



English Policy

2024-25

English

Intent

At Manor Farm Academy, we believe that all pupils should develop pleasure in reading and writing alongside developing a love for language. Our English curriculum aims to provide pupils with high-quality learning experiences that will teach them to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively. We strive to inspire the imaginations of our pupils and broaden their understanding of the world beyond our school through exposure to high-quality books whilst simultaneously ensuring that pupils are able to communicate accurately - whether that be verbally or in written form.

We will deliver a curriculum that:

- Celebrates a broad range of high quality literature.
- Makes links with pupils interests, the curriculum and the diverse world in which they live.
- Promotes the opportunity for our pupils to learn actively.
- Promotes the use of high quality reading and writing across the curriculum.
- Builds systematically on the children's knowledge of reading, writing and oracy in order to secure proficiency in English for our pupils.

Implementation

The Subject Leader for English will lead and monitor, evaluate, review and celebrate good practice.

In order to ensure that the pupils of Manor Farm Academy leave as confident fluent readers, we have implemented a robust reading pathway that each pupil will follow. Within each step of the pathway, diagnostic tools are used to identify gaps in pupils' understanding and teaching is adapted in order to meet the needs of these pupils.

Manor Farm Academy Reading Pathway

Pathway Step	When?	Assessment & Diagnostic Tools for First 20%	Rationale
RWI Phonics	Phonics is taught daily from Reception – Year 2	<ul style="list-style-type: none"> Phonics lead assesses all pupils (to ensure consistency of assessments) half termly using RWI assessments - these are recorded on the RWI portal Assessment outcomes are then presented to SLT and pupils are re-grouped accordingly Outcomes and new groupings are shared with the team Where pupils have not achieved ARE, extra provision/intervention is put in place (1:1 tutoring) to ensure that pupils 'keep up' In Year 1 (& Y2 where applicable), past PSC papers are used to assess and monitor progress in preparation for the PSC 	Read Write Inc. is a robust, progressive phonics programme which helps all pupils learn to read fluently and at speed, so that they can focus on developing their skills in comprehension, vocabulary and spelling.
Fluency Teaching	An 8 week block of daily fluency teaching, using the Herts for Learning approach, is delivered once pupils have completed the Phonics programme.	<ul style="list-style-type: none"> Pupils are assessed at the start of this step against the fluency rubric, reading a EOY 2 fiction text At the end of the 8 week block, pupils are then re-assessed using the same text If pupils have not made significant progress and the class teacher assessments show that pupils still require fluency teaching, they will either received additional intervention for this or continue with fluency group teaching 	Fluency teaching helps to bridge the gap between pupils completing phonics and moving onto reading more independently. While RWI develops fluency, this approach adds an additional challenge by using an EOY2 text to assess against. Furthermore, this approach uses a

			<p>combination of well-evidenced strategies such as:</p> <ul style="list-style-type: none"> • Modelled expert prosody • Repeated reading • Echo reading • Text marking • Performance reading • Modelled comprehension
Whole-class Reading	<p>Pupils access whole-class reading once they have completed their 8 week block of fluency.</p> <p>Whole-class reading is taught four days a week for 30-35mins each day.</p>	<ul style="list-style-type: none"> • On-going teacher assessment occurs throughout reading sessions • Feedback policy is used to support assessment and feedback • NTS papers and past SATs papers are used to formatively assess reading attainment • TA, scaled/standardised scores and gaps analysis used to identify gaps – provision and intervention is adapted to support pupils in meeting ARE • The fluency rubric is used to assess pupils' fluency – the same text is used in each year group to ensure consistency of assessment and these are carried out each term. Progress will be reflected on individual rubrics. • Fluency intervention is implemented where needed 	<p>Teaching in reading lessons ensures that pupils are taught specific components to ensure competency and confidence in all areas (e.g. through guided practice, worked examples, explicit explanations, scaffolds etc).</p> <p>Our approach exposes pupils to a wide range of text type and follows a planning approach which ensures lessons:</p> <ul style="list-style-type: none"> • Are varied and engaging, rather than formulaic • Develop a range of skills of response • Develop pupils love for reading as well as their fluency and comprehension

Phonics

Phonics lessons follow the following format:

The programme is centred around success for the children- confidence and enjoyment in reading is the key.

