

ENGLISH POLICY



1. Introduction

- 1.1. All learning takes place through language, giving the development of literacy a special place in the curriculum.

The language foundations built in the primary years enable children to achieve their potential throughout school and adult life.

- 1.2. This policy outlines the purpose, nature and management of English taught at Uffington School.
- 1.3. This policy reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.
- 1.4. The implementation of this policy is the responsibility of all teaching staff.

2. Entitlement

Our school considers the acquisition of language skills to be of fundamental importance and we give the teaching of all aspects of literacy a high priority. English is a core subject of the National Curriculum.

3. 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 word, 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
- appreciate our rich and varied literary heritage

Preparing for the Future; Living Life in all its Fullness

- 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.

3. Implementation

Phonics

At Uffington School, we believe that the structured teaching of phonics, especially in the early years, is essential to the development of reading and writing skills:

- The systematic synthetic phonics scheme, Little Wandle, is used from the Early Years Foundation Stage. All of the children learn together in daily phonics lessons. Time is spent consolidating sounds learnt in previous years, learning new sounds and alternative pronunciations for these sounds.
- Phonic work from the early years is consolidated at Key Stage 2. Children on the SEN register and those who did not meet the phonics screening in Year 2 have individual programmes for phonics which continue into Key Stage 2.

Reading

- The school uses a range of reading materials which are colour coded in levels according to their vocabulary, content and sentence structure
- Children have the opportunity to practise and apply skills in reading in a variety of contexts and across the whole curriculum.
- Parents are encouraged to work in partnership with school by writing comments in the home-school diary relating to their child's reading of the book. Pupils are expected and encouraged to regularly read at home, a minimum of three times per week.
- In the Foundation Stage, we endeavour to hear the children read individually twice a week, and, as fluency develops, we monitor their reading at regular intervals. The children take home their individual reading books (matched to their phonic knowledge and ability) on a daily basis to share and enjoy with an adult. Children also have the opportunity to take home a book of their choice to share with an adult where the focus is on the reading for pleasure.
- In Key Stage 1, children participate in Reading Practice Sessions three times per week. Each session will have a different focus (decoding, prosody and comprehension) and the children will take home a copy of this book on a Friday to read with their parents. To encourage

children to develop a love of reading, children will also have the opportunity to choose a book (our selection will include fiction, non-fiction and poetry texts) to share with their parents. We will refer to this as their 'Reading for Pleasure' book. Every Friday, the children will be sent home with their reading record book, a phonetically decodable book and a 'Reading for Pleasure' book (which they will have chosen). The books must be returned the following Friday. Each child has reading targets related to their book band colour which are shared with parents and kept in reading diaries. Volunteers provide extra opportunities for children to read and share books with an adult.

- At Key Stage 2, children take reading books from the schools book bands home on a daily basis to read independently. They can change their books as and when they like. Teachers monitor closely how often children are reading at home and endeavour to listen to children read individually once a week. In year 6 children who are competent readers have the opportunity to become a 'free reader' and can choose a book of their choice.
- In EYFS and Key Stage 1, the children will take part in three reading practice sessions per week. In Key Stage 2, pupils take part in weekly guided group reading sessions where specific skills are targeted. All pupils read to their teacher during guided reading sessions at least once a week.
- The children also have access to a range of books, both fiction and non-fiction, with varying levels of difficulty, which they are encouraged to read for pleasure and information.
- Other higher order reading skills, including scanning, evaluation and reading to audiences are taught.

Writing

The child's ability to communicate in writing affects performance in most areas of the curriculum.

- Children are encouraged to write independently from the Foundation Stage.
- Children are given meaningful purposes for writing and are encouraged to write in a variety of forms and for a range of audiences. These skills are taught through shared writing and developed in guided writing groups.
- Shared writing is used to model the writing process. Shared reading and writing also provide a context for discussion and demonstration of grammatical features
- Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'Talk for Writing' as an integral part of the writing process.
- Children are encouraged to extend their own vocabulary, enabling them to express themselves creatively. At Key Stage 2, the children are made aware of word derivation where appropriate.

Preparing for the Future; Living Life in all its Fullness

- ICT is used in a variety of ways to extend and reinforce literacy skills through a range of software, the internet and word processing applications.
- Teachers seek to take advantage of opportunities to make cross-curricular links where they plan for pupils to practise, apply and transfer the skills, knowledge and understanding acquired in English lessons to other areas of the curriculum.

