

English Policy

April 2024



VISION STATEMENT

At Coppice Academy we value all members of our school community, encourage and inspire an attitude to fulfil high aspirations for all. We are committed to providing a caring, secure and vibrant learning environment, which develops their sense of responsibility as tolerant citizens of the wider world. We encourage pupils to uphold the school values of respect, creativity, curiosity, compassion, independence, co-operation and perseverance.

SCHOOL AIMS

- To create an enjoyable and healthy environment where individuals can achieve their potential.
- To provide a broad, balanced and challenging curriculum.
- To sustain a caring and supportive atmosphere in which all individual voices are listened to and valued.
- To encourage respect for others' beliefs, culture and moral values.
- To work as a team to develop responsibility for our actions.
- To encourage initiative and independent learning.
- To nurture a positive partnership between home and school.
- To develop creative and enquiring minds.
- To help pupils to develop skills needed for reflection in their lives and in their learning.
- To foster a sense of belonging to a school and wider community.
- To help pupils make a positive contribution in school life and beyond.

Coppice Values

Co-operation	Independence	Compassion
Respect	Perseverance	Creativity

Inspiring Excellence

This policy sets to outline our approach to teaching, reflecting the school's aims and objectives in relation to the teaching and learning of English. The policy should be read in conjunction with the 2014 National Curriculum.

This policy reflects the requirements and expectations set out in the:

- [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- [Equality Act 2010](#)
- [Reading framework 2023](#)

Curriculum Intent

We aim to deliver a high-quality English curriculum that gives children the best possible opportunities to become confident, literate, successful members of society with a deep love and understanding of English language and literature. We believe the development of literacy skills is central to improving a child's life chances. Teachers have high expectations for all children to achieve and enjoy English and to be able to use the skills they have acquired in a range of contexts. We strive to ensure all children can communicate clearly in spoken and written form and become masters of language. Rich texts are at the heart of our teaching and a love for reading is promoted throughout the school. Teachers use cross curricular inspirational ideas to engage children in work providing memorable experiences, bringing topics to life through real life contexts.

National Curriculum 2014

The National Curriculum (2014) clearly states that teaching the English language is an essential role of a Primary School.

The National Curriculum is divided into 3 Key stages; Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

At Coppice Academy the focus is, of course, on the Lower Key Stage 2 and Upper Key Stage 2 sections. However, we appreciate that children do learn at different rates and therefore teachers have a working understanding of the whole curriculum - not just that of the phase in which they teach.

The National curriculum 2014, gives detailed guidance of what should be taught at each Key stage under the following headings;

- Spoken language
- Reading - a) Word reading
b) Comprehension
- Writing –
 - a) Transcription,
 - b) Spelling,
 - c) Handwriting and presentation,
 - d) Composition,
 - e) Grammar and punctuation

Spoken Language

Developing strong speaking and listening skills is fundamental to the teaching of English at Coppice Academy. Teachers place a high emphasis on spoken language and plan for the discreet teaching of skills as well as incidental learning opportunities. Our approach is firmly based on teaching how language changes in different contexts. We believe children need to develop strong oracy skills to enable them to comprehend how language changes in different situations. This enables our children

to understand and manipulate language for different purposes and audiences. To do this, teachers provide authentic contexts, giving children opportunities to use a range of spoken language skills. Teachers provide a range of purposeful opportunities through role play, drama, poetry recital, discussions and debates. Teachers model the use of Standard English masterfully, increasing children's repertoire of vocabulary and sophistication of spoken English.

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10)

Writing

The National Curriculum states that children should:

- develop the stamina and skills to write at length
- use accurate spelling and punctuation
- be grammatically correct

We aim to develop 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.

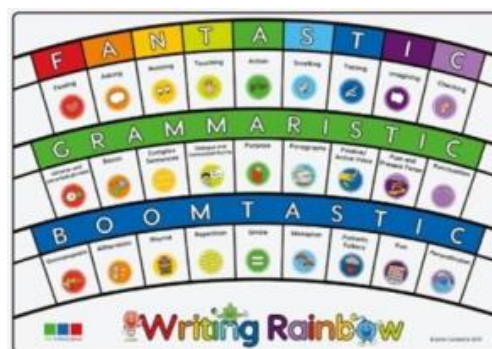
Jane Considine's "The Write Stuff" approach is used to support the teachers in teaching the mechanics of writing. The approach that is selected is based on the learning outcomes and needs of the children. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Supported writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length in extended writing sessions for a range of purposes across the curriculum. The children are given frequent opportunities in school to write in different contexts using quality texts as a model. The expectation is that the children do 3 independent writes each half term in upper key stage 2 and 2 independent writes in lower key stage 2.

