



NOYA
BRITISH SCHOOL

English Policy

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

Dr. Seuss

Policy:	English Policy
Date Created	Aug 2024
Date of Review	June 2025
Person Responsible	Tammy Elimlahi



INTENT

At Noya British School, our writing curriculum is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful writers, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Our intent is for all pupils -- irrespective of their needs, abilities or background -- to learn to write fluently, developing their own writer's voice. We aim to meet, and where possible exceed, the expectations laid out in the Early Learning Goals and National Curriculum, with pupils progressing appropriately across school. We recognise that spoken language underpins the development of Writing, particularly for those students who have English as an additional language. The quality of language that pupils hear and speak is vital for developing their vocabulary and grammar and their understanding Writing. We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

At Noya British School, we cultivate a love of Writing and communicating through vocabulary rich and high quality literature, using Ready Steady Write by Literacy Counts. By inspiring and developing an appreciation of our rich and varied literary heritage and providing meaningful and exciting provocations to write, we develop a habit of writing widely and often. We recognise the importance of nurturing a culture where children take pride in their Writing; can write clearly and accurately and adapt their language and style for a range of contexts.



IMPLEMENTATION

At Noya British School, Ready Steady Write empowers our teachers to provide high-quality teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum. They provide:

- Clear sequential Episodes of Learning
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Example Texts linked to writing outcomes
- A wealth of supporting resources

Our English curriculum is developed around a sequence of high quality age-appropriate texts. We carefully select our vehicle texts to ensure they reflect the diversity of our school community and the wider world. Our chosen texts:

- Feature characters from a variety of ethnic, cultural, and socioeconomic backgrounds, ensuring all our students can see themselves represented in the literature we study.
- Include stories written by authors from diverse backgrounds, introducing students to a wide range of voices and perspectives.
- Showcase characters with different abilities and neurodiversities, promoting understanding and inclusivity.
- Challenge gender stereotypes by featuring characters who defy traditional gender roles and expectations.

Furthermore, we select texts that address important contemporary issues, helping our students engage with and understand the world around them. These include:



- Environmental sustainability: Books that explore themes of conservation, climate change, and sustainable living, encouraging students to think critically about their impact on the planet.
- Gender equality: Stories that promote equal opportunities and challenge gender biases, fostering a sense of fairness and respect among our students.
- Social justice: Texts that tackle issues of inequality, discrimination, and human rights, helping students develop empathy and a sense of social responsibility.
- Mental health and wellbeing: Books that address emotional intelligence, resilience, and self-care, supporting our students' overall wellbeing.
- Technology and digital citizenship: Stories that explore the role of technology in our lives and promote responsible digital behavior.

By incorporating these diverse and topical texts into our curriculum, we aim to broaden our students' perspectives, foster empathy and understanding, and prepare them to be engaged, responsible citizens in today's complex world. These texts serve not only as vehicles for developing writing skills but also as catalysts for meaningful discussions about important societal issues.

We use each book to create opportunities to:

- develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum, through sentence accuracy sessions;
- explore the Writing structure and features of different genres, identifying the purpose and audience;
- plan and write an initial piece of Writing with a clear context and purpose before evaluating the effectiveness of Writing by editing and redrafting.



Building on this foundation, we teach literacy using a range of strategies which include:

- Group Discussion
- Partner Talk
- Questioning
- Modelled Writing
- Shared Writing
- Editing
- Working walls

Class teachers ensure that the Writing process is clearly evident on working walls, with modelled examples being available to all pupils as the sequence of lessons develops.

Resources

Each class at Noya British School has a resource box with their Ready Steady Write vehicle texts, reveal objects and supplementary texts which support the themes and genre being taught for that half term. The lesson plans, resources and leadership support is found on the membership homepage online. The Enhancements for the units can be seen in our indoor and outdoor areas in EYFS.

Working Walls and Table Resources

Each class at Noya British School is expected to develop an English working wall which adapts daily with teaching. Displays should model the writing process and scaffolds needed for children to apply to their own writing. Spellings, handwriting and supporting phonics materials should also be displayed within the classroom to aid children's writing. Sentence accuracy checkers are available to all children, both in their books and in the environment. Staff will model the expectations throughout the curriculum.



Planning

At Noya British School, the entire writing curriculum is mapped out on coverage and progression documents. The Ready Steady Write units include all of the resources needed for each teacher to plan and deliver lessons. There are a range of scaffolds and supporting resources and teachers tweak and shape the units to meet the specific needs of their children. There are also assessment proformas which are completed half termly and identify next steps for children.

Inclusion

Children with English as an additional language:

At Noya British School, it is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children should be provided with consistent opportunities for this verbal interaction. All teachers include a range of strategies to support children with EAL which includes:

- Teacher and peer modelling and consistent use of visual support
- Repetition and recasting of language features
- Word banks and scaffolded speaking and listening activities
- Resources that include images to secure language understanding
- Use of technology to support interpretation of Example Texts



Identification and assessment

The schools' system includes reference to:

- Ongoing EAL assessment using the Bell Foundation Framework
- Progress measured against development matters and the Early Learning Goals where appropriate
- International Benchmark, Assessments-Base, Progress Tests, CAT4, TIMMS, PISA,
- Progress measured against National Curriculum descriptors at the end of a key stage
- Standardised screening and assessment tools.

All EAL students are baselined at the beginning of the year and given a level for their language proficiency using the following descriptors:

1. New to English
2. Early Acquisition
3. Developing competency
4. Competent
5. Fluent

This data is then analyzed at a class and cohort level to identify needs and provide the bespoke provision. An example of this can be seen below.

Most learners will be supported through quality first education opportunities within the class. However, those who are new to English may be referred to our inclusion support for intense intervention with our EAL teacher.



