



English Policy

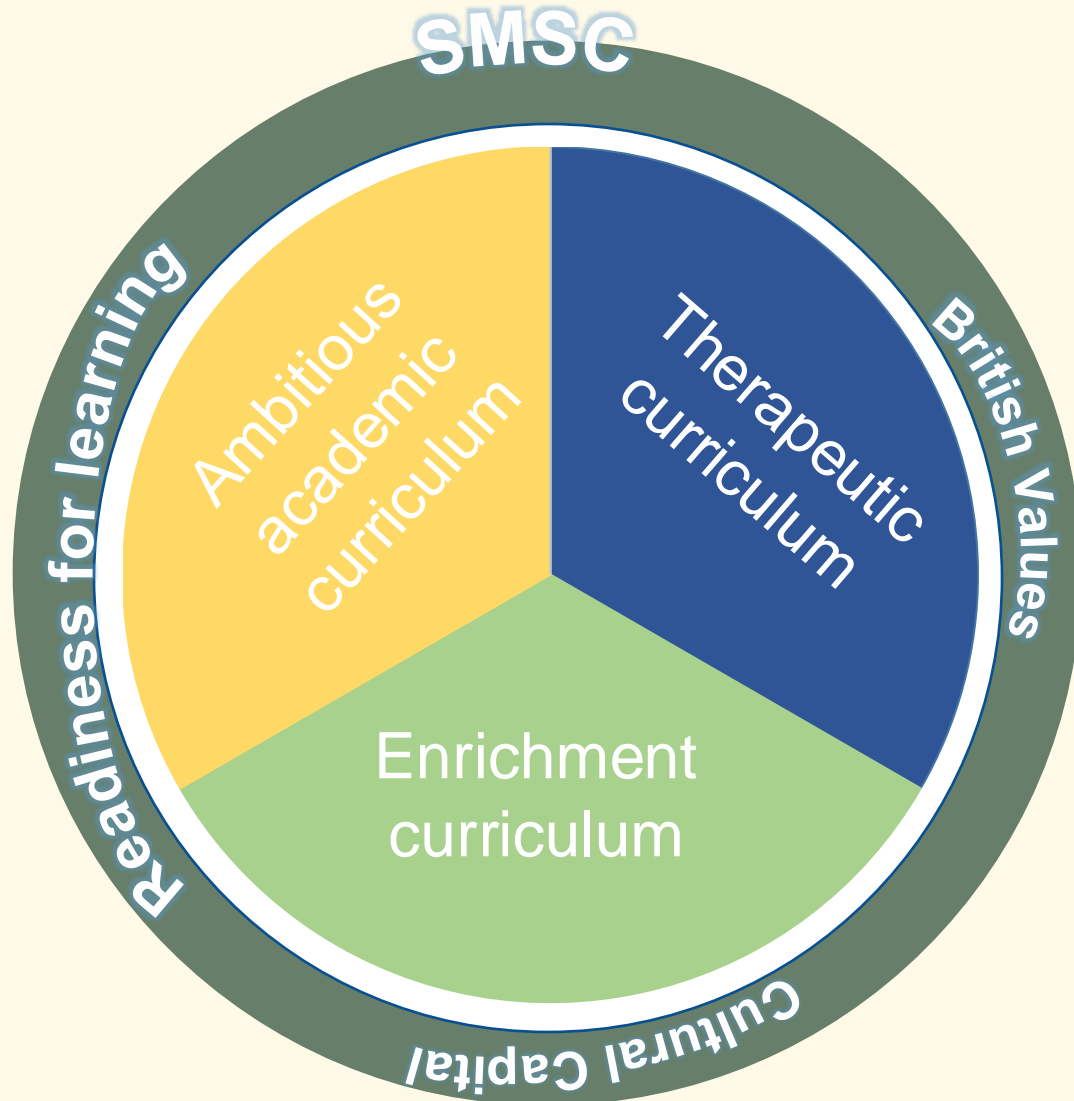
Belonging - Engaging - Compassion - Learning

ARBOUR ACADEMY MISSION STATEMENT

“Caring for young people and their families, providing them with opportunities to learn and flourish”.

Policy developed by:	L Anderson
Policy to be reviewed:	April 2025
Summary of changes	

Main aims of the Arbour curriculum



Provide an **ambitious academic curriculum** so that students can access a wide range of qualifications and vocational options that can support and impact on their further education and their employability.

To provide wide-ranging out of school opportunities to offer the our students the best understanding of how to be successful in 21st Century Britain. At Arbour Academy we explore and develop all opportunities that allow pupils to experience activities beyond the classroom in line with their more socially advantaged peers

We offer a therapeutic curriculum to support our students' holistic development, fostering emotional well-being alongside academic progress. By integrating therapeutic approaches into our curriculum, we create a nurturing environment where students can thrive socially, emotionally, and academically.

To ensure that our students are in the best position to be ready to access and participate in their academic lessons. To develop our students **cultural capital**, for us this is providing students with the opportunities to experience people, places and things that contribute towards the essential knowledge that pupils need in order to be educated citizens. To promote pupils physical health and personal development which includes the spiritual, moral, cultural, mental development of pupils at the school in order to prepare our students for the opportunities, responsibilities and experiences of later life

English Policy – Rationale

- The rationale of this English policy is to:
 - introduce the key aims and objectives of the English department.
 - to explain the curriculum design and coverage.
 - to explain the effective Teaching and Learning strategies involved in how we deliver English.

English Policy - Vision (Why)

- to develop an enduring love of language and literature, through high quality stimulus.
- to use English, as a subject, to support the emotional health of our pupils.
- to support pupils to become active readers, writers and communicators.
- to foster practical and functional skills for life.
- to foster in pupils the confidence, desire and ability to express their views and opinions both orally and in writing.
- to promote, value and celebrate diversity in culture and language.

Our vision for English

ARBOUR ACADEMY

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The guiding principle behind our curriculum is Emily Style's notion (1996) of the “curriculum as mirror and window” – a mirror for students to be able to identify their own experience with, but also a window to see beyond their own experience to a greater, richer understanding of the world around them. This balance has been integral to our choice of texts and topics.

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To foster an **enduring love** of language and literature through high quality stimulus.

To support pupils to become **active** readers, writers and communicators.

To foster practical and functional **skills for life**.

To foster in pupils the **confidence, desire and ability** to express their views and opinions both orally and in writing.

To value and **celebrate diversity** in culture and language.

Curriculum Intent

- The intent for the English curriculum is laid out in the Curriculum Framework and End of Year outcome documents. These are the skills and knowledge that we intend our students will study and learn during their time at Arbour.
- Pupils start at Arbour Academy at different times of the year, often having missed periods of time in their learning. Therefore the starting points of our pupils in terms of knowledge and skills is very varied. As such we cannot define simply, the educational outcomes of all our students by cohort. This has to be individualised based on their starting points. Although we have clearly articulated ambitious end of year outcomes, we have to acknowledge that gaps in education mean our teachers may have to track back through the outcomes associated with previous year groups in order to ensure that there are no foundational knowledge gaps.

