



Repton School Abu Dhabi: English Language Curriculum Policy

Language and Communication are at the heart of children's learning. They are central to personal, social and emotional development and to learning across the curriculum. The ability to communicate gives children the capacity to participate fully in our society.

Many of our children are bilingual, and even trilingual, and we believe this to be educationally enriching. We differentiate our learning for native and non-native English speakers, but apart from Arabic medium lessons, all subjects are taught in English.

Language develops best in context, when there is a real reason to communicate. This affects our approach to the teaching and learning of literacy. We believe that children learn best when we start from whole language – a good story, an exciting science topic, an interesting role play area. Children who want to know what is in a book will become enthusiastic readers.

Children who want their readers to understand and enjoy what they have written, will express themselves clearly and imaginatively in writing. However, we also know that within this, children need regular practice in specific skills such as phonics. We aim to combine the best of many approaches to ensure that our children become literate.

Technology plays a vital role in the way we learn and communicate today and we believe that it should be integral to the teaching and learning of English. We want children to understand how digital media work and to use these to express themselves in language learning. Smartboards and iPads are at the centre of preparing our children for the 21st Century. All Repton pupils have their own designated iPad, and apps are used to support their literacy development throughout the curriculum.

As Academic Staff, we give children time to communicate and we think about the way we question them so they have the opportunity to think critically and express themselves fully.



Key Principles of Teaching And Learning In English

Our children are given opportunities to learn the knowledge, skills and understanding set out in

- The Early Years Foundation Stage
- The National Curriculum (incorporated through the Read Write Inc Programme and Big Write with elements of the Nelson programme)

Their learning is well planned for progress across long, medium and short term planning and children receive regular feedback on their progress and have opportunity to evaluate their learning through continuous, formative and summative assessment tracked termly.

Key Principle: Knowledge, Skills and Understanding

- The National Curriculum and Early Years Foundation Stage Curriculum identify three main areas of knowledge, skills and understanding in English.

These areas are inter-related and children learn about them in an integrated way.

- Speaking and listening;
- Reading;
- Writing

Aims

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas



- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information. Our Library has 4,000 books (March 2017) that our pupils have regular access to
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

English as an Additional Language (EAL)

Many of our pupils are learning English as an additional language.

Bilingualism is an asset, and planning for learners with English as an additional language is part of the planning process of the whole school. Teachers differentiate to address children's various needs.

Pupils are also given the opportunity to learn Arabic. Some children are native speakers of this language.

Key Principle: Planning

We believe children learn best in English when their learning is well planned for progress across the long, medium and short term.

Planning for English is based on the Early Years Foundation Stage, The Read Write Inc. phonics programme, and the UK National Curriculum.

- Teachers plan to cover a balance of narrative and non-fiction each term.
- Teachers plan to use a variety of teaching and learning styles in English lessons.



- Teachers start their planning from a thorough knowledge of the children's existing literacy knowledge, skills and understanding.
- In the medium term, teachers plan a theme lasting from two to six weeks.

Early Years

EY teachers plan literacy learning intentions from the Early Years Foundation Stage curriculum and customise the activities to meet the children's interest and needs on their weekly plans. The Read, Write Inc. programme is also used to plan additional literacy lessons.

KS1

- Literacy is taught in blocks of 6/8 weeks at a time, alternating between the RWI programme and literacy units taught through a book or a topic.
- Pupils are assessed termly in RWI and placed in groups according to their ability across the year group. These groups are fluid to allow for pupils who are making good progress in their group to move to the appropriate group for their ability. Pupils who need more consolidation have the opportunity to move into a group more suited to their ability also.
- Whilst teaching literacy through a book/topic, teachers choose one of the text types identified in the National Curriculum. They may choose a particular book or author. They link their choice to other areas of the curriculum where possible.
- Teachers group these together into a cohesive unit of teaching starting from the chosen text or texts. They build a teaching sequence from reading into writing, developing comprehension at every stage.
- From this, teachers produce weekly plans with a learning objective and success criteria for each day and differentiated activities to include different levels of attainment. These plans may be adapted daily in response to children's progress.
- Training is provided for all staff to ensure good subject knowledge and understanding of approaches

KS2

Literacy units are taught in half term blocks, with a variety of fiction and non-fiction text types. Big Writing takes place every two to three weeks.



