



Uffculme Primary School

English Policy

Approved by Head teacher and Senior Leadership Team
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English Policy

Aims

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, thereby using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by investigating its patterns, structures and origins. They use their knowledge, skills and understanding in speaking, reading and writing across a range of different situations, allowing them to express their ideas competently and access the ideas of others readily: these skills are seen as being increasingly necessary in today's world.

At Uffculme Primary School we aim to:

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify and understand the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands, thereby increasing their repertoire of English usage;
- to develop children's abilities to reflect on their own and others' contributions, the language used and the effect of this;
- to enable children to evaluate their own and others' contributions through a range of speaking and listening activities, including drama;
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge through the use of coloured book bands, Accelerated Reader and other reading schemes within guided and independent reading;
- to encourage children to become enthusiastic and reflective readers through contact with challenging, high-quality and lengthy texts;
- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work;
- to increase children's ability to select the language they use, organise their writing according to purpose / genre and consider how this choice affects their readers;

- to improve children's understanding of grammar and punctuation so that they can use the correct terminology and use this learning within their written work;
- to develop independent writers and spellers through the use of Letters and Sounds in Foundation and KS1 and the No Nonsense Spelling programmes from Years 2 to 6.
- to enable children to develop a fluent and legible cursive style of handwriting using Nelson handwriting.

Teaching and Learning

The school's principal aim is to develop children's knowledge, skills, and understanding in English. During English lessons children experience a whole-class activity (which may include shared reading or writing activity and focused investigations into grammar, spelling or vocabulary), followed by group or independent activities (during which some children receive support by teachers and Teaching Assistants) and concluding with a plenary session to review progress or direct future learning. Opportunities are provided through which children are able to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and phonic resources to support their work.

There are children of differing ability in all classes at Uffculme Primary School. This fact is recognised and suitable learning opportunities for all children are provided, by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies: in some lessons differentiated group work is employed, while in other lessons children are asked to work from the same starting point before moving on to develop their own ideas according to their individual capabilities. In addition, classroom assistants are used to support some children and to enable work to be matched to the needs of individuals. Children identified as needing extra support also benefit from targeted interventions.

Writing

Writing is taught through the talk for writing process. Each year it is expected that 4 non-fiction, 4 fiction and 2 poetry units are taught throughout the year. Grammar and spelling will be taught discretely as well as woven into teaching sequences. No Nonsense Spelling and No Nonsense Grammar will be used as part of teaching and learning. Each unit needs to consist of a cold (elicitation) task, innovate/invent and a hot (invent) task. The hot and cold task will need to be written on paper with a border (cold – blue border and hot – red border) and recorded in their green assessment books. All other work related to the unit will be written in their English books.

Elicitation (cold) → Story Map/Emersion → Innovate/Invent → Invent

Marking in English books will follow the school's marking policy. This should be displayed in every classroom, and placed into the front of the children's books where appropriate.

The marking for English will be in line with the talk for writing sequences that are currently in place in school. Each term children should be covering fiction, non-fiction and poetry genres. There will be 1 elicitation (cold) task per unit to be marked (apart from poetry) at a deep level using the marking code criteria and next step pencil targets to be set and given to children. Invent (hot) tasks will take place at the end of the unit and do not need to be deep marked but will follow the marking code and be marked against pencil targets.

One piece of cross-curricular work will also be deep-marked each half term. One positive comment should be topic/science related and the other should be linked to their current targets. No next step is required but the writing may help inform your next target for the child.

All evidence is to be uploaded onto SPTO.

Reading

Reading is taught through daily guided reading sessions where children work in ability groups. The children will work with the class teacher and the teaching assistant once a week during these sessions. These sessions will develop reading and comprehension skills. The reading schemes which are used in guided reading throughout the school are:

- Rigby Star
- Rigby Navigator
- Collins Big Cat
- Oxford Reading Tree
- Badger guided Reading resources
- Bug Club

Guided reading is assessed against ability related objectives and notes recorded in teacher's file. These assessments are then uploaded on to SPTO.

In KS1 children take home either a Rigby Rocket, colour sticker book or an Accelerated Reader book depending on their ability. In KS2 all children take home an Accelerated Reader book. Home reading records are checked and signed weekly by the class teacher.

Phonics

At Uffculme Primary School, we follow the Letters and Sounds documents, principles and practice across the EYFS and Key Stage One. This is supported by teachers using elements from Jolly Phonics and Phonics Play to support the effective delivery of phonics lessons by catering for all children's needs. In the early years, Read, Write, Inc rhymes are also used to help teach letter formation. In Key Stage Two, interventions are based around the use of No Nonsense Phonics.

Teachers use Phonics Play assessment to inform effective provision for all children, using this to plan and deliver well differentiated lessons that engage and challenge all children within the lesson. This assessment should inform the rate at which children progress through the phases and secure a sound understanding of phonics. All Year One children take the 'Phonics Screening Check' which is a statutory assessment. If children do not meet the standard in Year One, they will be given support and intervention programmes in Year Two, E.g. No Nonsense Phonics, to provide them with sufficient knowledge and understanding to retake the 'Phonics Screening Check'. For those children who do not achieve the standard by the end of Year Two after a retake, phonics intervention will take place and they will be further supported throughout the year and across Key Stage Two with No Nonsense Spelling.

Planning for phonics will be completed separately from literacy but with the understanding that good phonics teaching should link to the literacy needs of the children within a literacy lesson and across the curriculum.