Depth and Breadth of the Curriculum

Reading	Writing
<p>Methods</p> <ul style="list-style-type: none"> • Phonics delivery – Read, Write, Inc. • Comprehension skills: An explicitly taught three stage process of Pre-reading, Monitoring Reading, Post Reading. • Structured questioning model. • Directed Activities Related to Texts (DARTS). • Guided reading modelled by expert readers. • Literature circle and reciprocal reading. • Bedrock Learning to develop vocabulary and grammatical knowledge. • Individual reading for pleasure in form time and lesson time. • Accelerated Reader. • Access to the school library. • Visits to and support from Salford Education Library Service <p>Exposure to a wide range of written texts</p> <ul style="list-style-type: none"> • Whole texts – novels, short stories, plays, poetry • Extracts – fiction and non-fiction • Range of diverse authors • Modern texts • Pre-1900 hundred texts • Information texts • Newspapers – subscription to First News <p>Curriculum enhancements for reading</p> <ul style="list-style-type: none"> • Visiting writers • Library visits • World Book Day • Jolabokafloot 	<p>Methods</p> <ul style="list-style-type: none"> • I ‘Do, We Do, You Do’ modelling • DARTS activities – deconstruct to recreate writing • Explicit teaching of grammar • Explicit teaching of spelling • Recap of previously taught grammatical content through daily ‘Do Now’ activities • Encouraging a process of drafting and redrafting work with drafting and neat exercise books • Through the use of live marking and purple polishing pens • Providing a range of contexts for writing <p>Providing a wide range of contexts for writing</p> <ul style="list-style-type: none"> • Expository writing • Reports, recounts, instructions • Descriptive writing • Poetry, fiction, scripts • Narrative writing • Characterisation, setting, theme, plot, atmosphere, figurative language and literary, devices, point of view, autobiographies • Persuasive writing • Speeches, advertisements, campaign materials, letters • Personal Writing • Journals, diaries, blogs, emails <p>Curriculum Enhancements</p> <ul style="list-style-type: none"> • Writing competitions • Therapeutic writing workshops • Therapeutic journaling • Writing for school newsletter

Depth and Breadth of the Curriculum

Speaking and Listening

Method

- Promoting a culture of self-expression and valuing student voice.
- Class discussions and debates on topical and contentious issues in form time and lessons.
- More formal occasions when students address classmates and the wider school community through assemblies and presentations.
- Providing a wide range of opportunities for children to talk and listen in formal and informal settings.
- The use of drama and role play to explore thoughts and feelings.
- Expectation of active student involvement in question and answer sessions in lessons with a 'no hands up' approach.
- Group and partner work when pupils are encouraged to speak, listen and respond to each other.
- 'Say it like ...' to turn initial thoughts and responses into fully formed sentences.
- Explicit teaching of the importance of listening skills.

Enhancements

- Making podcasts at Reform Radio, Manchester.
- Role play scenarios and debates during Big Theme Days.
- Performance poetry on National Poetry Day.

Curriculum Planning Overview

- **Curriculum planning** is conducted for each year group, with clear, coherent and achievable end-of-year outcomes detailing what we want our pupils to 'do and know'.
- Skills and knowledge outcomes are listed for each unit at the appropriate student level.
- **A comprehensive curriculum map** for KS3 and KS4 outlines the texts that will serve as focal points for each unit.
- **Unit planning** is meticulously carried out, explaining the rationale behind the placement of each unit, and establishing connections with prior and subsequent learning to provide context for teachers and students.
- **Key vocabulary**, essential for understanding, is identified and targeted for discrete teaching within each unit.
- **Specific key concepts** related to each unit are identified to guide instruction and deepen students' understanding.
- **Detailed scheme of work** outlines specific knowledge and skills-based outcomes for each unit.
- **Assessment opportunities** are strategically linked to unit outcomes to monitor student progress and inform instructional decisions.
- **A week-by-week breakdown** ensures consistency across classes, allowing for effective pacing and alignment of instruction with curriculum goals.
- Teachers use their knowledge and assessment of students alongside the progression documents to deliver the content at an appropriate level.

Curriculum Planning continued...

- **National Curriculum** - See English curriculum overview National Curriculum coverage. Arbour Academy follows the National Curriculum set out by the government for Key Stages 3 to 4, while considering learning gaps. The curriculum has been carefully structured to build opportunities for consolidation and repetition of key learning.
- **Lessons per week** - Students typically have four timetabled English lessons of 50 minutes per week. English strands of the curriculum are also delivered in daily form periods through Bedrock and guided reading.
- Intervention slots for Read, Write Inc phonics, Lexonik and spelling are provided in addition to the timetabled lessons.
- **Coverage** - English lessons are centred around a text/extracts from a text / visual literacy prompt such as a Tedtalk or film clip. These learning opportunities have been carefully selected to cover the strands of our key concepts, golden threads and NC topics. Threads within the genres identified and studied are revisited across a key stage to best support student retention and the consolidation of knowledge.
- All learning is sequenced towards the end points for the year group and built up incrementally (please see the Learning Outcomes document).

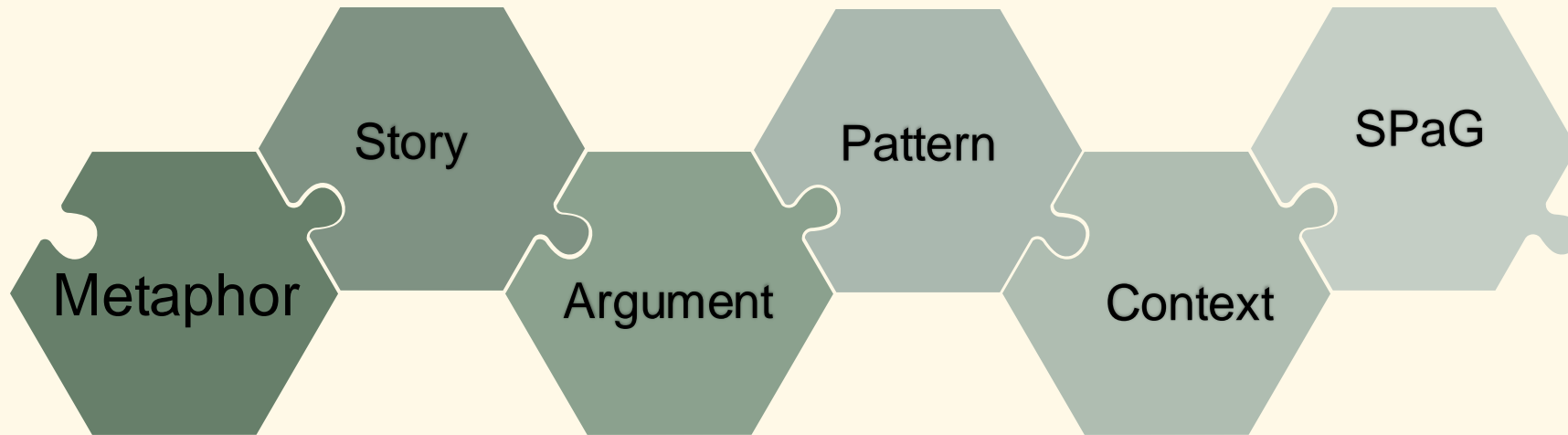
Approach to teaching English at Arbour

- We follow the Arbour whole school approach to teaching & learning as outlined in the Teaching and Learning policy.
- As a whole, our pupils have difficulty retaining and retrieving previous learning. Therefore our lessons start with 'Do it now' and memory retrieval practises and games.
- We frequently revisit key knowledge across units (such as persuasive language techniques) to help student retain information and commit to their long-term memories.
- We embed our Golden Threads into all units of work to help students with mastery of the subject.
- New concepts are delivered in small, manageable steps which are clearly flagged in pupils' books. This helps pupils easily return to and reflect on previously taught information and keep up, not catch up. Small steps mean that pupils are provided with the building blocks on which to build their future learning and avoid cognitive overload.
- Teachers use planned, structured and effective questioning techniques to probe students' understanding and develop deeper thinking.
- Modelling is a key component of teaching English at Arbour. We use the "I do, we do, you do" approach consistently in our lessons.
- We practice live marking and feedback on written work is provided to students close to the time of writing. Small class sizes facilitate this approach.
- We aim to address misunderstandings as close to the time they arise as possible. Teachers and TAs circulate to offer feedback as pupils work.
- If pupils are absent the missed work will be stuck into their books.

