



Upper Beeding Primary School

ENGLISH POLICY

February 2023

Introduction

At Upper Beeding Primary School we understand that Literacy is a fundamental life skill and underpins learning in **all** subjects. Literacy develops children's ability to listen, speak, read and write for a wide range of purposes. Children need the ability to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children need to gain the understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Aims and Objectives:

- To enable children to speak clearly and audibly and to take account of their listeners;
- To encourage children to listen with concentration, in order to identify the main points of what they have heard;
- To show children how to adapt their speech to a wide range of circumstances and demands;
- To teach children effective communication, both verbal and non-verbal, through a variety of drama activities, including the communication of their ideas, views and feelings.
- To help children to become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge;
- To enable children to become enthusiastic and reflective readers, through contact with age-appropriate, and challenging and substantial texts;
- To foster the enjoyment of writing, and a recognition of its value;
- To encourage accurate and meaningful writing, narrative and non-fiction and poetry;
- To improve the planning, drafting and editing of their written work;
- To foster a lifelong love of English.

Teaching and Learning

At Upper Beeding Primary School we use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, understanding and enjoyment. In Key Stages 1 and 2 we do this through a daily English lesson, daily phonics sessions and through guided/whole class reading sessions in which children experience a reading or writing activity, a focused word or sentence activity, a guided group or independent activity, and a whole class session to review progress and learning. In all classes children have a wide range of abilities, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. All teachers have high expectations that **all** children will achieve their full potential. Teaching Assistants work in class to support these sessions.

Speaking and Listening activities are embedded throughout the Curriculum. Children have the opportunity to experience a wide range of texts, and to support their work using a variety of resources, such as dictionaries,

thesauruses and individual word banks. Staff provide balanced and varied learning opportunities within the classroom. Children use ICT in English lessons when it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the Curriculum.

Language

We recognise the importance of children having a wide vocabulary so use a Tiered Vocabulary approach to introduce children to words outside their day to day language, as well as technical language to support their subject knowledge.

In the **Foundation Stage** we relate the literacy aspects of the children's work to the objectives set out in the EYFS, we give all children the opportunity:

- To talk and communicate in a widening range of situations
- To respond to adults and to each other
- To listen carefully
- To practise and extend their vocabulary and communication skills.
- To explore words and texts

Language and literacy development is incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of language through signs, notices and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves. Children receive daily phonic sessions.

Curriculum Planning

English is a core subject in the National Curriculum and we carry out curriculum planning in English in three phases (long-term, medium term/ short term). We use a topic based approach, on a two year cycle and our yearly teaching programme identifies the key objectives in English that we teach with purposeful cross-curricular links with other subjects.

Our medium-term/short term plans give details of the main teaching objectives for each topic. These plans define what we teach, and ensure an appropriate balance and distribution of work across each unit covering a range of genres.

These plans include weekly short term planning detailing the objectives and the differentiated activities, including support, where appropriate.

All teachers have high expectations in the presentation of work in all areas of the curriculum. Handwriting plays an important part and is taught regularly with children working towards writing in pen in key Stage 2.

Contribution of English in other Curriculum areas

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to engage, communicate and express themselves in all areas of their work at school.

English and Inclusion

It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties and those learning English as an additional language, as well as providing appropriate, challenging planned work for those

children who are academically more able. Children are set individual targets for reading and writing which they are aware of and these are updated regularly.

Racial Equality & Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Upper Beeding Primary School is committed to creating a positive environment that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

Assessment for Learning

We make short-term assessments which we use to help inform our short-term planning. These are closely matched to the teaching objectives and will often be made from day to day observation. We make medium-term assessments to measure the progress against the key objectives and to help us plan the next unit of work. We make these judgements with the help of West Sussex Tracking Sheets, The Primary Assessment Framework, National Exemplification materials, and independent tasks.

We make long-term assessments towards the end of the school year and use them to assess progress against school and National targets. We have termly data tracking meetings in year groups with Head, Assistant Head, SENDCo. Interventions are put into place for children who are not making expected progress as well as for those who are expected to attain GDS. We can then set targets for the next school year and make a summary of each child's progress before discussing it with parents and collating it in the child's end of year report. Our main form of assessment for both reading and writing is using West Sussex guidance and National Frameworks. We hold termly moderation meetings to ensure consistency across the school and staff attend external moderation meetings within our family group of schools. We make these assessments with the help of on-going Teacher Assessment and the end of key stage SAT's tests (year 2 and 6) and optional SAT's tests in the summer term for years 3, 4 and 5. Year 1 children undertake the phonics check in the summer term. The English Leader conducts work scrutiny at regular times throughout the year and also interviews children. All children have meaningful English targets set by their class teacher which are reviewed and updated on a regular basis and these include writing, reading and in KS2 handwriting.

