

ULEY C OF E PRIMARY SCHOOL



ENGLISH POLICY

SPRING 23

They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do. Psalm 1:3

Our School Vision

Live – Learn – Flourish

- 🌸 Live: at home, in school, and in our local community
- 🌸 Learn: about self, others, and our ever-changing world
- 🌸 Flourish: be the best we can be in all that we do

Our School Mission

- 🌸 We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
- 🌸 We create an environment that has the right balance of challenge and support
- 🌸 We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
- 🌸 We apply our core Christian Values of Trust, Friendship, Compassion and Wisdom in all that we do
- 🌸 We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
- 🌸 We strive to ensure that all flourish within a moral framework built on Christian values

ETHOS STATEMENT

We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

Introduction:

We believe that language is at the heart of children's learning, as it is through language that they receive much of their knowledge and acquire many of their skills. English is a fundamental life skill which is central to a child's intellectual, emotional and social development and therefore it has an essential role to play across the curriculum.

Uley Primary School works to ensure that all children develop the ability to communicate effectively and that any barriers to learning are swiftly identified and steps taken to remove them.

Aims:

- To deliver an exciting and accessible curriculum that has high expectations of children. □
To promote a positive attitude to reading, writing, speaking and listening.
- To develop children's ability to become confident users of language, both oral and written.
- To value language from other countries and cultures.
- To ensure children have access to a broad, balanced and creative literacy curriculum.
- To provide clear and consistent teaching throughout the school.
- To nurture children who leave school with a passion for language and literature
- To communicate the school policy on English to all staff, Governors, parents and other interested parties.

Inclusion Statement

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for Uley Primary School to be an ideal learning environment for nurturing and developing the whole child.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2017).

Approaches to Speaking and Listening

We recognise the importance of spoken language in pupils' development across the whole curriculum; spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: talk partners, storytelling, roleplay and debating within lessons across the curriculum, class assemblies, School Council representatives and school productions.

All of these speaking and listening skills are taught in English, across the curriculum and during extra-curricular activities too.

Children who require extra support in speaking and listening are referred to a Speech and Language therapist to further assess their needs.

We recognise the need for all pupils to speak, read and write standard English fluently and accurately, while acknowledging that a pupil's own dialect or other language is of prime importance. All staff members are role models who promote Standard English and take care to sensitively correct children's misconceptions with language.

Approaches to Reading - See Reading Policy

We use the Unlocking Letters and Sounds programme to deliver daily discrete phonics lessons in EYFS and KS1; enabling children to decode effectively (refer to Phonics and Spelling Policy). This is continued into KS2 where necessary.

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop their own reading strategies and to discuss texts in detail during guided reading time.

From EYFS up to Year 6, children have the opportunity to read 1:1 with an adult regularly; with there being a particular focus on questioning to promote an in-depth understanding of the text. Questions progress from literal to inferential as the children move up through the school.

Unlocking Letters and Sounds and book banding are used to support early readers as well as opportunities to explore 'read with me' books.

Across the school, once the children are able to access it, we assess the children using the Schonell reading test. Children are placed on a book band accordingly. All children are regularly assessed to monitor progression. Reading assessment papers are given to the children 3 times across the year (refer to Assessment Policy for further detail).

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, e.g. 'World Book Day' - where children are immersed in storytelling, author quizzes, book discussions, book related activities and the opportunity to dress up as a book character and share their favourite books. Other opportunities include library visits - where the children are encouraged to take books out, author visits, and individual class reading challenges to promote the love of reading.

In KS1, children take home a phonetically decodable book which is appropriate to their level of ability. Children choose their books from Unlocking Letters and Sounds Scheme and 'read with me' books. In Key Stage 2, children take home a banded book which is appropriate to their level of ability. Some exceptions may be made for unmotivated, uninspired readers. In this case, teacher judgement applies and within reason, the child may choose another book they wish to read. Further monitoring takes place. Those children still learning to read use phonically decodable books and strategies that promote confidence and enjoyment of reading. This helps lower attaining and SEN children with their decoding skills to encourage recognition of a vast bank of vocabulary. Children are expected to progress to a 'free reader' status so they are able to read any book from their classroom or school library.

Approaches to Writing – See Writing Policy

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum. Text types are selected to fit in with the current topic and teachers plan a unit of work with a planned outcome. The teaching of this programme is flexible and class teachers apply their own creativity to cover the objectives stated in the National Curriculum.