Groupings, SEND and Classroom Management

- **Groupings:** At years 9, 10 and 11 there are two classes for English in each year group. After the initial formative assessment, students will be allocated to the class which best suits their needs. Pupils will follow the same unit of work in each group but the content and outcomes will be adapted and differentiated. The groupings are flexible and frequently reviewed to ensure that pupils needs are met. Continuous dialogue between the English teachers ensures that the quality of teaching and learning is assured for all pupils.
- **Scaffolding:** We prioritise the use of scaffolding techniques to provide tailored support and guidance to students as they develop new skills or understanding. We gradually release support to foster independent learning, ensuring that each student progresses at their own pace.
- **Formative Assessment:** We utilise formative assessment practices to gather ongoing feedback on students' learning progress. We employ a variety of assessment tools and techniques to identify areas of strength and areas needing improvement, informing instructional decisions to meet individual student needs.
- **Responsive classroom management :** We aim to create a safe, welcoming, nurturing learning environment in our classrooms and to forge warm, positive relationships with our pupils. We establish clear expectations and address behaviour challenges proactively and use the school rewards system.
- Both our English teachers are trained in Mindfulness techniques and Team Teach and on the rare occasions it is needed practise de-escalation techniques.

English Golden Threads



English Golden Threads defined

Metaphor	<p>Metaphor is much more than a literary technique, it is a way of seeing and communicating our ideas about the world. Our direct experience as learners is of the concrete, tangible world. In order to think about abstract ideas, which is what we ask students to do in English, we must draw comparisons between what we have directly experienced and what we have not or cannot. This figurative way of seeing permeates the way we think as much as it does language and literature. Therefore we need to teach all aspects of metaphorical language explicitly and regularly. 'Metaphor' encompasses all types of creative language which uses comparisons, for example: simile, metaphor, personification, synecdoche, symbolism.</p>
Story	<p>In order to make sense of our experiences we tell stories. When we meet new people we want to know their 'story'. Politicians use narratives or stories to explain and justify how they govern. Stories and storytelling have evolved with us as a primary means of describing the world. By examining how storytelling developed from its origins in myth and legend to its modern array of forms and expressions, students learn to appreciate their place in a conversation that has been unfolding throughout history.</p>
Argument	<p>In order to communicate, discuss and persuade with clarity and force we require formal structures of thought and expression. By analysing the ways arguments are structured and made persuasive through rhetorical devices, students can start to take part in shaping the world in a more deliberate way through their oracy and writing.</p>





English Golden Threads

Pattern	<p>Everything around us is composed of rhythms of similarity and difference, discord and harmony, variation, contrast and repetition. In perceiving these patterns, we turn chaos into order. This body of knowledge deals with the various ways we use structure to impose meaning on texts in poetry, stories, plays and non-fiction texts.</p>
Context	<p>The more we teach students about the broad sweep of literature, the better they can interpret any individual text. In this thread, we consider the historical, cultural and personal context surrounding the creation of a text and how it was received by society at the time. If students have some idea of what a writer has read, what concerns they are responding to and how the assumptions they would have taken for granted may have been very different from our own, then their response to the text is better informed and more nuanced. Also their cultural capital is strengthened.</p>
SPaG	<p>Mastering the rules and conventions of grammar is essential for effective communication in both written and spoken language. Emphasising SPaG ensures that students develop clarity, coherence, and accuracy in their writing and speech. The ability to notice, understand and play with grammatical structures in our own speech and writing requires explicit teaching of grammatical conventions. Thus by teaching students the language to talk about language, we empower their expression not limit it.</p>

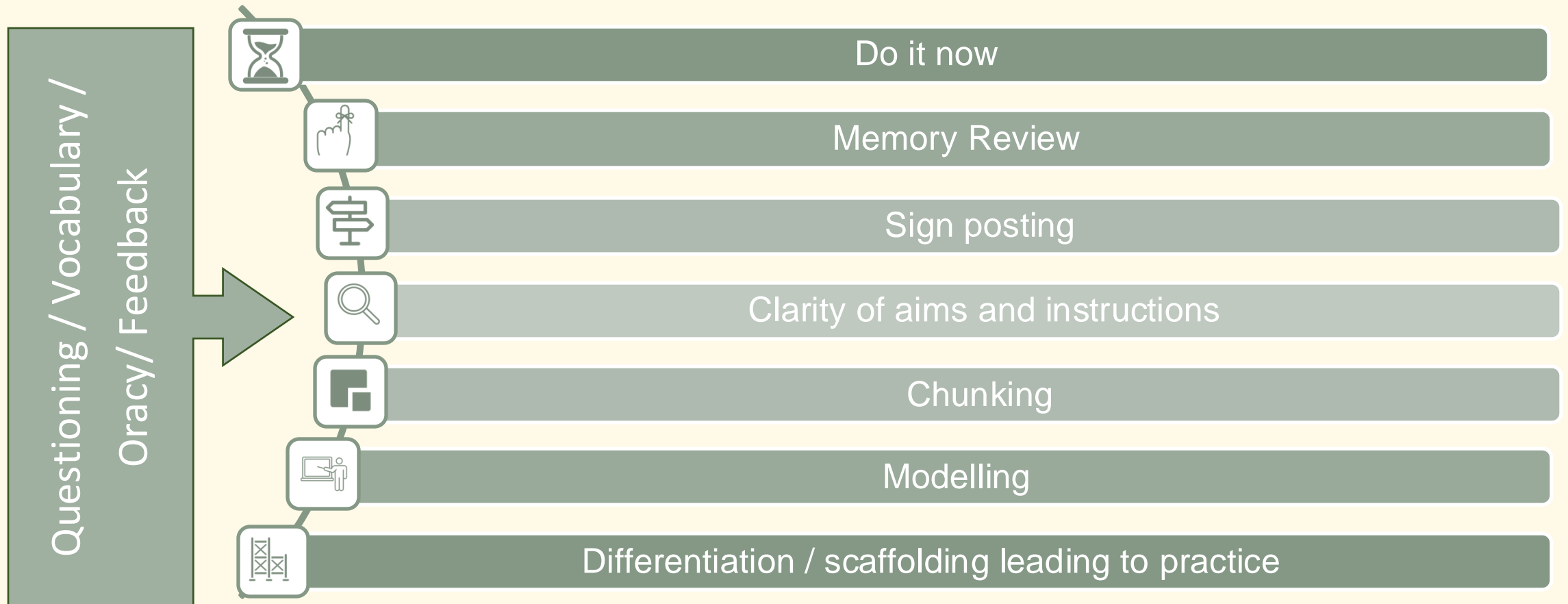
Our Universal Themes

- Our approach to the teaching of English is to encourage pupils to recognise the universal themes in writing, both fiction and non-fiction, moving beyond plot and characters to exploring the 'bigger picture' of human experience.
- Students will understand that writers' create texts for a purpose, to communicate important messages to the reader about the human condition and that behind every text ever written there is writer intent, influenced by the writer's own cultural and personal context.
- Students will learn that they too are connected to these universal human experiences and therefore to see the value of reading and how it helps them to make sense of their world. They will learn that finding meaning in texts is a two-way process, that their own experiences and understanding of life allows for different interpretations and readings of texts. That although this is our identification of themes, they may have other perspectives and that this is the beauty of studying English.
- **Universal Themes**– Our curriculum and our selection of texts is guided by our own understanding of the broad universal themes of human experience. However we want students to develop their own personal and critical responses to texts and to also suggest their own themes.
- The themes are outlined in the table on the following slide.