- Where appropriate pupils will be grouped according to their ability across 3 groups. These groups are differentiated, with content provided specific for the needs of each group.
- Whilst teaching literacy through a book/topic, teachers choose one of the text types identified in the National Curriculum. They may choose a particular book or author. They link their choice to other areas of the curriculum where possible.
- Teachers group these together into a cohesive unit of teaching starting from a chosen authentic text or texts. They build a teaching sequence from reading into writing, developing comprehension at every stage.

From this, teachers produce weekly plans with a learning objective and success criteria for each day

Key Principle: Assessment

We believe children learn best in English when they receive regular feedback on their progress and have opportunity to evaluate their learning.

- GL Baseline tests are undertaken at the beginning of Term One and Two from Year 1 to track their progress in all areas of English
- Assessments in English are used to inform teaching and learning in a continuous cycle of planning, teaching and assessment (Tracking data)
- RWI half termly assessments are used to group the children and ensure good progression in FS2 and KS1
- Samples of reading and writing are taken throughout the year. These are levelled according to the National Curriculum and targets are set with the children. The targets are revised throughout the year, as children progress in their learning.
- In KS1, the RWI assessment is used to support the sampling of reading. This assessment gives the children a level which corresponds to a book band. Teachers can therefore select texts at the appropriate level for guided reading and home reading.
- In KS2, pupils are provided with books from the Oxford Reading Tree scheme, have access to the Scholastic Lit Pro library on their iPads and can select authentic texts from our school library.
- Speaking and listening are assessed through observations in the spring and summer terms and children are given a National Curriculum level in KS1 and KS2
- Teachers share learning intentions and success criteria with children in each lesson.



Self-Assessment

Children are encouraged to assess their own progress by reflecting on their successes and identifying areas where they need more work.

- Marking within English is in line with the whole school marking policy and should take account of the shared success criteria.
- Children in the Early Years – Children are observed in a range of situations.

Their skills in communication, language and literacy are assessed and this is the basis for their further learning. Samples of reading and writing are completed termly. This aids the setting of targets.

Key Principle: Learning Environment

We believe children learn best in English when their learning environment is suitably organised;

- We select books and other resources that are appropriate to the children in our school.
- They are chosen for their quality and take into account the Muslim and UAE setting.
- In Key Stage 1, guided readers are divided into fiction and non fiction and banded to help teachers select texts at the appropriate level.
- Children, parents and staff are encouraged to use the school library.
- Each library member has a unique barcode
- Every class has an attractive book area which offers a wide range of quality books to suit the needs of the children in that class.
- Book areas are well organised, clearly labelled and easily accessible.



Key Principle: Literacy - Phonics

Literacy is taught differently in each year group. However our structured, fast paced phonics scheme is consistent throughout. We teach Phonics for the following reasons:

- Effective way to teach young children how to read
- Provides children with the tools for independent reading
- Improves reading pace and comprehension
- British Curriculum- Reading by Six
- Reading; First and Fast

Foundation Stage (FS1 and FS2)

We use the new Early Years Foundation Stage Guidance material for our lesson objectives and goals alongside the Read, Write Inc. programme.

FS1

Children are taught Literacy lessons which are based on a specific topic. Other areas such as “Communication and Language” and “Understanding of the World” are linked to these sessions. Children learn through play, effective questioning and planned talk to enhance language acquisition. Teachers plan structured activities based on the objectives and topic being taught. Children are encouraged to access all of the learning opportunities provided.

Writing- Teachers develop children’s fine motor skills through mark marking activities; following patterns, tracing, cutting, painting etc. Children are taught to write their name and practise letter formation using different tools and media. Evidence is gathered through tracking monthly progression in Writing Books.

Reading- Children are taught key book handling skills and stories are shared on a daily basis using big books and classroom stories. Listening and responding to stories is encouraged and a love for books is shared. Children take home a book of choice from the library to share at home following their 30-minute library session lead by the school librarian. In preparation for our Oxford Reading Tree home reading scheme, children are taught to identify the key characters from the texts.



Phonics

In Term 1, children are taught pre-phonics lessons daily which includes a focus on environmental and instrumental sounds, rhyme, alliteration and body percussion.