- The lessons run over 3, then later 5 days and develop both decoding and comprehension skills. The children have the opportunity to develop their vocabulary and talk about the books they are reading.
- Over the course of the 3 or 5 days the children complete 7 different reading activities. The format of the activities stays the same for each book so the children quickly become familiar with them.
- Adults model reading strategies and children work together with a partner.
- Each Read Write Inc lesson begins with a 'Speed Sounds' lesson. This is where children are taught a new sound. Each week children will learn new sounds, and will revisit previous sounds taught. The lesson follows the same pattern each day so children quickly become familiar with them.

The first four activities prepare the children for reading the book.

- Reading Activity 1 This activity reinforces the sounds that are covered in the story. The children work in partners to quickly read the sounds at the front of the book.
- Reading Activity 2 In this activity the children practice their Fred talk reading words that they will meet in the book. Ch- i -p, n- i gh-t, m- oo -n. The teacher also uses my turn your turn to develop instant recognition of Red (tricky)words. E.g. does ,all, said.
- Reading Activity 3 In activity 3 the teacher introduces the story in a way that engages the children.
- Reading Activity 4 This activity checks any vocabulary that the children maybe unfamiliar with. E.g. Keen ,fed up, chunk.
- Activity 5 By the time the children reach Reading Activity 5 they have already read many of the words they will meet in the story, they are familiar with the storyline and are familiar with any new vocabulary. In this activity the children take turns to read the story. So Partner 1 points to the words , whilst partner 2 reads – the partners then swap at the bottom of each page. The teacher then reads the story to the children to model reading with fluency. The Children follow and 'jump in ' with the word when the teacher hesitates.
- Reading Activity 6 The children re read the story as in Activity 5. The children then discuss and answer the Questions To Talk About at the back of the book.

- Reading Activity 7 This activity focuses on reading with fluency and expression.
- RWI provide teachers with a '[What To Teach When](#)' which is a supporting document for the deliver of Speed Sound sessions and an '[Expectation of Progress](#)' document which supports rigor and helps teachers to identify where their pupils should be at any point during their phonics journey.

Fluency Teaching

Once pupils have completed the Read Write Inc programme, they will access an 8 week fluency programme (Herts for Learning). This has been designed to bridge the gap between phonics and reading for pleasure and focuses on a number of different teaching strategies in order to ensure success within this. Pupils are assessed at the start and each of each teaching block, with the hope that outcomes show enough progress to transition onto whole-class reading.

Example weekly plan:

	Activity	Children's capture/response
Monday	<ol style="list-style-type: none"> 1. Session A reading fluency 2. Teacher reads whole text to class. 	N/A
Tuesday	<ol style="list-style-type: none"> 1. Teacher reads whole text to class. 2. Vocabulary session: Give each pair a copy of the text with T2 words highlighted. Children to talk and explain what they mean to each other. Teacher circulate and assess. 	Place the semantic maps around the room. Children to first complete the definition (dictionaries if desired) and then move to the next word and do the Synonym, then the next word and do the antonym. Each pair must check the work from the pair before – spelling, accuracy etc.
Wednesday	<ol style="list-style-type: none"> 1. Teacher reads whole text to class. 2. Independent activity 3. Inference discussion: What does the fact that hare was boasting and the friend's response tell you about the kind of character he is? 	<p>Story sequencing</p> <p>Children to retell and sequence the story independently (scaffold with resources where necessary). Challenge: Use speech bubbles and write speech that includes yesterday's words.</p>

Thursday	1. Session B fluency	N/A
Friday	1. Session C fluency: Big question - What does 'Why did Slow but sure' win the race'?	Whole class Response documented on large paper

[Fluency Teaching Plans & Resources](#)

Whole-class Reading

Once pupils have completed their 8 week block of fluency teaching, they will access Whole-class Reading lessons. Each term/half term, teachers will plan a sequence of lessons based on core texts, which are outlined in the reading framework: [Reading Framework](#). Texts and stimulus chosen have been selected to ensure pupils are being exposed to a wide range of genre and styles (non-fiction, poetry, stories from another culture etc) in order to develop their overall fluency and comprehension, ensuring that they leave our academy as 'well-rounded', confident readers.