Our Themes

Identity 	Relationships 	Power and Conflict 	The Natural World 
<p>Individuals exploring growth and their sense of self.</p>	<p>Individuals interacting with each other.</p>	<p>Individuals interacting with society.</p>	<p>Individuals interacting with the natural world.</p>
<ul style="list-style-type: none"> • Exploring and celebrating diversity. • Coming of age writing. • Autobiography. • The imagination • The Gothic and disturbed psychological states • Spirituality • Redemption 	<ul style="list-style-type: none"> • Love in all its forms • Crimes of passion • Revenge • Conflict within relationships • Family life • School life • Friendships • Death, loss and grief 	<ul style="list-style-type: none"> • Good versus evil • War and conflict • Technology its use and abuse. • Dystopian worlds. • Class systems and the power dynamic in society. • Patriarchy and feminism • Crime and punishment • Dealing with discrimination 	<ul style="list-style-type: none"> • Nature as inspiration and Romanticism • Humans relationships with and treatment of animals. • Survival stories • Human endurance • Threats to the environment • Travel and exploration

Lesson structure





Reading

Phonics

- For students at the earliest stages of learning to read, we provide daily phonics sessions through the Fresh Start Program. Baseline assessments help us identify those in need of phonics intervention. These students focus on building their sound knowledge through repeated practice, and we support their fluency by ensuring they read books that are closely aligned with their phonetical reading level. This targeted approach helps to ensure each student makes steady progress in their reading development.



The Importance of Reading – for a purpose and for pleasure

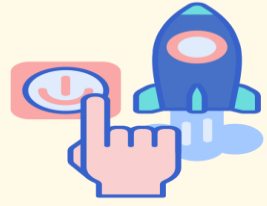
- **Our vision** - At Arbour Academy we are passionate advocates for reading, as it is the key to unlocking all areas of the curriculum and can enhance our lives in so many ways. Reading is reported “ as being a more important determinant of children’s educational success than their family’s socio-economic status”. Therefore we believe it our moral duty to support our pupils to become successful, life-long readers.
- **Barriers to reading** – We acknowledge that reading is a complex activity as the brain has to perform several difficult tasks at once – decoding the written word; processing new vocabulary; comprehending the writers’ intent and understanding the particular conventions of a text. Many of our pupils experience significant barriers to engaging with reading and do not always enjoy the process as much as we would like them to. However we will do everything in our power to inspire our pupils to overcome these barriers and see the value in reading and its enormous benefits for both their life chances and wellbeing.

Our Approach

- **Modelling** - the teacher, as expert reader, models the reading process demonstrating fluency, prosody and automaticity for the students. Interaction, understanding and with making meaning from the text is also modelled the reader’s mind, understanding and interaction with the text.

Reading for a Purpose

- **DARTS** are used to help pupils interact with texts and create meaning from the words on the page. This also aids their cognitive development and engagement with the reading process.
- Student's are encouraged to respond orally and to use a structured writing model to record understanding.
- **Recording of progress** - Sessions require high levels of collaborations and oral responses from the students. The final output may be discussion based or recorded in writing by the students using sentence stems and PEER.
- **The stimulus** - These session will focus upon either the curriculum text or the text that is being shared during form time.
- **Assessment:** through record of written work and oral work. Progress should also be evident through student's reading data on Accelerated Reader quizzes.
- **Comprehension skills** are explicitly taught through a three stage process: Pre reading, Monitoring reading and Post reading and using a structured model of questioning. Questions are planned and selected to increase in complexity moving from recall of literal details, to using inference, analysis, evaluation and finally an element of recreating the text in the students' own writing. This process allows for progression and gives the student the tools to approach a text independently with more confidence.
- **The model below outlines our approach to teaching comprehension.**



Before Reading



During Reading



After Reading



- Preview the content
- Prediction activities – book cover, trailers, images
- Activate prior knowledge and make connections
- Explore context
- Pre-teach vocabulary



- Interact with text – colour coding, labelling and numbering, underlining, annotating
- Looking for meaning
- Monitoring understanding and metacognition
- Checking predictions
- Bloom's taxonomy
- QER
- Using graphic and semantic organisers
- DARTs



- Reflections
- Summarising
- Completing visual organisers
- Evaluating
- Reviewing
- Analysing
- Creating – use text to create own text
- DARTs

Reading for Pleasure

Reading for pleasure - Reading for pleasure and enjoyment is given a high priority and sufficient time is set aside for this in our curriculum. Our staff are passionate advocates for reading, have their own book corner in the staff room and are encouraged to model their own enjoyment of reading to students. Books are highly visible in the school with, for example: the 'Take Time to Read' book clock in the corridor; the Book-o-Meter in the communal area; 'What I Am Reading Now' posters on classroom doors and a display of student book reviews on the screen in the communal area. We want our students to be curious and excited by books and develop into life-long readers.

Text selection - We ensure that students are exposed to high-quality, engaging texts that interest them. We involve students in the selection of books by regular visits to book shops to purchase books for the library and also by visits to the Salford Library Service to borrow books with support from a children's librarian. This ensures that pupils can read books which are new, relevant and of interest to them. We also provide opportunities for students to experience enjoyment from books above their phonetic reading level and reading age therefore teachers lead the daily reading for pleasure.

Individual Reading

- **Recording** – Recording of individual reading is done through the students' reading record log. Teachers monitor the books students have read during dedicated reading sessions. Progress is also recorded visually on our 'Book-o-Meter' display.
- **School Libraries**- We have invested significantly in our school library to make this a warm and welcoming space for students to select books and read for pleasure. In addition we subscribe to the Salford Education Library Service where students can visit, borrow books and seek reading recommendations from a specialist children's librarian.
- **Public Libraries** - we organise regular visits to the historic public libraries of Manchester such as John Rylands, the Portico and Manchester Central Library, to encourage our students to feel part of and appreciate our rich and varied literary heritage. We take part in the annual Manchester Festival of Libraries.
- **Accelerated Reader** – We have recently invested in this whole school reading programme which matches a students' reading ability with books of the correct reading age and is a tool to motivate, monitor, and manage students' independent reading practice.
- **Phonetically matched books** – Students who are receiving phonics teaching and sent home with books from the Read, Write, Inc Book bag scheme. These books are closely matched to students phonics stage.

