

# Albert Pritchard Infant and Wood Green Juniors Federated Schools

## English Policy

### **Overview**

At Albert Pritchard Infant and Wood Green Junior School, we see English as a subject that equips pupils with vital skills that they will need to use throughout their everyday lives. We believe every pupil should have a daily session where explicit English skills are taught. This is known as an English lesson. It is a time for pupils to learn specific skills that they need to develop into a proficient reader and writer.

### **Intention**

Our writing curriculum intention is to develop in our pupils a creative curiosity for the written and spoken word so that they will become dreamers of rich language, creators of rich and varied worlds and interpreters of texts, preparing them well for their bright future. This is not just achieved through English lessons but across the curriculum where skills can be further applied and refined.

### **Implementation**

Across the federation, we recognise the importance of writing in all areas of the curriculum. It is with this at the forefront of our minds that we aim to provide all of the learners in the federation with basic literacy skills, in order for them to develop their ability to speak, listen, read and write for a range of purposes.

English teaching is lively, engaging and involves a carefully planned blend of approaches that allows learners to access all areas of the curriculum, enabling lifelong learning (as well as helping them to achieve academic success).

We believe the foundation of our English learning journey is built upon high-quality texts. These texts have been specifically chosen to create a love of reading and writing in the children, and to ensure they are working at age-related expectations within their learning journey and throughout the curriculum.

#### **Key Features:**

- Our approach uses Jane Consodine's The Write Stuff <https://www.janeconsidine.com/>
- Outcomes and journeys will focus on the genre, audience and purpose of the writing.
- English lessons will immerse pupils with model expectations, shared from chottings, Sentence Stacking and teacher models, high quality texts and a range of other quality sources.

Please see the English Handbook for further guidance on progression, lesson structure, genres and planning.

### **Impact**

When making formative assessments, evidence collected during English lessons, observations or marking should be recorded as formative assessments on Sonar. This should be updated on a regular basis and should be informed by planning annotations and marking in pupils' books. Pupils should be provided with feedback either verbally or by written marking. All marking should be in line with the Marking and Feedback Policy 2024-2025.

We aim to ensure that:

- Pupils meet age related expectations in English (Reading and Writing)
- Pupils develop their literacy skills to equip them for the future
- Pupils develop a love of reading and writing
- Pupils develop proficient skills to apply confidently in all areas of the curriculum.

### **Any other information**

Pupils should have opportunities to apply their English skills (reading, writing, spoken language) across the wider curriculum where possible.

- Class assemblies, Christmas productions, Moving on assemblies, End of year productions.
- Researching and presenting on subjects across the curriculum, e.g. climate change
- Speaking competitions and English quizzes in a competitive format with other local schools.