

TVED English Policy

“Write to be understood, speak to be heard, read to grow”

Introduction

At TVEd, we recognise the importance of English in the curriculum and in our daily lives. We view effective communication as key to the development of all learners. Through a high-quality English curriculum, we aim to support children in developing the knowledge that will enable them to communicate effectively and creatively. This will have a profound influence on their progress in school as well as equip them to become lifelong learners.

Reading, Writing and Spoken Language are crucial in the acquisition of knowledge in all areas of the curriculum. Children will be given opportunities to develop their use, knowledge and understanding within a broad and balanced curriculum, with opportunities to identify and build on prior knowledge within a sequence of learning. We aim to provide children with the best possible opportunities to become confident, literate and successful members of society with a deep love and understanding of English language and literature.

The aim is that teachers of English at TVEd have a good knowledge of the curriculum, an understanding of effective pedagogies and provide high quality role model as a speaker, reader and writer. We aspire for all teachers to be readers of children’s books and be confident writers themselves to understand the challenges that children face when writing and can support their development through shared and modelled writing.

Aims of policy:

- To promote a positive attitude towards Reading, Writing, Speaking and Listening.
- To develop children’s ability to become confident users of language, both spoken and written.
- To ensure children have access to a broad, balanced and creative curriculum.
- To provide clear and consistent sequence of teaching throughout the trust.
- To ensure that all children, of all abilities, are provided with a curriculum that enables them to reach their full potential.

Objectives

At the end of Year 6, children will:

- love reading and have a desire to read for pleasure;
- speak with confidence and listen attentively in a range of contexts;
- read and write with confidence, fluency and understanding to the best of their ability, using a range of independent strategies to self-monitor and correct;
- have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- appreciate our rich and varied literacy heritage;
- understand a range of text types, media types and genres;
- write clearly, accurately, and coherently in a variety of styles and forms appropriate to the situation;
- use their developing imagination, inventiveness and critical awareness;
- have a suitable technical vocabulary to articulate their responses and talk about their work and
- use discussion in order to learn and explain clearly their understanding and ideas.

Statutory requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2021).

Curriculum delivery

Individual academies within TVEd organise the teaching of English according to need and their context. The aim is to provide sequential, differentiated and well-resourced lessons, allowing all pupils to receive high quality teaching and appropriate support in order for them to reach their full potential. Clear learning objectives and success criteria that make it explicit to the children the new knowledge they are learning about. Learning environments, for example working walls and challenge areas, are a key feature in every classroom and are an effective resource to support the learning during lessons.

Foundation stage

In Reception, children have opportunities to develop their communication, language and literacy on a daily basis in both adult led and child-initiated activities. Children have daily direct phonics lessons and access to decodable books at an appropriate level. Individuals develop their library skills by selecting their own books to share with an adult. Alongside plentiful mark making opportunities, children are encouraged to apply their phonic knowledge to writing both in direct teaching and through continuous provision.

Key Stage one

In Key Stage 1, daily direct phonics lessons continue and are taught in ability groups, while children also have daily English lessons with an emphasis on high quality texts; shared story times develop a love for reading. Children's reading is the starting point for exploring ideas for writing. Reading and writing development is supported through whole class, group and individual opportunities carefully planned by the teacher to maximise learning. English language is developed across the curriculum. Provision is made for children who require extra support through small group work or targeted intervention sessions.

Key Stage two

In Key Stage 2, children have daily English lessons. Work on reading is focused around a key text with daily comprehension sessions. In addition, children are read to on a daily basis which is taken from the individual academy's KS2 reading spine. Children have an individual reading book which is linked to their reading ability as well as access to free choice of texts in the library. Reading flows into writing. Academies follow the writing teaching sequence: activate prior knowledge, engage their interest, interrogate of a model text, answer of the 'five writing questions' from a given writing task, production of a writer's toolkit, planning, sentence level work, shared writing, independent writing, peer and self-assessment, editing, redrafting and final draft. During the writing teaching sequence, grammar is taught using a contextualised approach. English lessons also include spelling practice and handwriting which stand-alone from the sequence of learning.

Speaking and Listening

At TVEd, we aim for all children to be able to communicate in a way which is meaningful and effective for them. We aspire for all children to be given opportunities to practise their oracy skills through exploratory and presentational talk activities within lessons and in a range of contexts.

These include role play, debating, talk partners, drama, class assemblies, Junior Leadership Team, and academy and Trust performances. Children are encouraged to listen carefully during discussions and respond appropriately, creating links between what they heard, their prior knowledge and the point they are about to make. We recognise the need for all children to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance and a useful resource. It is our trust policy to promote the use of Standard English.