Whole-class reading lessons will follow the progression of texts on our Reading Framework, and lessons will follow this structure: [Planning, Sequence & Structure](#)

Reading Books

Phonics 'Book Bag' Books

While pupils access the RWI Phonics programme, they will continue to bring home a phonics book which is fully decodable and matched to their phonics ability. These books are kept until they can be read fluently and class teachers will determine when these books need changing.

Reading for Pleasure Books

Once pupils have completed the Phonics programme, they will bring home a 'Reading for Pleasure' book.

The 'Reading for Pleasure' books in our libraries are organised so that pupils can select these independently, both in line with their age, but also their passions and interests. This we believe will maintain the love of reading they already have and that we, as an academy, strive to instill.

While pupils are still accessing RWI Phonics lessons, we will still send home a 'Reading for Pleasure' book, but we would not yet expect these pupils to read these books by themselves.

These books are for adults at home to read to children. Once pupils have completed their Read Write Inc. Phonics journey, we encourage them to read their Reading for Pleasure book independently.

Reading for Pleasure

- We encourage our pupils to read for pleasure, and they really reap the benefits. Research shows that reading for pleasure can be directly linked to children's success throughout their time at school and even into adulthood.
- Reading for pleasure opens up new worlds for children. It gives them the opportunity to use their imagination to explore new ideas, visit new places and meet new characters. Interestingly, reading for pleasure also improves children's well-being and empathy. It helps them to understand their own identity, and gives them an insight into the world and the views of others.

At Manor Farm Academy, we encourage reading by:

- Setting aside a special time to read – **staff timetable 10-15mins per day to read their 'class read' text to their class for them to enjoy.**
- Getting caught reading ourselves – showing that reading for pleasure is not just for children.
- Pupils reading to each other.
- Valuing the books they choose to read – all reading is valuable for a child's development. Some of us prefer non-fiction; some of us prefer comics. One pupil might like superhero books; another might enjoy a book of football statistics.
- Setting challenges – can pupils read ten books before they're ten? Can they read a book from six different genres: a comic, an information book, a funny book, a sci-fi book, a classic and an instruction manual?

- Using audiobooks – audiobooks allow children to experience a book above their own reading level. It also allows you to share a book together which promotes discussion and language development. Listening to a story over and over again can improve vocabulary and encourage deeper comprehension.
- We utilise quality stage and screen clips, where pupil's favourite films or games can be seen as a springboard into reading. Knowing the characters and storyline can be a helpful bridge into reading a longer story.
- Celebrating key reading events such as World Book Day.

Reading Glossary	
Reading Pathway	The reading journey that pupils at Manor Farm Academy follow from Reception to Y6.
Book Bag Book	RWI Decodable Phonics Book.
Reading for Pleasure Book	A book from the library that pupils independently select to enjoy which must be read to them by an adult if they still access phonics lessons, but can be read independently if they have completed the phonics programme.
Class Read	The book selected by the class teacher and/or pupils which an adult reads to them for enjoyment.
Core Texts	Texts chosen to drive the teaching of whole-class reading.
Reading Framework	Outline and progression of texts studied in whole-class reading sessions + class reads.
Literature Spine	Coverage of text types (for reading and writing) across the academy.
Fluency Rubric	Assessment tool used to assess progress within fluency teaching and 1:1/small group reading sessions.
Staff Reading Library	Collection of books in the staff room which staff have recommended and/or shared with their classes – these are discussed in staff meeting every Wednesday.

Writing

- Writing lessons will provide opportunities for pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Spelling is taught through the 'Active Spelling' approach.
- Grammar and punctuation is predominantly taught through the 'Active English' approach from Year 2 onwards.
- The writing framework has been designed to ensure pupils have the opportunity to write for a range of audiences and purposes as well as using a range of stimulus to drive and inspire writing.