From Term 2, if ready, children are introduced to Set 1 sounds from the RWI programme. Children focus on a sound a week and teachers use a multi-sensory approach to appeal to all learners. Specific independent phonic activities are also planned and require children to sort objects by initial sounds. Teachers model how words are broken down into sounds by using 'Fred talk' throughout the day.

Speaking and Listening

In addition to the planned activities and role play stations that develop children's speaking and listening skills, Show and Tell opportunities are encouraged and class assemblies provide children with an audience for which to perform.

FS2

- Specific time is outlined on the timetable for Literacy lessons.
- Three out of the five daily lessons are taught using the RWI programme.
- The remaining two literacy lessons are topic based writing lesson.

Read, Write Inc. Lessons

- RWI lessons take place three times a week.
- All children are involved in a whole class, Speed Sound lesson in which they recap all known sounds and are taught to; recognise, read and write 2/3 new sounds a week.
- Children practise reading non phonetic, sight words known as Red words and practise reading phonetically decodable Green words containing known sounds.
- After the Speed Sound lesson, children are placed into ability groups and work in a focused group with either the Teacher or Teaching Assistant to complete reading, writing and handwriting activities that link to a given Ditty or Story.
- Children complete the planned writing activities in their Literacy books.
- Each group is clearly differentiated and G&T, HA, MA, LA and EAL children are planned for accordingly with clearly matched activities and outcomes.
- Teachers and TAs follow the guidance outlined in the document 'Repton RWI Target Levels' to ensure pupils move through the programme at a good pace and make good progress.



Reading

In addition to the group reading in RWI lessons, group guided reading happens weekly and children are given a differentiated reading book to share in school and to take home.

The home reading books are a mix of fiction, non-fiction, phonetically decodable and non-phonetic texts, which are determined, based on ability.

Reading comprehension and decoding objectives are set for reading sessions and sessions are logged as observational notes and in the children's Reading diaries.

Parent Reader sessions occur weekly and provide children with further opportunities to share a text with an adult.

Children also attend a 30 minute library session and take home a book of choice each week to share at home.

Writing

As well as RWI 'hold a sentence' and 'complete a sentence' activities which also address sentence structure, spelling and punctuation, children have opportunities for writing which link directly to their current topic and offers opportunities to use their taught skills independently.

Children are introduced to different writing styles and write for different purposes such as letters, invitations, and fact files etc. Independent writing activities occur daily and are planned throughout topic sessions. Emergent writing in the Role-play area is encouraged and word banks and key words are displayed to support.

Talk for Writing has been introduced to promote story telling skills. This involves three stories per year where the children learn to tell the story using specific actions, the children use a story map to aid remembering the order of the story. The children then innovate the story, changing characters and setting etc.

Speaking and Listening

- Role play
- Home corner



- Termly Class assemblies
- Weekly Show and Tell

FS Assessment

Children are regularly tracked using the schools tracking system and planning is adapted accordingly to ensure all children make good progress and pupils' individual needs are targeted.

RWI assessments occur during each term for FS2

Key Stage One

In Year One, Teachers plan using the units from National Curriculum and also incorporate the RWI programme.

The timetable changes throughout the year to incorporate more Phonic based teaching at the beginning of the year and allows for more extended writing opportunities later in the year;

Term One-	3 weeks RWI ; 1 week Big Write
Term Two-	3 weeks RWI; 1 week Big Write
Term Three-	3 weeks RWI ; 1 week Big Write

(one hour sessions)

RWI lessons are stand-alone Phonic lessons and incorporate; Sounds, spellings, spelling patterns and the reading and writing of both Green and Red words. Children are given a mix of both phonetic and non-phonetic spellings to practise and are tested weekly. Spellings are differentiated by ability into three groups.

Weekly, stand alone reading comprehension lessons are taught using the Nelson Reading Comprehension scheme. This is a progressive scheme which challenges the children and uses a variety of fiction and non-fiction texts.

Grouping and Teachers- Once assessed at the beginning of the year, the children are grouped by ability. There are six groups in Year One and three groups in Year Two, groups are taught by Class teachers all of whom have been trained to teach the RWI programme. Teachers follow the guidance outlined in the document 'Repton RWI Target Levels' to ensure pupils move through the programme at a good pace and make good progress.



Literacy unit objectives are taken from the National Curriculum and taught using the current class topic. (See plans). Units are planned with a text stimulus and incorporate reading, comprehension, writing, punctuation and grammar and ensure coverage of all necessary text types and genres. Drama activities are used to encourage Speaking and Listening and develop understanding of characters.

