus for the writing cycle. A model text is then introduced which the children learn with pictures and actions. The cycle ends with a hot task through which the children can showcase their learning. Different genres are used throughout the year. T4W gives opportunity for:

- The development of higher-level vocabulary.
- Speaking, listening and drama activities.
- Independent, paired and group work within writing lessons.
- Short burst writing sessions.
- Editing and improving writing so that children become responsible for moving their learning forward.
- All pupils to be challenged, yet supported, at the appropriate level.

In addition

- Poetry is built into the long-term plan and is based on the elements of performance, composing and analysing. Each year group covers these elements throughout the year.
- Years R-6 have a list of 'No Excuses' which are used to underpin all elements of writing. These are displayed in every classroom. It is an expectation that children in each year group know and apply them.
- Grammar will be taught both discretely and inter-woven within all areas of the curriculum. Children will be exposed to quality texts as a stimulus for their own writing as a 'text led' approach to spark imagination.
- The 'No Nonsense Spelling' programme is used from Years 2-6. This uses a variety of methods to embed spelling patterns. The spelling pathway builds on the previous year and aims to encourage children to be confident and ambitious with their use of spellings.
- Handwriting is taught discretely in every year group. There is an expectation that by Year 6 all children will have neat, joined writing. (See Handwriting Policy)

Assessment

Assessment of writing is done continuously, along with the 'hot write' at the end of the cycle, and progress is tracked using the school tracking system. Teacher assessments are recorded each half term. Moderation sessions take place amongst teaching staff to ensure judgements are robust and are standardised across the school. The school moderates externally with other schools to ensure judgements are agreed.

- Years 2 and 6 will continue to use previously published SAT papers (based on the new curriculum) to aid teacher's assessments.

SEND and Inclusion

At Norwich Road Academy, we endeavour to meet the needs of all children, taking into account gender, ethnicity, culture, religion, language and disability. The provision for children with Special Educational Needs and Disabilities is detailed in the SEND Policy. Children with SEND are supported through additional or adapted resources, differentiated learning tasks, targeted adult support and interventions. Some children may need additional time or careful scaffolding to understand or complete a task.

Subject Leader

Subject Leaders at Norwich Road Academy will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the academy
- Advise and support staff in the planning, delivery and assessment of design and technology;
- Monitor and evaluate the standards of children's work and the quality of teaching in design and technology throughout the school;
- Attend appropriate CPD and stay informed regarding developments within their subject
- Provide and evaluate learning resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupil's learning and development

Monitoring and review

This policy will be reviewed by staff and governors at least every 2 years.

Related Policies

Phonics Policy

Curriculum, Teaching and Learning Policy

Early Years Policy

Handwriting Policy