Individual reading continued

- **Cultural Capital** - We see the selection of books for our students as an opportunity to develop 'cultural capital.' We want to expose pupils to authors and titles that allow them to converse with their peers about the most significant trends and issues relevant to young people.
- **BV & SMSC** - We provide texts that cover a wide range of topical and up-to-date issues to encompass British values and SMSC strands.
- **Diversity** - Books studied in lessons, for guided reading and in the library have been carefully selected to reflect our Golden Threads of 'Diversity and Equality'. They include a wide range of genres and main protagonists that represent many of the students in our school– we want all students to find characters like themselves in the books they read and a wide representation of authors. 'Children should see books as mirrors and windows' – mirrors so that they can see characters like themselves and windows so they can see into the lives of others who differ from them.

Fluency in Reading

- We believe in the power of practice. We encourage our students to read regularly, choosing materials that match their interests and reading levels. Whether it's in the classroom or at home, we create an environment that promotes frequent reading.
- Teachers model fluent, expressive reading by reading aloud to students, exploring punctuation, tone and emphasis. We understand that hearing what fluent reading sounds like helps students grasp the rhythm and flow of language and so aids understanding of meaning.
- We believe students, like adults, should be able to practise and rehearse their reading before being asked to read aloud. We also advocate for repeated reading, where students read the same text multiple times. We know that this practice helps build confidence and automaticity in word recognition, ultimately leading to improved fluency. We use choral reading.
- Our commitment goes beyond the mechanics of reading; we encourage our students to explore new words and expand their vocabulary. We emphasize comprehension, ensuring they read for meaning and understanding. Through Bedrock reading we emphasise the importance of vocabulary knowledge to support reading fluency.
- We foster a positive reading environment where our students feel safe to take risks and make mistakes. Building their confidence is at the core of our approach.



Writing

How we teach writing

“Reading is like breathing in, and writing is like breathing out. The two cannot be separated”

Pam Allyn founder of LitWorld.

- The above quote sums up our approach to teaching writing: we deconstruct a text so that we can reconstruct it in our own writing, whether this be crafting fiction or non-fiction. We use different DARTS activities to support students to interact with texts. As a students' understanding of how text is constructed improves, so too does their own writing.
- A structured writing process is followed to ensure consistency across teaching methods, guiding students through the stages of planning, drafting, revising, editing, and publishing their work.
- Scaffolding and models (*PEER; Drop, Zoom, Shift; Echo; Inverted pyramid, Freytag's pyramid*) will be provided to equip students with a framework to approach different writing tasks.
- Pupils are encouraged to write for a diverse range of purposes, encompassing both non-fiction and fiction genres, fostering versatility and adaptability in their writing skills.
- Wherever possible we use real world experiences, trips, and visits to provide a stimulus and a purpose for writing activities.
- Discrete instruction is provided to equip students with the necessary skills to effectively apply learned techniques.
- Students are encouraged to see writing as a vehicle for self-expression and creativity across both key stages.
- **The model shown on the next slide advocates our describes out model:**

Stimulus

- At this stage the students are introduced to the stimulus that will form the basis for their writing. This will be the class text / poem / newspaper article/ clip etc.
- Tiered questions should be used to encourage pupil engagement and understanding of the text.
- In some schemes a context lesson may be needed in which to teach students more about the subject they will write about.

Completed example

- All students will be provided with **a minimum** of one example of what their successful piece of writing should look like. This can be an example linked to the stimulus or separate from it.
- Students will engage with the text annotating, labelling and making notes on stylistic conventions of the form in terms of language and layout. A suitable **DARTS** activity may be used to aid understanding of structure or language choices.
- This is the time in which students get an understanding of what a successful finished piece of writing should look like.

Discrete Teaching

- Most of our students will have gaps in their understanding due to prior absence from school. Therefore in order to be successful in their later attempts at independent writing there may need to be discrete teaching of some of the language and structural features that students will need to use in their writing.
- For example, before attempting to write their own poetry a discrete lesson on similes may be needed.
Before attempting to write a newspaper article the 'w' questions and the inverted pyramid structure may be taught.
- Isolated practice of the individual components will help students when they later embed this into their wider work.



The live feedback and purple polishing pens will inform students at all stages of the process.

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Model

- The teacher will complete a modelled example of the piece of writing.
- This should be completed live in the class.
- Students should contribute ideas and suggestions to this modelled piece.
- The teacher should model verbal rehearsal.
- Teachers will verbally explain their thought process during this activity using the 'writer's mind'. Explaining certain word choices, punctuation choices, layout etc.
- The teacher should model re-drafting and improvement. 'I'm not happy with x, I'm going to do y and z instead'.
- The finished piece should be printed and stuck in books so students can refer back to it.

Scaffolded draft

- Students should be provided with a scaffold to help them complete a first draft of their writing. The form of this scaffold will be dependent on the ability of the students in the class.
- Structure strips work well for our mid to high ability students, helping students to form their writing in paragraphs with appropriate prompts..
- Sentence stems work well for our lower ability students.
- Students should be encouraged to use verbal rehearsal.
- The students use their draft exercise book to plan, draft and edit their writing.

Final piece

- At this stage students apply their learning from the previous stages.
- Students respond to feedback and make improvements in their writing.
- Scaffolds are removed to promote independence.
- Students then write up their final piece in their exercise books.

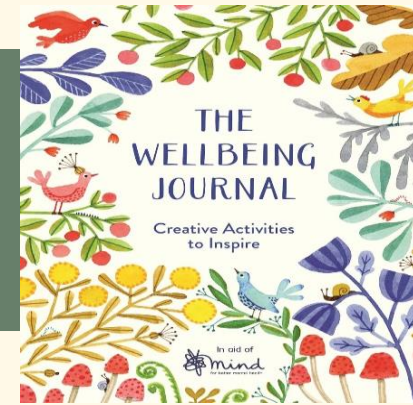
The live feedback and purple polishing pens will inform students at all stages of the process.



When modelling writing, we believe it is good practice to:

- Talk about how the reason, audience and tone of the writing determines its structure, content and features.
- Focus in on specific concepts and conventions to demonstrate composition and effect.
- Orally rehearse sentences and other language choices, before modelling how to write them down.
- Re-read your writing, checking for sense.
- Explain your choices.
- Model automatic use and checking of basic skills, e.g. sentence demarcation.
- Make errors and be vulnerable as a writer. Use these as opportunities for teaching.
- Check and address misconceptions.
- Model meta-language – how to talk and think about language.

