



English Policy

Bakewell Methodist Academy

2025

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Reviewed By (Name)	Sarah Owens
Job Role	Head Teacher
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Aims & Values

We believe, we achieve, we succeed.

Our motto is driven by our main values-

Diversity, Creativity, Aspiration, Resilience.

Our four **school rules** are derived from our values.

Through our understanding of the Christian Faith, we recognise our responsibility to encourage all children to **live life in all its fullness** (John 10:10)

We believe that our children should:-

- Live healthy lives
- Be resilient
- Be accepting of others and celebrate difference,
- Be confident
- Have self-belief
- Have problem-solving skills
- Be able to work collaboratively with others
- Have a range of interests
- Be aspirational

- Be aware of their impact on the environment
- Be independent

Our curriculum has been designed to ensure every child can ‘live life in all its fullness’. We aim to do this by delivering a curriculum that is underpinned by our drivers of **diversity, aspiration, creativity and resilience** and is designed to meet the needs of our children. We aim to deliver the knowledge, skills and understanding set out in the national curriculum, underpinned by our Christian values, through individual and collaborative learning experiences, a sense of responsibility and challenges both in and outside of the classroom

Rationale

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

If you have any questions relating to the teaching of English in school, please do not hesitate to contact the Headteacher or our English Lead Mrs Catherine Donovan.

Implementation

Our well-planned curriculum will be delivered through quality teaching. The children will be required to work independently and in groups. They will be offered a variety of learning opportunities through which to acquire the skills, knowledge and attitudes needed for the next steps in their education. At Bakewell Methodist Academy we follow the Pathways scheme of work for writing. This programme is backed by research and aligns with the national curriculum standards and with the EEF standards.

Writing (*Taken from Pathways 2024*)

‘Pathways to Write is a text-based approach founded in a mastery-learning model. Key skills are taught and repeated; there are multiple opportunities to use and apply the skills until they can be mastered fully and applied in an extended context. This follows the processes around research in mathematics: “the idea/concept that all children need a deep understanding of what they are learning in order that they can recall it fluently, use it flexibly and apply it readily.” (NCETM).

Each unit follows a process of conceptual understanding (hook and purpose for writing), procedural fluency (a series of lessons where writing skills are taught and practised) and an opportunity for pupils to apply their skills in an extended context (Carpenter, 2018). Components of writing are developed rigorously throughout a unit before pupils are challenged to write composite tasks (Ofsted, 2024).

Each unit builds progressively and contributes to the programme as a whole: learning is broken down into “discrete units and presented in logical order. Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move on to the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported” (DfE, 2015). This ensures the full range of year group skills are acquired to meet age-related expectations.

Within each unit, pupils use and apply Mastery keys and Feature keys. Mastery keys are developed from the transcription, composition and grammar objectives from the National Curriculum (DfE, 2013). Throughout each unit, there are opportunities for incidental short-burst writing where pupils practise the Mastery keys that have been taught explicitly; they are then able to monitor their work and be self-reflective throughout. This fosters high quality feedback based on the recommendations of Dylan Wiliam (2011) who states, “feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students...the whole purpose of feedback should be to increase the extent to which students are owners of their own learning.”

Reading

Reading Content and Sequence

- The National Curriculum forms the basis of teaching and learning and dictates the curriculum content for Reading.
- Children are exposed to a wide variety of carefully selected texts (including stories poems, rhymes and non-fiction) to develop their knowledge within a range of areas and providing cultural enrichment.
- Vocabulary is a focus and lessons are planned to provide maximum opportunities for children to analyse the use of vocabulary.

Reading Teaching and Learning, Assessment and Feedback

- Reading is taught through the whole curriculum. In all subjects, children use reading to gain knowledge and to stimulate questions and promote further enquiry.
- To develop a love of reading, children access their class’s selection of Bakewell Brilliant Books. These books are only available to the class and offer opportunities to share the reading experience and offer recommendations and compare reviews of the selected texts. Texts are chosen after consultation between staff, using recommended reads and feedback from the children. Personal reading records are kept in school so we can monitor the reading habits of the children.
- Children are encouraged to share and compare views about their books each week during a timetabled Book Club. Parents are encouraged to support the reading of this book.
- Based on phonics screening at the beginning of year 3 and monitored throughout their journey across the key stage, children are allocated a book from our reading scheme - Collins Big Cat. These books are allocated and a wide range of books to suit the children's assessed level are available online via a personal login.

Summative and formative assessment is used for gap analysis. Where gaps in children's reading are identified, tailored additional provision is planned for to support children to close these gaps. (This support ensures that children are accessing the same content, but it is carefully broken down into small steps).

Summative assessment will occur three times a year and this leads to future intervention and support for those that require it.

- Reading practice sessions run throughout the week in each class with carefully chosen books to provide a suitable challenge. These lessons focus on activating prior knowledge, annotation and looking at comprehension questions.
- Shared reading occurs in every classroom through daily, timetabled whole class "story-time". This is sacrosanct and is only interrupted in exceptional circumstances.
- Story-time books are selected to ensure that they broaden children's experiences of texts. Book choices are overseen by the English subject leader and the children will be by read several high-quality books during their time at the school. The core selection of books is amended dependent on the feedback of the children and we are open to new and popular authors.

Cross-curricular learning

As reading is integral to the learning process, it is used as a stimulus to engage the children across the curriculum both to inform and instruct.

Impact

Our children will have the skills, knowledge and attitudes to confidently and compassionately, make a success of the next stage in their education; they will learn more, remember more, enjoy more and develop more spiritually, socially and emotionally.

Knowledge and Remembering

We plan into our curriculum, opportunities to revisit knowledge and skills that help children retain the things they have been taught. SPAG is taught discretely and opportunities for using these skills is incorporated and revisited regularly throughout each unit.