Curriculum Implementation

At Coppice Academy, we have adopted 'The Write Stuff' by Jane Considine to bring clarity and consistency to the mechanics of writing and to enable our children to write effectively and coherently. Lessons are broken down into three learning chunks so we avoid cognitive overload of our learners. It is a fun, creative and rigorous approach to develop children's writing. This approach allows children to apply basic skills, vocabulary and grammar knowledge to write effective sentences, which are full of impact and keep the reader interested.

In The Write Stuff approach to writing, the children explore high level, rich vocabulary and are taught grammar in context through different writing lenses on the Writing Rainbow. There are three lenses used to support children with their writing:

FANTASTICs – ideas for writing
GRAMMARISTICs – tools for writing
BOOMTASTICs – writing techniques



The Write Stuff is based on two guiding principles; teaching sequences that slide between **experience days** and **sentence stacking lessons**.

As part of the teaching sequence, teachers plan experience days; sentence stacking lessons and independent writing sequences. Experience days immerse children in experiences linked to their writing and drench them in vocabulary linked to the **FANTASTICs** lenses in 'The Writing Rainbow'. From the experience days, children take part in the sentence stacking lessons.

'The Write Stuff' follows a method called 'Sentence Stacking' which refers to the fact that sentences are stacked together and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing.

An individual lesson is based on one plot point (or shape in non-fiction writing) from the text, broken in to three learning chunks:

1. Initiate section – a stimulus to capture the children's imagination and set up a sentence through drama or word collection.

2. Model section – the teacher models a sentence that outlines clear writing features and techniques.

3. Enable section – the children write their sentences, following the teacher's model.

This part of the unit is heavily scaffolded with lots of teacher input and modelling of vocabulary use, sentence construction and use of grammar with reference to the 3 writing lenses.

During the 'Initiate' section children **'chat'** (chat and jot) down their ideas from stimulating resources, such as pictures, music and drama. The children are encouraged to use **'kind calling out'** (KCO) where they call out examples of vocabulary, adverbs, onomatopoeia etc.

During the **'Model'** section the teacher prepares children for writing by modelling the ideas, grammar and techniques of writing taken from the writing rainbow.

In the **'Enable'** section pupils write their own sentences, taking the opportunity to deepen the moment. **'Deepen the Moment'** is where children are challenged to independently draw upon previously learnt skills and apply them to their writing during that chunk.

Following the experience and sentence stacking lessons, children are given the opportunity to show what they have learnt by planning and writing their own independent piece of writing.

The Write Stuff provides a balance of narrative, non-fiction and poetry writing throughout each term.

Curriculum Impact

Having followed the Write Stuff approach to developing their writing skills children should be able to:

- write for a range of purposes including diary entries, persuasive letters, stories, poems and recounts to name but a few.
- use their vast knowledge of vocabulary to excite, inform or entertain the reader.
- understand a range of punctuation and the effect it can have on the reader in both writing and reading.
- understand and be able to use a range of grammatical devices.
- understand the various sentence types that can be used to support different genres.
- to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions.

Spelling

We want our pupils to become fluent and effective writers; we believe accurate spelling is essential to achieving this. Competent spellers need to spend less time and energy in thinking about spelling to enable them to channel their time and energy into the skills of composition, sentence structure and precise word choice.

Jane Considine's "The Spelling Book" scheme is implemented across school, where daily and weekly spelling lessons are built upon the fundamentals of teaching spelling in collaboration with the expectations set out in the 2014 National Curriculum.

Handwriting

At Coppice Academy we have adopted the use 'Twinkl Handwriting' to ensure a comprehensive and consistent scheme in the teaching of handwriting for our learners. 'Twinkl Handwriting' offers a school-wide consistent approach with a planned sequence of lessons to help teachers ensure they have progressively covered the skills required to meet the aims of the National Curriculum for writing transcription and the related Early Learning Goals.