Wherever possible Literacy lessons make good cross-curricular links with Science and the Humanities and incorporate stories from other cultures including the UAE.

Handwriting

Separate weekly Handwriting lessons are planned on the timetable using the Nelson Handwriting texts, and when appropriate children are taught how to write using a joined up cursive script. Correct letter formation and good presentation is expected for every piece of work from every child.

Reading

Parent Reader sessions provide further opportunities for children to read to an adult on a weekly basis. Children also attend a weekly 30 minute library session which allows the children to learn key library skills, develop their ICT skills and select a book of choice to share at home.

Speaking and Listening

- Drama activities; Literacy lessons
- Termly Class assemblies
- Weekly Show and Tell

Key Stage One Assessment

Half termly RWI assessments are used to track known sounds and inform planning.

Teachers consistently update and analyse literacy tracking to ensure good progress, to inform planning and target children's individual needs.

Reading assessments made by Teachers and TAs are recorded in Reading diaries and school logbooks.



Half termly Writing assessments are used to level children's writing using the Ros Wilson Criterion Scale and the APP writing level descriptors.

Teachers moderate marking together to ensure consistent, accurate levels.

Key Stage 2

Through Years Three to Six, teachers plan using the units from the National Curriculum, whilst also incorporating elements from the Nelson scheme into comprehension and grammar lessons.

Language and Literacy:

- Fully prepare every child for writing by planning, drafting and revising
- Teaches grammar in context so that children can apply it seamlessly in their own writing
- Creates articulate speakers where children justify their answers and learn how to debate.

Grouping

- Pupils will be grouped according to their ability across 3 groups.. Pupils will move into their appropriate group when they are ready.

Term One: Half Term Language and Literacy, half term Hamilton end of each unit a week of Big Write

Term Two: Half Term Language and Literacy, half term Hamilton end of each unit a week of Big Write

Term Three Half Term Language and Literacy, half term Hamilton end of each unit a week of Big Write

Literacy units taken from the National Curriculum

Literacy units are taught in blocks alternating between the Language & Literacy programme, Hamilton with Big Writing at the end of each unit.

A variety of Fiction and Non-fiction genres are covered during this time.



Literacy unit objectives are taken from the National Curriculum and taught using the current class topic. (See plans).

Units are planned with a text stimulus and incorporate reading, comprehension, writing, punctuation and grammar and ensure coverage of all necessary text types and genres.

Drama activities are used to encourage Speaking and Listening and develop understanding of characters.

Wherever possible Literacy lessons make good cross-curricular links with Science and the Humanities and incorporate stories from other cultures including the UAE.

Spelling, Grammar and Handwriting

Separate weekly Handwriting lessons are planned on the timetable and when appropriate children are taught how to write using a joined up cursive script.

Correct letter formation and good presentation is expected for every piece of work from every child. Spelling and Grammar are taught according to the National Curriculum.

Pupils are taught spelling rules from the National Curriculum and are given the opportunity to practise and apply these 3 times per week.

Grammar is taught through Nelson (according to the National Curriculum) as well as through Literacy lessons via books/topic.



Reading

Parent Reader sessions provide further opportunities for children to read to an adult on a weekly basis.

Children also attend a weekly 30 minute library session which allows the children to learn key library skills, develop their ICT skills and select a book of choice to share at home.

Speaking and Listening

- Drama activities; Literacy lessons; Termly Class assemblies

Key Stage Two Assessment

Teachers consistently assess each child's development by using Classroom Monitor to track individual progress. A professional judgement is made by teachers, supported by formative and summative assessment methods. This assessment then informs planning and provisions made for groups and individuals.

Rising Stars Reading assessments are completed at the end of every term. The Scholastic Lit Pro test is also completed at the end of each term as part of the assessment cycle. Summative assessment data is also collated at the end of each term which provide the basis for the teacher's professional judgement.

The Rising Stars Spelling, Grammar and Punctuation tests are also part of the termly assessment cycle.

Half termly Writing assessments are used to level children's writing using the Ros Wilson Criterion scale. Teachers moderate marking together to ensure consistent, accurate levels.

Updated 12th December 2017

Next Review Date: December 2018