

English and Literacy Policy

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Philosophy and Purpose

This policy reflects the school values of courage, ambition, everyone a learner and mutual respect in relation to the teaching and learning of English. It sets out the framework within which teachers, Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (Tas) can operate, and provides guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Schemes of Work for English, which set out in detail what pupils in different Key Stages will be taught, and the policies for Planning, Assessment, Recording and Reporting, Phonics, Reading and Writing.

English is a core subject within the National Curriculum.

Aims

The aims of English are:

- To enhance pupils' understanding in both oral and written forms.
- To develop language as a means of communication through speaking, listening, drama, reading and writing.
- To develop powers of imagination, inventiveness and critical awareness through reading, writing and drama.
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- To develop functional literacy skills enabling all pupils and students to be as independent as possible.
- To empower students with the necessary skills to be confident and competent in everyday situations, both at Pear Tree and beyond.

These aims support our school values by encouraging courage when pupils take creative risks and share their work, fostering ambition through high expectations for every learner, recognising that everyone is learner at their own pace and stage, and promoting mutual respect through constructive feedback and collaborative learning.

Early Years

Literacy is planned and delivered as part of the Early Years Foundation Stage (EYFS) curriculum. Literacy-based activities are embedded throughout daily continuous provision and taught discretely in circle time sessions. In line with the prime and specific areas of learning, there is a focus on developing communication and language and on pre-reading skills for Nursery pupils, with literacy (reading and writing) becoming more of a focus for reception pupils. Attention Autism sessions are delivered with a communication and language focus. Children access Talk for Writing approach for literacy, developing their foundational literacy skills.

Key Stages 1-4

Literacy is planned using an adapted version of the twelve strands of objectives from the Primary Strategy and the End of Key Stage Learning Objectives.

Literacy Framework – Strands of Objectives

The twelve strands of learning provide a broad overview of the literacy curriculum. These have been adapted within the scheme of work for Literacy to ensure continuity and progression across all Key Stages.

Speaking and Listening (for a range of purposes):

- Speaking
- Listening and Responding
- Group Discussion and Interaction
- Drama

Reading and Writing (for a range of purposes):

- Word recognition: decoding (reading) and encoding (spelling)
- Word structure and spelling
- Understanding and interpreting texts
- Engaging with and responding to texts
- Creating and shaping texts
- Text structure and organisation
- Sentence structure and punctuation
- Presentation

Each strand is differentiated to allow all pupils to access the content meaningfully. Literacy is also planned and delivered across the wider curriculum, for example annotating a drawing in Design and Technology.

6th Form

English is taught functionally to enable students to apply their reading and writing skills in realistic and practical situations – in the community, at home and in vocational contexts – supporting independence and confidence in adulthood.

This reflects the value of ambition through preparation for future life and everyone a learner, recognising ongoing growth and development beyond school.

Method of Delivery

The curriculum organisation and structure are outlined in the Curriculum and School Organisation policy. In relation to English, the following additional considerations apply:

Early Years:

Literacy is planned within the seven areas of learning. A weekly activity plan outlines texts, objectives, outcomes and resources. Birth to 5 Matters is used for assessment, and P-level targets are included for Reception pupils.

Key Stages 1 and 2:

English is planned and delivered through both discrete literacy sessions and integrated activities across the wider curriculum. Teachers plan over six to seven weeks, identifying texts, learning objectives and lesson focuses.

Key Stage 3 and 4:

Schemes of work detail access to the subject, with planning following a six-to-seven-week structure. Texts are age appropriate and are drawn from:

- Contemporary writers and poets
- Pre-20th century literature
- Shakespeare
- Different cultures and traditions
- Non-fiction
- Poetry

6th Form:

English is delivered functionally and often alongside other subjects, including external accreditation. Planning identifies individual learning outcomes and focused activities.

Assessment, Recording and Reporting

Assessment, recording and reporting procedures follow the Planning, Assessment, Recording and Reporting Policy.

Recording Achievement:

Progress is tracked through Evidence for Learning using outcomes in speaking, listening, reading, phonics and handwriting. Engagement models and Routes for Learning are implemented for selected pupils. Achievements are celebrated in assemblies, promoting mutual respect and shared success.

Assessing Achievement:

Pupils are assessed termly using PIVATS, Routes for Learning and the engagement model. Assessment informs future planning and supports ambition and everyone a learner through individual progression.

Reporting Achievement:

Teachers report progress through annual reports and regular updates via Evidence for Learning.

Our approach to assessment supports ambition by setting challenging but achievable goals, encourages courage when pupils share and reflect on their learning, and reinforces mutual respect through constructive feedback.

Monitoring and Evaluating English

Monitoring and evaluating curricular strengths and weaknesses ensures high standards in teaching and learning. The subject leader works alongside colleagues across all Key Stages to review coverage and delivery, ensuring pupils receive a broad and balanced education.

This reflects the school values of everyone a learner through shared professional development, mutual respect through collaboration, and ambition and courage through striving for continuous improvement.

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Reviewed by: Elizabeth Harrison

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