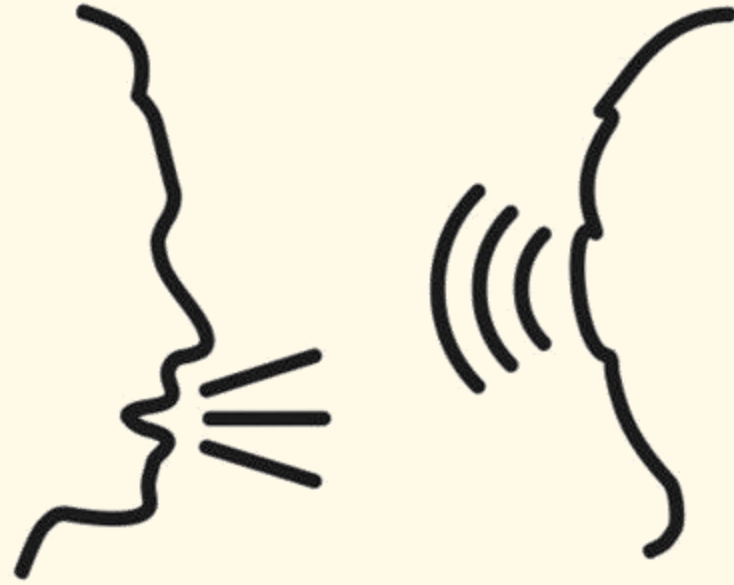
Writing to Support Emotional Wellbeing and Self Expression



- As English teachers, we are mindful of the potential of our subject to support the emotional health of our pupils and contribute to the Therapeutic curriculum of Arbour. As such reflective writing and journaling will be offered to students as a way of managing and regulating their thoughts and feelings and helping to support well-being. When students join the school, they are offered their own private journal to express their thoughts and feelings, when the need arises, during the school day
- Students may also take part in a Therapeutic Writing Group. This is an intervention developed by Educational Psychologists which uses metaphor to help children to process difficult thoughts and feelings in an emotionally contained environment. This is facilitated by Lead English teacher who is trained in this intervention.
- Opportunities are provided to enter national and local writing competitions and to write for the school newsletter.

“Reading and writing float on a sea of talk.”

Britton (1983).



Speaking and Listening

Speaking and Listening Overview

- **Our approach** - We follow the National Curriculum standards for Speaking and Listening (2014) and our practice is also informed by the ideas of other specialist organisations such as Voice 21. Planning for oracy in our English curriculum centres around the four main elements of speaking and listening: physical, linguistic, cognitive and social and emotional and takes account of age related expectations. We believe the best way to improve pupils' levels of oracy is to have continuous high expectations about the ways pupils speak in English and across all curriculum areas.
- **Our aims** - It is our intention to develop children's ability to speak with confidence, clarity and fluency in a variety of situations, for a variety of audiences and for a range of purposes. Opportunities to develop and practise these skills are explicitly planned for and embedded in each unit of work.
- **Learning episodes**- Students will be taught how to participate in a range of speaking and listening activities such as: discussions, presentations, performances, role-plays, improvisations and debates. They will learn how to use their voice effectively by varying pitch, volume, and tone. They will learn how to gain, maintain and monitor the interest of listeners in conversations and speeches and participate actively in collaborative conversations.
- **Verbal rehearsal** - Speaking is the passage to writing and students are encouraged, through our approach to the teaching of writing, to verbally rehearse what they want to say before committing this paper.
- **Discrete teaching** – discrete teaching of speaking and listening skills are mapped out on our curriculum document and referenced in pupil end of year outcomes.
- **Enrichment opportunities** – We are proactive in seeking stimulating opportunities to promote oracy and public speaking and provide students with a range of ways to practise these skills. For example at key stage three our pupils will have the opportunity to work with Reform Radio, an independent radio station in Manchester, to produce podcasts as a vehicle to express opinions for the 'Power and Communication' unit.

Speaking and Listening continued...

- **Supportive and safe environment-** We are of course mindful that some of our students are anxious about speaking in front of their peers and found this aspect of learning particularly challenging in their mainstream schools. Therefore we strive to create a safe, nurturing and fun environment in which students develop the confidence to express their views, feel able to take risks and join in speaking and listening activities. We use our judgement to ask students to take part in the activities outlined below, once we know they have the confidence to do so.
- **SEN** - Students with long term speech, language and communication difficulties will be identified by the SEN coordinator and receive support from specialist outside agencies. **Say it again, say it better'** - Whenever possible we encourage students to perfect their initial answers, which may be half-formed as students think aloud and formulate their ideas. Through the approach of 'Say It Again, Better' we give students the chance to reframe answers with greater depth, detail and sophistication, or using more appropriate vocabulary and literary terminology. This simple, but effective, literacy technique helps students to improve the quality of their initial response, and sets high expectations. Positive feedback will be offered; for example, say, 'Thanks, that's great. Now say it again, better. Try again but make sure you add in X and link it to idea Y'.
- **Repetition and Practice** - Oracy skills will improve with regular practice feedback. We expect that there will be responses from all pupils during English lessons. This will be achieved by using no hands up approach and by providing students with the opportunity to develop answers in partners or small groups before feeding back to the whole group.

Speaking and Listening

We believe that every student has a voice that deserves to be heard and respected. Through our SMSC (Spiritual, Moral, Social, and Cultural) lessons, we empower students to engage with and form opinions on real-world issues. These lessons are designed to enhance oracy skills, where students actively participate in discussions and debates. Each session focuses on both speaking and listening, and we provide scaffolded props to help students develop and articulate thoughtful, well-rounded discussion points. This approach encourages critical thinking, respectful dialogue, and the development of confident communicators.



Speaking and Listening continued...

- **Provide feedback** - our teachers provide feedback on verbal responses; 'That was a great answer because'
- You spoke clearly and at a great volume
- You didn't speak too quickly
- Your answer was in a complete sentence
- You spoke like a critic, reviewer, author. !

- Greater depth, detail and sophistication, or using more appropriate vocabulary and literary terminology. This simple, but effective, literacy technique helps students to improve the quality of their initial response, and sets high expectations. Positive feedback will be offered; for example, say, 'Thanks, that's great. Now say it again, better. Try again but make sure you add in X and link it to idea Y'.
- **Contributions from all** –We try to ensure that all students are actively listening throughout the oracy exercises so everyone benefits, for example, by asking everyone to write down the reframed answer in their books. We may also ask students to re-form each other's responses, but always return to the original student and make sure that they can confidently express their answer before moving on.
- **Games for oracy-** At Arbour, the use of board, card and other games is firmly embedded as an effective learning tool in our English lessons and across the school. Playing board games can help to lower pupils' anxiety around speaking and enable them to express their ideas freely within the context provided. We believe this is one of the best ways to reengage pupils with learning in general and with oracy in particular as it allows pupils to collaborate with peers in teams, to use language meaningfully and in a relaxed way. Games are used as engaging starters and at the end of lessons. We have games related to different literacy topics such as: newspaper headlines and articles, vocabulary and grammar and genres of literature.

Listening

- **Listening for learning** - We believe the ability to listen actively and carefully is the key to understanding and progressing in all subjects. Of the four communication skills which students use daily in school - reading, writing, speaking and listening, we spend the majority of our time 'listening' (45%). We do not take for granted that students know how to listen effectively and make time in our curriculum for explicit teaching of listening skills.
- **Our practice** – We establish listening guidelines with each new cohort of pupils and return to them frequently in lessons. We model, explain and display what a good listener looks like, which includes the expectations of: appropriate body language, maintaining eye contact, not interrupting the teacher and each other, asking questions and avoiding distractions. We give frequent feedback and celebrate good listening skills through our Arbour rewards system.
- **Listening for relationships** - We also focus on the importance of listening skills in helping young people to form and maintain positive relationships with their peers. Therefore we explicitly teach our students how to listen to each other with empathy, respect and sensitivity. In line with our overall approach to teaching, we provide models for what good conversations and discussions look like: taking turns; genuinely listening and reacting to the other person's views and how to manage disagreements of opinions in conversations. We support and reinforce the work done in this topic in PHSE and the therapeutic curriculum.