Resources

There is a wide range of resources to support the teaching of English across the school. All classrooms have dictionaries and Y3 – 6 have thesauruses and electric spell checkers. All classrooms have a dedicated English area including well-resourced book corners which have a selection of fiction and non-fiction texts. Access to the Internet is also available in the computer suite and in the classroom. There is a range of IT equipment which can be used e.g. digital cameras, Clicker 7. The library contains a range of books both fiction and non-fiction to support children's individual research and interests and children visit the library to borrow books on a regular basis.

We celebrate English, speaking, listening, reading and writing to engender enthusiasm in **all** children:

- All classes celebrate reading and writing through the environment and class/year group systems
- All classes visit the library regularly
- Weekly Buddy Reading takes place
- Regular use of Reading Tree to celebrate reading in school to promote enthusiasm and love of reading
- Weekly storytelling club for KS1 and Reception children and a reading group for older children
- Writing competitions e.g. Young Writers, West Sussex writing competition
- Visiting authors / theatre groups
- World Book Day celebrated annually with a whole school book week bi-annually.

Roles and Responsibilities

Head Teacher, SMT and Governing Body

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are best used to support successful teaching and learning;
- Monitor teaching strategies in the light of health and safety regulations;
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Head Teacher/SMT conducts formal observations.

Subject Leader

- To have an impact on raising standards of attainment for English across the whole school and to ensure that the English priorities are known and followed by staff.
- Ensure the effective implementation of the Statutory National Curriculum for English.
- To keep up to date with developments in English and to ensure that this information is shared with all staff.
- To carry out training so that staff are confident to deliver new initiatives.
- To ensure that staff have CPD opportunities within this area.
- To work towards high quality outcomes for all children.
- To maintain the availability of high quality resources.
- To ensure, together with the Head Teacher, a rigorous and effective programme of lesson observation monitoring.
- To ensure a regular and effective programme of analysis of children's work sample monitoring is in place.
- To interview a sample of children to ensure and take notice of pupil voice.
- To ensure a regular and effective programme of analysis of short-term planning is in place.
- To ensure that children have targets and that these targets are reviewed regularly.
- To effectively manage any funding designated to English.

Class Teachers

- Ensure the effective implementation of the Statutory National Curriculum for English.
- Make effective use of assessment within English.
- To ensure work is differentiated to enable all children to reach their full potential.
- To identify children that needs additional support in this subject.

Teaching Assistants

- To support the class teacher in the effective implementation of English

Parents / Carers

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- holding parents' evenings to discuss children's progress (two per year)
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning
- explaining to parents how they can support their children with homework

- holding open sessions to explain relevant developments in their child's education

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Engage regularly in reading activities with their child completing their reading records weekly.
- To support their child in completing a weekly English based homework.

Impact

We strive to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the age-related expectations for each year group. Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in School. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey.