Spelling

Spelling is taught using No Nonsense Spelling in Year 2 and Key Stage 2. However, teachers are expected to refer to and embed spelling patterns and rules when modelling written activities. Spelling homework based on spelling patterns, rules and year group word lists is set weekly via Spellodrome.

Handwriting

It is paramount that children are rigorously taught correct letter formation. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. The school follows the Nelson handwriting programme. Handwriting will be taught as a discrete weekly session although some children may receive small group and individual teaching.

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books and children are reminded about handwriting and letter formation when completing written activities. Please see the attached appendix for letter formation taught.

Intervention

At the start of each term, children in each cohort are identified for additional intervention work either to support their learning needs or extend them. A range of programmes and resources can be drawn upon to deliver this. Assessment should take place at the start, mid-point and end of the intervention programme. Based on the initial assessment, the objectives should be identified and the length of the intervention programme decided. Information from the final assessment should be used to decide whether further intervention is needed and whether there are areas that need greater focus within whole class teaching. In KS1 consolidation of learning within the lesson takes place or pre-teaching according to need. In KS2, gaps in knowledge are addressed through assessing the coverage of the age-related objectives of the new primary curriculum and pre-teaching of new concepts.

English learning environment

Every classroom will have:

- A literacy working wall
- A SPAG/Phonics working wall
- An 'objective wall' for your year group
- Grammar terminology displayed in KS2
- KS1 will have letters and sounds relevant phase 'tricky words' to be displayed
- Writing targets written on pencils

Assessment

School Pupil Tracker is used to collate evidence against the age-related objectives of the new primary curriculum. Teacher's professional judgement is used each term to update this coverage which then generates a 'T point'. Evidence used in reaching these judgements is based on hot and cold tasks, tests, cross curricular writing, performance within lessons, and verbal feedback from guided group work generated in class by teachers and teaching assistants.

Expectations

- By the end of Key Stage 1, the performance of the great majority of the pupils should be T15.
- By the end of Year 4, the performance of the great majority of pupils should be T21.
- By the end of Key Stage 2, the performance of the great majority of the pupils should be T27.

Tests

The following tests are used to assess the children's learning in Years 1-6:

- Rising Stars SPAG Tests (Yrs 2-6)
- Twinkl Grammar Tests (Yr 1)
- Accelerated Reader Star Tests

The results from these tests are uploaded onto the English section of the cloud to check progress over time. Children with a low scale score will be identified for further intervention work.

Staff development and training opportunities

To develop staff confidence and competence in teaching English (speaking, listening, drama, reading, writing, grammar, punctuation, spelling, handwriting, literacy and English across the curriculum):

- the subject leaders will attend Babcock Subject Leaders conferences and other appropriate training courses;
- whole-school training needs are identified as a result of the monitoring and evaluation programme;
- other training needs are identified through induction programmes and performance management;
- the subject leaders will arrange for relevant advice and information from courses to be disseminated and where appropriate to be included in improvement planning and turned into practice;
- where necessary, the subject leaders leads (or arranges) school-based training;
- the school development plan, outlines whole-school training needs, training relevant to key stages, training for new members of staff, the English subject

leaders, literacy co-ordinators and training identified for other individual members of staff;

- the school makes best use of in-school expertise as well as national training opportunities. Time is built into the staff development calendar for information gained from training to be disseminated appropriately.

Leadership and management roles

The subject leaders have the responsibility to take a lead in developing English and the teaching of literacy across the school within the school's improvement plan; monitoring the effectiveness of teaching and learning and the use of resources. Teachers and educational support staff can expect formal and informal support from the subject leaders, support arising from the school improvement plan and that which is identified through performance management and induction programmes.

How the subject is monitored and evaluated

Monitoring takes place termly so that the school's progress towards its targets for improvement, as listed in the school's literacy action plan, can be evaluated. (See monitoring cycle) All teachers take part in this but the subject leaders, in partnership with the Headteacher, takes a lead.

Reading

The Headteacher, subject leaders, SEND co-ordinator and teachers are responsible for monitoring pupils' progress. This is undertaken by:

- sampling pupils' reading diaries as appropriate;
- undertaking discussions and reading conferences with sample groups of pupils;
- examining closely the progress made by pupils with IEPs;
- analysing reading records to ensure that pupils experience a suitable range of fiction and non-fiction over time;
- using statutory assessment tests at the end of each key stage to monitor pupils' progress and evaluate effectiveness;
- using data and reports from Accelerated Reader to track progress and attainment.

Writing – including spelling, grammar, punctuation and handwriting

The Headteacher, subject leaders, SEND coordinator and teachers are responsible for monitoring pupils' progress. To achieve this:

- time is set aside in staff meetings each term for writing to be monitored.

- the SEN co-ordinator will monitor the progress of pupils with IEPs in relation to the impact of provision;
- the Headteacher monitors attainment and progress of a sample group of pupils across the school each term by analysing the pupils' writing and shares findings with the subject leaders.
- teachers' planning is examined to evaluate its impact on progress;
- across the school year, lesson observations will focus on the teaching of writing.
- statutory assessment tests are used at the end of each key stage to monitor pupils' progress and evaluate effectiveness;
- using data from half termly grammar and spelling tests to track progress and attainment and inform future planning.

Review

This policy will be reviewed annually in line with the school's policy review programme. The Headteacher and the subject leaders are responsible for reporting to the local governing body about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.