Assessment

Approach to assessment

- We use initial formative assessments as an effective way to help pupils achieve their potential. From the outset we ensure that pupils are aware of their strengths and areas for improvement.
- Students will have reading, writing speaking and listening targets and will know their next steps to ensure progression.
- We assess against the intended curriculum and assessments are aligned to the content taught in the relevant unit.
- We use the Arbour marking policy and this is explicitly shared with students and displayed in their books.
- We leave a delay between the end of the unit and summative assessment of progress in this unit as we need to assess whether the learning has made a change to long term memory.
- The results of the summative assessments allows us to determine whether the pupils are working at the expected level – have the students learnt what we expected them to?
- Teachers assess during the lessons and provide constant feedback, assessing as they go along and adapting to the needs of the pupils. We practise 'live' marking responding as and when pupils produce work.
- Following assessments pupil progress is tracked using the language Emerging, Developing, Secure and Advanced Arbour tracking levels.
- **Self and peer assessment** – Teachers mark and assess students work in green pen and students respond with their 'purple polishing pen', revisiting and improving their work. They use peer assessment to support each other and check their work against the success criteria for a particular task.

Assessment Type	Details	Frequency
Reading and Spelling ages	Formative. Reading age assessed through Accelerated Reader (AR). Spelling and phonics age with TES online assessments.	On entry. Reading age then continuously assessed through AR.
Writing, punctuation & grammar	Formative – on entry to provide data for target setting and progress ladder.	On entry to centre. – repeated as necessary.
Curriculum Intent	Each unit has ' I can and I know, statements for teachers to assess against.	Ongoing
Phonics assessment	RWI phonic assessment tools. Used for identifying need for phonics intervention.	On entry.
Data capture	Formal data captured from the end of the unit assessment taught as well as teacher assessment. This data is recorded on the pupil tracking sheet.	Once per half term (+ baselining new students)
Target sheets	Recording of day to day progress against particular strands chosen for pupils in the back of exercise books	Ongoing
KS4 exams Year 11 mock exams.	Past papers using published mark schemes and grade boundaries. Moderated across the department.	January of year 11.



Enhancements

Subject Enhancements

At Arbour Academy, we believe in providing a comprehensive education that goes beyond the classroom. We recognize the value of subject enhancements, such as: trips, in-school visits, projects, theme days, and the inclusion of famous authors throughout the curriculum. These enhancements aim to inspire students, broaden and deepen their students' understanding and appreciation of English and to develop crucial social and communication skills. By incorporating these activities, we create a holistic learning experience and promote cultural capital among our students.

Trips and in - school events: Trips offer students the opportunity engage in cultural experiences which enhance their understanding of the world we live in. They help to foster a love of language, literature and an appreciation of diversity and other cultures. They engage our pupils in experiences that they may not have access to outside of school, further deepening their understanding and empathy of the world and other cultures. We are fortunate to have the fantastic, culturally diverse, resource of Manchester, '*City of Literature*', on our doorstep and we take every opportunity to engage our students with cultural events as and when they arise.

In addition there are annual visits and in school events which are embedded in the school calendar usually linked to key events in the local, national and international cultural calendar (see the table below). We also continuously seek ways to bring the English curriculum to life and wherever possible will organise a visit linked to the unit we are studying. Past visits have included: an art exhibition at the new Aviva Studios; the People's History Museum; the Bronte Parsonage; Elizabeth Gaskell's House; Dickens House in London; Shakespeare's Globe Theatre in London and the coal mining museum in Yorkshire (Kes).

Inclusion and Cultural Capital: We value inclusivity and aim to provide a diverse and representative curriculum. To celebrate inclusivity, we have incorporated the study of texts which represent diversity and most importantly our pupils. It was very important, when making curriculum choices, that our pupils saw themselves in literature they study and read for pleasure. Therefore, a diverse range of texts were used as curriculum stimulus to inform planning with a range of representations to inspire and engage pupils.

Additionally, on Inclusivity Day (March 23rd), students study a famous author who has overcome challenges to achieve success. This activity aims to inspire students by reflecting their own experiences and the experiences of others in the curriculum.

The following tables showcase our trips and in-school visits and their focus:

Subject Enhancements- trips and visits

Year group	Visit/theme	Focus
All	National Poetry Day - first Thursday of October.	Visit to the Manchester Poetry Library. OR Poetry workshop with visiting guest poet (The Thirsty Poet).
All	Black History Month	Visit to a cultural event in Manchester or Liverpool depending on availability.
Key stage three	Visit to a Gothic or historic building such as John Rylands Library. End of October.	Creative writing workshop to create atmospheric settings linked to Gothic unit or Mystery/ detective unit. Linked to Halloween.
All	Christmas theatre visit - December	Charles Dickens 'A Christmas Carol' or similar.
All	World Book Day – first Thursday in March. Visits to Waterstones book shop.	A joyful celebration of books and reading through a variety of activities and visits. Will include visit to Waterstones to buy books.
Years KS3 and Year 10	Summer outdoor theatre trip – July.	Shakespeare or other play depending on availability.

Subject Enhancements – In school events

Year Group	Event	Focus
All	Black History Month – throughout the month of October.	Celebrating black authors and poets in form time and English lessons.
All	World Dyslexia Day – October 8th	Study of dyslexic famous people – cross curricular links.
All	Jolabokaflokkur – end of term in December	Promoting reading and cultural awareness by celebrating the Icelandic tradition of giving books as a gift on Christmas Eve.
All	Inclusivity day (cross curricular) March.	Neuro-divergent, LGBTQ and authors from different cultures – representing the diverse range of authors/poets and representations in literature.
All	Shakespeare’s Birthday – April 23rd	Celebrating William Shakespeare and his significance to the curriculum and English language/literature.



*Accessibility and
inclusivity*

Accessibility and Inclusivity

We are committed to ensuring that all students have equal access to high-quality English education, regardless of their health issues, special education needs or disabilities. We recognize the importance of creating an inclusive environment where every student can actively participate, engage, and succeed in English. This section of our English policy outlines our approach to inclusivity and the provision of adapted English resources to support students with additional health needs, disabilities or special education needs.

1. Inclusive Teaching Strategies:

- The Arbour Teaching and Learning principles are based upon inclusive teaching strategies to meet the diverse learning needs of our students.
- Modifications to instructional methods, assessments, and assignments will be made to accommodate individual students, ensuring that they can actively engage and demonstrate their understanding of English concepts.

2. Adapted English resources:

- Our curriculum is designed at KS3, KS4 to engage our pupils with high quality texts and stimulus that allow them to access the National curriculum and achieve their expected outcomes for their level.
- We have a range of abridged versions of the curriculum texts that are taught in both key stages to facilitate the participation and learning of students with special education needs.
- Dyslexia friendly paper, fonts and resources are used to support those who require them. These are inclusive of, but not limited to: coloured overlays, wide lined paper, pen grips and in some instances laptops to allow for word processing on Clicker or Microsoft Word.
- The use of visual aids to support our lower level pupils.
- For students with mobility impairments, adjustable-height tables are made available to ensure they can comfortably participate in lessons.
- Braille, enlarged texts including dictionaries and other sensory aids will be used to enhance the learning experience for our students with visual impairments.






Proactive
Having an understanding of pupils individual needs
Firm knowledge of IEPs and pupil passports
Using summative assessment to define starting point.
Making reasonable adjustments ahead of learning.
Use TA support
Identification of common misconceptions to look out for during teaching
Improve accessibility e.g. Font size, proximity to the teacher, visibility of the screen.
Use videos / pictures to dual code and contextualize.
Plan to explicitly teach vocabulary.
Plan to model.
Plan to scaffold.
Plan with cognitive load in mind
Provide alternative ways of answering in class.
Provide exemplars.