Spelling

- Letter sounds and the spelling of 'CVC' (consonant, vowel, consonant) words, as well as commonly occurring words, are taught in the Foundation Stage.
- In Year 1, children will be expected to show that they are able to use and apply their phonic knowledge when spelling words in their independent writing. As the year progresses, we will expect them to be able to spell an increasing number of tricky words and Common Exception Words. In Year 2, children will have a short list of weekly spellings to learn. We will begin by focusing upon the Year 1 and Year 2 Common Exception Words and then move onto focusing upon using and applying their phonic knowledge.
- At Key Stage 2 children have a weekly spelling list to learn; this may incorporate a specific spelling pattern.
- Children are encouraged to use a dictionary to check the spelling of words and record new / tricky words in their Personal Dictionaries.

Handwriting

- The Nelson Handwriting Scheme is used throughout school to help children develop fluent, clear and legible joined up writing. Teaching and support staff are expected to model this style of handwriting in the classroom.
- In the Foundation Stage children are taught and encouraged to sit properly in order to have the correct posture for writing, hold a pencil using the correct tripod and form correct letter shapes.
- Joined script is taught from Year 2 to those that are ready, and developed throughout the school.
- The utmost importance is placed on the presentation of all work across the whole curriculum.

Speaking and Listening

Preparing for the Future; Living Life in all its Fullness

Speaking and Listening is an essential part of everyday learning and is therefore given a high priority.

- The children are encouraged to speak and listen on a one to one basis, as part of a small group and larger audiences.
- Pupils are taught to:
 - listen and respond appropriately to adults and their peers
 - ask relevant questions to extend their understanding and knowledge
 - use relevant strategies to build their vocabulary
 - articulate and justify answers, arguments and opinions
 - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
 - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
 - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
 - speak audibly and fluently with an increasing command of Standard English
 - participate in discussions, presentations, performances, role play, improvisations and debates
 - gain, maintain and monitor the interest of the listener(s)
 - consider and evaluate different viewpoints, attending to and building on the contributions of others
 - select and use appropriate registers for effective communication.

4. Inclusion

The school monitors the progress of all children on a regular basis and endeavours to ensure that the majority achieve age-related expectations. In order to achieve this, activities in English are differentiated according to individual stages in learning. Where pupils are considered to require targeted support to enable them to work towards age-appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

There will be a third wave of support for pupils who are placed on the school's Special Educational Needs register that will be additional and different.

5. Assessment and Recording

- 5.1. In the Foundation Stage, children are assessed using the Early Years Foundation Stage Profile.
- 5.2. Teachers conduct ongoing assessments throughout the year. Children are assessed using Statutory Assessments in English at the end of Key Stages 1 and 2. Children are assessed using the statutory Phonics Screen at the end of Year 1.
- 5.3. Outcomes of assessment are moderated internally, and externally three times a year as part of our work with the Stamford local cluster of schools. Teachers are given the

Preparing for the Future; Living Life in all its Fullness

opportunity to attend moderation meetings organised by the local authority who also carry out statutory moderation of teacher assessments at the end of Key Stages 1 and 2 on a periodic basis.

- 5.4 The outcomes of these assessments are recorded on the school's Pupil Tracking System. Children identified as having made less than expected progress may be considered for intervention programmes.
- 5.5 Parents are given the opportunity to discuss their children's progress and attainment at Parents' Evenings. Assessment data and targets are also shared at these meetings.
- 5.6 Attainment in English is reported to parents on an annual basis as part of the Individual Report.

6. Monitoring and Review

- 6.1 The curriculum and teaching of English is reviewed on an annual basis as part of the whole school self-evaluation.
- 6.2 Outcomes of statutory assessment are used to inform school self-evaluation judgements and school development priorities.
- 6.3 Observations of teaching take place each term along with opportunities to monitor children's work. Outcomes of monitoring are used to inform school development planning as appropriate.
- 6.4 The Headteacher and staff will review this policy biennially or as required. Any suggested amendments will be presented to the Governing Body at their first meeting following review.

Policy reviewed by the Curriculum and Standards Committee	October 2019
Policy reviewed by the Curriculum and Standards Committee	October 2021
Revised	September 2022
Next Review	October 2024