



**Mission Statement**  
 'A Caring Christian Family Where We Grow Together'

## ENGLISH POLICY

**Effective Date: 1<sup>st</sup> April 2017**

**Review Date: September 2020**

Review Date	Signed Head Teacher	Signed Director RCSAT
01/09/2019	<i>J. L. J. J. J.</i>	<i>P. B. B. B. B.</i>

Persons Responsible for Policy:	Executive Headteacher
Approval Date	01/04/2017
Signed:	Director RCSAT
Signed:	Executive Headteacher RCSAT



## 1. Policy Statement

- 1.1. English is defined as the united skills and knowledge of reading, writing and oral language. In order for children to become literate they must understand that the written word is a representation of the spoken word, and that both have a variety of forms related to purpose.
- 1.2. To achieve this, the abilities of all pupils should be developed within an integrated programme of speaking and listening, reading and writing.
- 1.3. The New Curriculum order for English describes what must be taught in each key stage. RCSAT follows the Framework for the New Curriculum. This ensures continuity and progression in the teaching of English. In the Early Years the curriculum is guided by the Early Learning Goals and Foundation Curriculum.
- 1.4. As a Rights Respecting School, RCSAT upholds the articles from the United Nations Convention on the Rights of the Child. These articles underpin the English Policy:
  - 1.4.1. Article 29 - (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
  - 1.4.2. Article 3 - (best interests of the child) The best interests of the child must be a top priority in all things that affect children.

## 2. RCSAT Governing Body Commitment

- 2.1. The Governing Body is committed to ensuring that all academy schools:
  - 2.1.1. Have high expectations for all children to reach their potential regardless of starting point, gender, learning ability, physical disability, ethnicity and social circumstances.
  - 2.1.2. Provide children with the opportunity to read, write and speak with confidence, fluency and understanding.
  - 2.1.3. Give children an environment which is safe and secure and which provides encouragement for the development of all aspects of English.
  - 2.1.4. Ensure that there is equality of access and opportunity for all children to develop their English skills.
  - 2.1.5. Seek to ensure that all children achieve their full potential in all aspects of English by the time they move from Primary to Secondary Education.
  - 2.1.6. Stimulate children's imagination and enthusiasm, and develop knowledge of the world by introducing literature reflecting a wide range of cultures and attitudes.
  - 2.1.7. Give opportunities to link English skills across all curriculum areas so that they are able to apply their skills and knowledge.

## 3. Implementation

- 3.1. The RCSAT Governing Body has delegated the responsibility for the implementation of this policy through written procedures to the English leads across the Trust.
- 3.2. The implications for each whole school shall be:
  - 3.2.1. English objectives for speaking and listening, drama, reading, SPAG and writing are tracked across the year and referenced to the national Curriculum 2014.
  - 3.2.2. Ensuring a consistent approach to the teaching of speaking and listening, and drama by adhering to the guidance in English Programmes of Study (DfE document).
  - 3.2.3. Reading guidance in place to ensure continuity and progression throughout the school, focussing on a structured and systematic approach to the teaching of reading and early reading and in line with English Programmes of Study (DfE document).

- 3.2.4. Writing Guidance in place to ensure continuity and progression throughout the school, focussing on a structured and systematic approach to the teaching of writing that follows the school progression coverage of genre, as detailed below.

Teach: <b>Pink</b>						Revisit: <b>Green</b>		
EYFS	Narrative	Recount						
YEAR 1	Narrative	Recount	Information					
YEAR 2	Narrative	Recount	Information	Poetry	Instruction	Explanation		
YEAR 3	Narrative	Recount	Information	Poetry	Instruction	Explanation		
YEAR 4	Narrative	Recount	Information	Poetry	Instruction	Explanation	Persuasion	
YEAR 5	Narrative	Recount	Information	Poetry	Instruction	Explanation	Persuasion	Discussion
YEAR 6	Narrative	Recount	Information	Poetry	Instruction	Explanation	Persuasion	Discussion

- 3.2.5. SPAG Guidance in place to ensure continuity and progression throughout the school, focussing on a structured and systematic approach to the teaching of spelling, punctuation and grammar. EYFS, KS1 and KS2 deliver a daily phonics or spelling session matched to child’s developmental needs.
- 3.2.6. Handwriting guidance in place to ensure continuity and progression throughout the school following the cursive script.
- 3.2.7. Expectations for the delivery of all elements of English are explicit in the Non-negotiables document shared with all teaching staff.

#### 4. Delivery

- 4.1. Within RCSAT, English shall be delivered:

- 4.1.1. Through an integrated connected curriculum, with opportunities to apply and demonstrate English knowledge and skills across all subject areas.
- 4.1.2. Giving ample opportunities to embed English skills across the curriculum.
- 4.1.3. Progress tracking and monitoring through RCSATs Educater Online system.
- 4.1.4. Monitoring teaching through regular book scrutinies, learning walks and the analysis of data.
- 4.1.5. Monitoring progress through comparing prior progress and predicting future attainment and checking that progress is maintained throughout each child’s school career.
- 4.1.6. Comparing attainment and progress within year groups, between key groups, between year groups and between schools both locally and nationally.
- 4.1.7. Identifying good practice and giving support where necessary.

#### 5. Governors’ Responsibilities

- 5.1. Governors, particularly the Achievement Committee, shall be expected to:
- 5.1.1. Monitor achievement at end of key stage, and progress within Key stages;
  - 5.1.2. Monitor procedures and development plans;
  - 5.1.3. Hold staff and leaders accountable for progress and attainment;
  - 5.1.4. Monitor progress against the English Action Plan.