9/24/2024



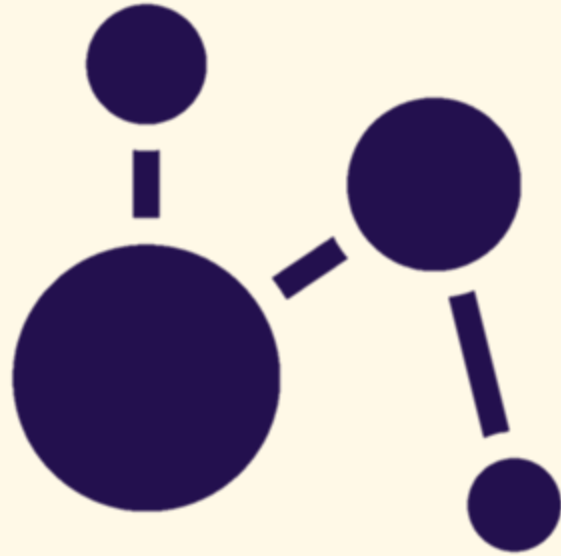
Reactive
Being confident to deviate from the original plan.
Using formative assessment to increase or decrease support.
Use live feedback
Adjust language
Clarify tasks
Re-explain or explain in a different way.
Use flexible groupings to respond.
Use an analogy.
Provide a prompt.
Use more live modelling for smaller groups / individuals.
Provide a check-list as a prompt.
Use questioning.

The five S of Adapted Teaching

Scaffolds	Scale	Style	Synthesize	Solidify
				
<p>Help scaffold students' thinking and organisation of their ideas. Use aids to support, with the aim of gradual removal. Examples could include graphic organisers, pictures, keywords, sentence starters, writing frames, checklists and structure strips.</p>	<p>Scale is about making adaptations to the scale of a given task to adjust the degree of challenge. For example, shortening or lengthening a descriptive writing task, increasing or decreasing the scale of distance in PE, reducing quantity, assigning fewer problems, and focusing on quality and depth of understanding rather than quantity.</p>	<p>Style is about making adaptations to the task structure for some students. Is there an alternative way they can demonstrate their understanding? For example, could a writing frame help provide structure for an extended piece of writing in RE.</p>	<p>Connect new learning to pupils' prior learning and knowledge. If there are gaps in prior knowledge, new learning will not be secure; pre-teaching or extra recap over prior content can be used.</p>	<p>Provide opportunities for extra practice for those who need it. This can reinforce learning and mastery.</p>

Safe

All other scaffolds—scaffolding, scale, style, synthesize, and solidify—depend on a culture of safety. This means fostering a classroom where students know their responses are valid and they can make mistakes without fear, ensuring a secure, supportive space for learning.



Cross-curricular links

Cross Curricular Links

Design

- Our whole school curriculum has been designed with collaboration between all subject leads at its core. We want students learning to be joined up and connected and to support students to forge strong links between concepts in their learning. For us, this will allow our students, many of who have difficulties with retrieval, the best opportunity to experience content across different specialisms. This repetition and opportunities for retrieval practice will allow for deeper learning.
- In the English department we ensure that we are familiar with the content and plans of different subjects and look for opportunities to develop potential links between topics.
- We celebrate our students' achievements in speaking and listening, reading and writing in all subjects with our 'Literacy Across the Curriculum Awards'. All staff are aware of the importance of teaching communication skills in their subject areas and this is outlined in their planning.

British Values & SMSC

At Arbour the development of SMCS is not only through specific topics in the curriculum but also how we teach and conduct ourselves as professionals.

Moral development in English

- Through the texts in our curriculum we will actively look for opportunities to discuss issues of right and wrong as we explore the behaviours of characters, the consequences of negative choices and the structures of societies. In for example 'A Christmas Carol', students will consider the character of Scrooge and the moral transformation he undergoes from misanthropist to philanthropist and how Dickens presents the importance of values such as generosity, kindness and caring for others less fortunate than ourselves.
- In 'The Giver', students are able to analyse the structures of a dystopian society and explore whether laws and rules are always necessarily 'moral' and the potential consequences of blind obedience to the rules of society.
- Non-fiction studied at key stage three and four poses moral questions, for example around race and discrimination, treatment of animals, euthanasia, crime and punishment and sexism, giving students the opportunity to produce their own writing and speech on the issues.

British Values & SMSC continued

Spiritual Development within English

- Through the study of various texts in the curriculum, for example Skellig and Blake's mystical poetry, students are given the opportunity to reflect on their own and others spiritual beliefs.
- We explore the natural cycles of life from birth to adulthood and death through a variety of texts and learn how characters deal with the inevitable losses in life.
- Writing activities allow students to connect with the joy of their own inner creativity and self expression and to develop their individual use of language.
- Reflective journaling enables students to process their emotions, recognise their own inner strengths and the possibility of growth, resilience and positive change.

British Values and SMSC continued

Social development in English

- Our English lessons are the ideal vehicle to promote the development of social skills through oracy, cooperation and teamwork being able to work in groups, listening to presentations and asking questions.
- Exploration of real issues encourage students to think about the world outside of school and give opinions on topics that may affect them in the future for example, imagining it has been proposed that their local sports center is demolished and replaced with a casino.
- Students are required to take on a role and argue a point of view.
- We also give students the opportunity to speak in different contexts and regarding a range of different real life issue, applying learning to careers and life after school.
- Peer assessment is an integral part of our teaching and we encourage focused feedback between students, whereby they support and encourage each other, reflecting and giving advice using their own method for success.
- Students are all given the opportunity to be independent, self-reliant and responsible for their own learning.
- Debate is an important aspect of the subject, giving logical arguments with respect, rationality and thoughtfulness.

British Values and SMSC continued

Cultural Development in English

- Our 'Enhancements' section in this policy outlines the emphasis and value we place on providing cultural experiences for our students with an array of theatre trips and visits.
- Students learn about respecting and celebrating different cultures through the study of a range of literature and non-fiction. For example through exploring poetry from different cultures students are able to appreciate, respect and value different ways of life. They will also develop empathy and understanding of the difficult social, political and economic conditions faced by those in impoverished or less fortunate situations.
- The study of a range of pre-twentieth literature and its context, such as Chaucer, Shakespeare and different Victorian writers, gives opportunities for students to appreciate British history and culture.
- We also value our students own cultural background and lived experiences and promote this through all aspects of our teaching. In particular through both formal and informal speaking and listening activities students are given the opportunity to share their own experiences and appreciate other students' perspectives and experiences.

British Values

- **Extremism and radicalisation** - All subject teachers in the English department are familiar with the indicators of vulnerability to extremism and radicalisation and the procedures for dealing with concerns. When delivering lessons in English we look out for indicators and report any concerns. We work to prevent pupils from developing extreme and radical views by embedding SMSC principles throughout the English curriculum.
- **Promoting values** - During lessons in English we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.
- **Planning for British Values** – we have looked at all areas of our English curriculum and have pre-planned the coverage of the British values through the topics that we have selected.
- **British Value and SMSC** coverage is considered throughout the planning stages of the curriculum and plotted in our coverage grids.