	Level of Language proficiency				
	1: New to English	2: Early Acquisition	3: Developing competency	4: Competent	5: Fluent
% of learners					
Action required	<p>Referred to Inclusion to begin small group intervention on EAL module</p> <p>1. <u>Where applicable.</u></p> <p>Key vocabulary/instructions translated into 1st language.</p> <p>Access to Duo Lingo/Google translate in KS2 using BYOD</p> <p>KS1 Daily RWI/1:1 RWI tuition</p> <p>KS2 Fresh start intervention programme.</p> <p>Visuals and communication cards in</p>	<p>KS1 Daily RWI</p> <p>KS2 Fresh start intervention programme.</p> <p>Visuals and communication cards in place.</p> <p>Visual timetable being used.</p> <p>Daily opportunities for speaking and listening (talk time KS1).</p> <p>Talk for writing throughout the curriculum.</p> <p>Allocated talk partner</p>	<p>Visuals and communication cards in place.</p> <p>Visual timetable being used</p> <p>KS1 Daily RWI</p> <p>Daily opportunities for speaking and listening (talk time KS1).</p> <p>Talk for writing throughout the curriculum.</p> <p>Allocated talk partner</p> <p>Talk for writing strategies used throughout the</p>	<p>Accessing the curriculum as expected.</p> <p>Key vocabulary added to displays/working walls</p> <p>Talk for writing strategies used throughout the curriculum.</p> <p>KS1 Daily RWI</p>	<p>Accessing the curriculum as expected.</p> <p>Key vocabulary added to displays/working walls.</p> <p>KS1 Daily RWI</p> <p>Talk for writing strategies used throughout the curriculum</p> <p>Challenge provided to expand vocabulary at an age appropriate level.</p> <p>Recommendatio</p>



place. Visual timetable being used Daily opportunities for speaking and listening (talk time KS1). Bespoke guided reading/RWI plan in place Allocated talk partner	Talk for writing strategies used throughout the curriculum.	curriculum.		ns for language ambassador.
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Children with Special Educational Needs:

Some children at Noya British School experience learning difficulties, which affect their progress in English. Class teachers inform the inclusion department if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support. This may include:

- scaffolds and supports to develop writing ideas and language acquisition
- technology to support the generation of ideas, develop words banks and plan and write
- explicit instruction, including the modelling of sentences, paragraphs, planning and editing -- with opportunities for the children to practice modelled techniques
- a focus on cognitive and metacognitive strategies to help children articulate their learning
- flexible groupings to ensure peer support and appropriate level of challenge
- Tier 2 intervention with and inclusion teacher



Confident and competent writers:

At Noya British School, children are given opportunities to deepen their knowledge in writing and to effectively draw upon their reading when constructing texts. Lesson plans for Ready Steady Write include appropriate challenge and these are considered when delivering lessons.

IMPACT

The innovative practice across Noya British School provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of quality first teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children's outcomes. High quality visits and visitors to the school enhance the curriculum and provide opportunities for Writing for a purpose. Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning. As a result, we have a community of enthusiastic writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their writing, and love to discuss and share their ideas.

PHONICS TEACHING

At Noya British School, we use Read Write Inc. (RWI) to support our teaching of phonics. RWI is a comprehensive literacy program developed by Ruth Miskin that provides a structured and systematic approach to teaching literacy. It is designed to create fluent readers, confident speakers, and willing writers.



The program begins with children learning the 44 common sounds in the English language and how to blend them to read words. These sounds are taught in a specific order, and children are introduced to 'sound blending' early on. As they progress, they learn to read and write increasingly complex words and ultimately focus on spelling, grammar, punctuation, and developing a wider vocabulary.

All children from FS2 to Year 2 are screened on a half-termly basis and placed into the appropriate group that matches their phonetic and reading development. This ensures that teaching is always tailored to each child's current level.

Teachers and teaching assistants deliver four 40-minute phonics and reading lessons per week. These lessons are fast-paced and interactive, incorporating a range of multisensory activities to engage all learning styles. Each lesson follows a structured format that includes:

1. Speed Sounds: Quick review of all sounds learned so far
2. Word Time: Reading words containing the focus sound
3. Spelling: Writing words containing the focus sound
4. Reading: Paired reading of a leveled text that matches the child's current phonics knowledge

Children are regularly assessed and moved to different groups as their skills develop. Those who have successfully completed the RWI phonics program transition to a spelling group following the RWI Spelling programme. This ensures continued progress in their literacy skills.

The RWI approach also emphasizes the importance of praise and encouragement to build children's confidence and foster a love of reading and writing. At Noya British School, we are committed to supporting all our students in becoming confident and competent readers through this robust phonics program.



Assessment

At Noya British School, teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify those children who may need additional support.

Summative assessment in English is carried out termly, as per the assessment overviews and reported to parents. In Term 1 and 2 this consists of internal examinations such as Spelling, Punctuation and Grammar assessments. In Term 3, students from Year 2-6 will complete a GL Progress Test. In Year 1 students will sit a 1:1 phonics screening assessment. In FS students will be assessed, through observation, against the ELG.

Formative assessment of Writing is completed through teachers' daily feedback to inform future planning. Teachers use the children's everyday writing and adapt models and input to meet their current needs. Teachers also complete a Reflecting on Unit outcomes document after each half termly unit, to identify next steps and the subsequent units are amended to include these focuses. Daily sentence accuracy work is carefully monitored to ensure children are constructing sentences both coherently and accurately. Termly staff meetings allow for whole school moderation of writing to deepen understanding of standards.

Subject leaders will analyse termly data and address areas for curriculum development. Children's attainment, progress and barriers to learning will be discussed termly Pupil Progress Meetings with senior leaders and clear actions to work on will be planned together, to support pupils and staff in closing gaps.