The Twinkl Handwriting scheme intends to take all pupils on a journey to using fluent, speedy and joined handwriting throughout their independent writing. This, in turn, will help to support their composition and spelling, as well as encouraging a sense of pride in their written work.

Reading

Reading is one of the most important ways in which children observe and absorb the best language skills. So, while components such as grammar and vocabulary are important in the new curriculum, they will be taught in a contextualised way, through the enjoyment of Shared Reading and Reading for Pleasure sessions.

Shared Reading:

- 3 x weekly timetabled Shared Reading sessions which are structured as follows:

Session 1: Immersion – A chapter or extract is read, discussed and explored in great depth to fully immerse the children in its events, concepts or themes. Children are encouraged to read aloud to the class, in pairs or individually. This also provides the opportunity to clarify the meanings of new vocabulary, which may be unfamiliar to the children.

Session 2: Explicit teaching of reading strategies – The same chapter or extract as the Immersion sessions is again read and used. Teachers introduce and model explicit retrieval skills, which are the focus of the session. Children complete retrieval questions independently, in line with the strategies modelled.

Session 3: Application - The same chapter or extract as the Immersion sessions is again read and used. Teachers focus specifically on the key strands of:

- Prediction
- Inference & Deduction
- Authorial Intent
- Summarising

Teachers introduce and model the chosen strand and children complete a short writing activity.

Reading for Pleasure:

- Reading aloud regularly to children, to introduce them to new authors and styles of writing during Reading for Pleasure opportunities.
- Weekly class Reading Champion celebrated in Friday Celebration assembly - which rewards regular reading for pleasure with a book prize from the Reading Vending Machine.

- Encouragement of reading for pleasure at home, daily, by providing children with home readers, carefully selected by staff for the child's reading ability.

Promoting a Love of Reading:

- Whole school events, activities and challenges to promote a love of reading
- Half termly reading newsletter to parents and pupils
- Regular Book Fair events for pupils to browse and purchase new book releases
- Engaging, vibrant reading environments e.g. Library, book corners and displays
- Significant, continual investment in a varied range of texts in school

Phonics

At Coppice Academy, we use Little Wandle Letters and Sounds Revised to support children in the learning of synthetic phonics. Rapid Catch Up Phonics interventions take place daily for children who are identified by their teachers as not reading fluently or who have not passed the Year 1 Phonics Screening Check in Year 2. These children are assessed regularly and their progress is tracked. Our aim is to ensure children apply their phonics skills in all curriculum areas, and develop our pupils as fluent readers who understand what is read – independently.

Assessment and Monitoring

Each term pupils complete NTS tests in Reading. The data is entered into the MARK online assessment tool. These tests along with teacher assessment are analysed and actions put in place for interventions to support pupil progress.

SHINE Reading interventions are generated from the outcome of the NTS test identifying specific areas of focus e.g summarising, inference.

Writing is assessed each term and moderated internally and externally at local authority and collaborative writing moderation events. Our writing lead is a trained STA moderator for Key Stage 2 and leads on writing moderations for Key Stage 2 SATS.

National testing at the end of Key Stage 2 is completed by Year 6 pupils.

Pupils with Communication and Language difficulties (CLD) are assessed via the SENTAA team to outline a specific report with tailored targets to the individual pupil. This then informs their Pupil Profile for SEN.

Pupils with English as an Additional Language are able to access 'Learning Village', an online platform to develop their spoken and written English.

We will monitor the teaching and learning of English in our school to make sure that all of our pupils make the best possible progress from their starting points.

We monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Reviewing marking and feedback

- Termly pupil progress meetings
- Planning scrutinies
- Book scrutinies

Adaptation

We will provide suitable differentiation to make sure that every pupil makes maximum progress in English, by:

- Recognising where some pupils need specific help with their English skills – for example, if they have dyslexia
- Providing resources such as phonics mats and writing frames to scaffold pupils' learning
- Identifying pupils who would benefit from more support in an area of their English learning, and running small intervention groups for targeted support each week to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed
- Making sure pupils who need it are extended through the use of additional, more demanding and open-ended tasks and planned challenges within each lesson

Equality

The curriculum offers a range of texts, authors and topics to ensure protected characteristics are represented throughout the English curriculum in all year groups outlined on the whole school curriculum map.