Writing lessons follow the following framework: [Writing Framework](#)

While pupils are accessing the RWI phonics programme, they will be taught writing during Phonics lessons. Additionally are given independent opportunities to apply the skills they have learned. From Y2, pupils access English lessons where they continue to be taught skills from the National Curriculum. Independent writing is assessed, using our academy assessment grids, each half term as a minimum.

In addition:

- The English Subject Leader will seek appropriate and relevant training and the opportunity to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.

Impact

At Manor Farm Academy, our pupils:

- Know what English is and why it is important to them and their future.
- Know how to apply English to 'real-life' contexts.
- Enjoy English and show inquisitiveness and curiosity through questioning and exploration.
- Feel challenges and supported to reach their full potential.

In addition, we measure the impact of our curriculum through the following methods:

- NTS assessments + EOY2/6 past paper assessments;
- RWI assessments;
- Fluency Rubric assessments;
- Writing assessments (ARE grids);
- Writing Moderation;
- Phonics Screening Check (official and past paper practice);
- Early Years Framework;
- Marking & Feedback (in line with Marking Policy);
- Book Looks;
- Learning walks;
- Pupil Discussions;
- Pupil Progress Meetings;
- Data and Question Level Analysis.

Lesson Planning & Delivery

We show success in English through:

Lesson Planning & Delivery:

- RWI Scheme
- Whole-Class Reading Framework
- Writing Framework
- Active English & Active Spelling approaches

Books:

- Presentation is to a high standard and displays children's pride in their learning
- Learning journeys in writing mirror the framework and National Curriculum Objectives
- Learning journeys in whole-class reading mirror the framework and National Curriculum objectives
- Worksheets are only be stuck in when needed to enhance and/or support the learning taking place e.g. providing an additional scaffold, displaying a worded problem etc

Effective Feedback:

- Learning is marked in line with the Feedback Policy
- Live feedback and marking is used to move learning forward, to either address misconceptions or through scaffolded support or challenge
- Self and peer marking will be evident through the use of purple pens
 - Where children have made errors in their work, there will be evidence of how children have corrected these

Scaffold & Challenge:

Ideas for scaffold:

- Modelling
- Working walls
- Highly scaffolded/worked examples (generic layers of support) that can be reduced
- Writing scaffold (linked to context)
- Learning prompts
- Workshops
- Guided/shared writing

Ideas for challenging:

- Writing restrictions, including imitation on word counts, e.g. *Can you write that simple sentence with just four words?*
- Increase or limit the amount of words that they can select from, e.g. Include a range of conjunctions or only use one. *Can you only use the conjunction 'and' to join two independent clauses? Can you include all of the subordinating conjunctions listed within your writing?* This encourages pupils to incorporate a variety of conjunctions, considering where they are best place within writing.
- Encouraging pupils to think about language - *Can you use three words from our word bank within your writing?*
- Create different contrasting tones for the reader, e.g. A calm atmosphere to a tense atmosphere.
- Un-pick examples of author's who 'break the rules' for writing that we know – *Why might the author have chosen to do this? Pace, rhythm etc?*
- Editing nouns and colours to be more specific, e.g. Tree: birch, oak, willow
- Editing nouns to encourage inference, e.g. *How could you describe the tiger, without actually using the noun? The striped predator.*

- Guided groups/workshops with the class teacher/additional adult
- Challenge from the beginning of the lesson, not always sitting through the input, especially when a skill is being revisited
- Colour-coding or underlining specific skills within a piece to identify how these have been used
- Improving poor examples/WABOLL/'Pants' Paragraph
- Revising previous pieces of work to identify errors based on what is being taught that day
- Explaining why or how they have used/done something in a certain way
- Applying new vocabulary in context/writing in an author's style
- Editing of work, including revisions and additions.

Challenges do not always needed to be printed in the form of a sticker/additional task (at the end of a lesson). This could be displayed on a working wall for children to record and respond to in their books.

Appendix 1