Teachers model writing skills and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length in extended independent writing sessions at the end of a unit; applying their taught skills to an unsupported piece of writing.

Approaches to Grammar and Spelling- See Phonics and Spelling Policy

Grammar is taught through the English rolling programme which is from Curriculum Maestro. Each unit outlines what grammar will be covered.

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's creativity. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words. As a school, we use 'No Nonsense' Spelling programme (See Phonics and Spelling Policy for further detail).

The Learning Environment

Each classroom has an English working wall, which reflects the current text and the current genre being taught. These and other displays in the classroom are used as learning tools by the pupils and the skills, vocabulary and knowledge shown are transferable between different areas of the curriculum.

Throughout the school, teachers should be using some or all of the following, as appropriate to the needs of their class:

- English working wall
- Key vocabulary according to current unit being taught
- Descriptions of text types and examples
- Access to dictionaries and thesaurus'
- Grammar and Punctuation appropriate to year group
- Common exception words
- Spelling rules and patterns and examples of these
- Range of vocabulary to support writing
- Phonics display and phonics working wall
- Reading strategies
- Handwriting examples
- Alphabet

Cross- Curricular Literacy Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Extended writing is expected to be produced in Topic and Science; to showcase the children's transferrable English skills.

Mathematics

English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in KS1 are immersed in stories and rhymes that rely on counting and sequencing. Children in KS2 are encouraged to read and interpret problems in order to identify the mathematics involved. They communicate mathematically through the developing use of precise mathematical language. Mastery skills can be acquired by a child's ability to reason and justify their understanding of mathematical concepts. Every class teacher strives to achieve this by supporting children's developing explanations.

Personal, Social and Health Education (PSHE)

English contributes to the teaching of PSHE. We encourage children to take part in class and group discussions on topical issues. Additionally, we encourage children to be open about their feelings and voice their worries; to solve their conflicts with friends.

Homework and the Role of Parents – See Homework Policy

We see parents as important partners in the process of developing children's literacy skills.

- They have an important influence on children's language before they come to school.
- They provide valuable support at home in helping children to become readers and writers.
- They offer a useful audience for children in their development as speakers and listeners, readers and writers as the children move through the school (e.g. phonics, reading, SAT's revision).

We therefore encourage parents to play their full part in their children's education by:

- Involving parents in the school's reading programme from the moment their child starts school.
- Updating the guidance for parents as their children move through school so that they can continue to offer appropriate support.
- Give parents termly outlines of the curriculum areas in English that each year group will be studying.
- Welcoming offers of help from parents to assist in school by listening to children read.
- Sending homework home in accordance with the school's Homework Policy and encouraging parental support.

Special Educational Needs

Situations may arise in which individuals need to work at a level above or below that of the rest of their peer group, or may need special assistance to accomplish particular tasks. This will become apparent through teachers' use of an on-going observation and assessment or assessment prior to a child coming to our school.

Where children are thought to need additional help, teachers go through a referral procedure consistent with the Code of Practice on the Identification and Assessment of Special Educational Needs. Parents are informed of any decisions made.

Children with statements and/or My Plans for learning are supported as instructed by their individual statements. It is for class teachers to decide how to best target their support in liaison with the SENCO.

Assessment

Work is assessed in line with the Assessment Policy.

The formative assessments that teachers make as part of every lesson helps teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives and used to inform future planning.

Teachers use formative and summative assessments to measure progress against the key objectives, and to help them plan for the next unit of work. These assessments are also used to evaluate progress against school and national targets. They are reported back to and discussed with parents.

Writing is assessed against a personalised success criteria created by the class teacher; tailored to that particular genre, known as a WILF (what I am looking for). When a child has completed a unit of work, they mark or peer mark against the WILF. This is then used to inform Classroom Monitor. During assessment week children complete a short and long writing task from a variety of genre's chosen by the class teacher. Teachers assess this evidence collected against the National Curriculum objectives and a tick sheet is kept with the writing in a folder.

The online tracking system – Classroom Monitor is kept up to date. Children undertake the national tests at the end of Year 2 and Year 6.

Role of the Subject Leader

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating English provision across the school to include: lesson observations, book scrutiny, learning walks, pupil interviews
- Pupil progress meetings
- Analysis of data
- Curriculum coverage
- Leading moderation of work
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Regular meetings with other English co-ordinators
- Purchasing and organising resources
- Keeping up to date with recent English developments and disseminating to staff

This policy is reviewed every 2 years