Recovery Curriculum

Throughout 2020/21, due to the pandemic, a recovery curriculum has been in place to support the children back into school life. This challenge requires a new response that is constructed to recover and rebuild; be purposeful and planned; compassionate and based within our informed judgements. Our focus is to ensure that children are ready to learn and as such, social and emotional wellbeing has been prioritised within a safe and supportive environment. The clear expectation for all is that our recovery curriculum will ensure accelerated progress for all, in this year and beyond.

In addition to this, the development of the blended learning offer, to all pupils, to ensure the taught curriculum, continues wherever they may be. Whilst it is acknowledged this is more challenging, the expectations of teaching, learning and the curriculum offer remain the same. Where engagement is challenging, every opportunity will be made to support children and parents.

Vocabulary

For many of our children, vocabulary is a barrier to learning and therefore the focus on vocabulary is the golden thread of the TVEd curriculum. Through high quality texts and an increasingly rich speaking and listening curriculum, children are exposed to a range of 'tier two' vocabulary. In addition, the well planned knowledge rich curriculum immerses the children with opportunities to access, practise, revisit and apply progressively complex 'tier three' vocabulary. Knowledge organisers provide scaffolded support for explicit teaching of subject specific vocabulary. This enables them to secure knowledge through the use of appropriately challenging vocabulary.

Cross-Curricular Opportunities for Reading and Writing

Reading and writing are developed and embedded through and across the curriculum, making links where and when appropriate. In addition, multiple opportunities are created for children to encounter engaging and real-life experiences such as the TVEd Book of the Year, theatre and library visits, competitions and author links.

Assessment and Target Setting

Work will be assessed in line with Trust's assessment policy. TVEd have developed reading and writing assessment frameworks, based on the national curriculum and statutory assessment arrangements, to assess progress and attainment. Moderation of reading, writing and teacher judgements takes place half-termly in individual academies, across the Trust and externally (on a yearly basis). Assessment for learning is ongoing and is used to ensure every child reaches his or her potential within formal, semi-formal and informal provision. Relevant feedback is given to children and new areas for development are targeted. Early Years assessment of literacy and communication of language is based on ongoing observation and assessment. Assessments are based primarily on observations in which staff particularly note the learning the children demonstrate spontaneously, independently and consistently in a range of contexts.

Inclusion

We aim to ensure that all children make at least good progress based on their starting points. In addition, our disadvantaged children are given a high profile, ensuring equity, inclusion and aspiration. We identify which children or groups of children are under-achieving and take steps to improve their attainment through half-termly pupil progress meetings. Children with SEND have targets appropriate to their stage and learning is tailored to meet their individual needs. Gifted and talented children are identified and suitable learning challenges are provided. Progress of all groups of children is carefully tracked and monitored.

Learning environment

Our classrooms and displays are seen as learning tools; we encourage our children to independently use the resources to support them in their learning. Through the learning environment, children are empowered and supported to build independence when working.

Role of the Trust English lead:

- improve the standards of teaching and learning in English within the academies;
- ensure the breadth and balance of the curriculum and English across the curriculum,
- take the lead in policy development;
- provide strategic direction through the efficient monitoring, evaluation and improvement of the quality of teaching and learning in English;
- work alongside English leaders to develop and subsequently implement plans for school improvement and
- develop innovative and successful strategies to improve the teaching of English.

Role of the Academy English subject leader:

- improve the standards of teaching and learning in English;
- participate in the Trust wide English forum to develop pedagogy and practice;
- ensure Trust policies are adopted and implemented;
- write and implement Review and Development Plans;
- monitor and evaluate English through pupil progress and analysis of data, provision of English, the quality of the learning environment;
- audit and support colleagues in their CPD;
- purchase and organise resources;
- communicate with the Senior Leadership Team, teaching staff and support staff;
- guide, support and advise parents and carers in how best to support their children in reading and writing and
- keep up to date with recent English developments.

Staff development

At TVEd, investment in staff is a priority. Senior leaders identify areas for development from Performance Management reviews, lesson observations, monitoring and Trust strategic priorities. Opportunities for CPD are provided at academy, group or individual level and include coaching and mentoring, attendance at relevant courses and whole academy or Trust INSET.

Parental Involvement

We aim to involve parents directly in the life of their children's academy, and thus in the development of children's skills, knowledge and understanding in English.

- parents are encouraged to read both with and to their children at home in order to promote reading;
- there are opportunities each term when parents can discuss their children's progress with their teacher;
- half-termly curriculum newsletters provide information about the English curriculum and how parents can support their children and
- parental workshops are delivered to inform parents about teaching and learning methods in Reading, Phonics, Writing and SPaG.