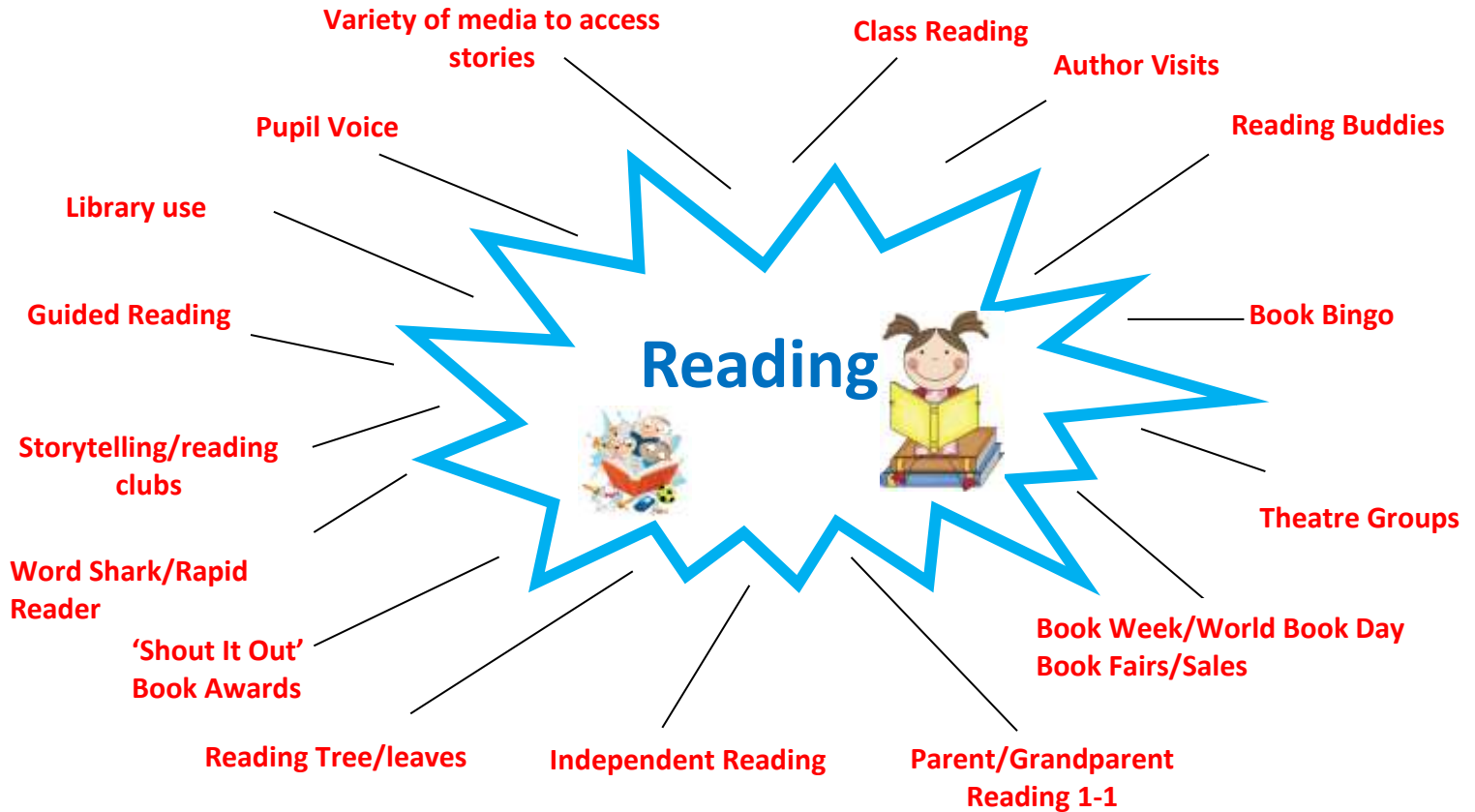
UBPS Reading

We recognise that for children to competently access the wider curriculum it is essential that they are proficient readers. Our intent is to ensure that all children achieve the skills required to be confident readers alongside fostering a love and enjoyment of reading. The teaching of reading is a major priority throughout the school with the result that children become confident readers who enjoy a range of texts and can use this skill to access all areas of our curriculum.

The children's journey to becoming fluent, proficient readers' starts in the Early Years and in KS1 as 'Experience shows that children benefit hugely by exposure to books from an early age' (Letters and Sounds), using Big Cat Readers to support phonic development. The children read regularly in the week either through guided reading or individual sessions with the class teacher, books are closely linked to children's reading ability. Common function words are taught in phonics and these are also sent home (as bookmarks in Reception and red and green words in KS1) to help the children to develop fluency. We invest resources and adults in these initial years at school to ensure that all children, no matter their starting points, make rapid progress to becoming independent readers as enjoying and sharing books allows children to see them as sources of pleasure and interest and motivates them to value reading.

Children then progress to more challenging texts and teachers use a wide range of teaching strategies to challenge all children and to ensure that they make progress. In KS2, children who still require support use phonic based books to ensure that they continue to make good progress, alongside having continual access to age appropriate texts. Teachers use whole class texts (alongside children's individual reading) as a basis, for much of their teaching, to ensure that children are exposed to good quality, age appropriate texts and vocabulary.

We recognise the importance of children developing good reading habits at home and we encourage parents to take an active role in helping their child to develop the knowledge and skills required to become a competent reader. We also recognise that the enjoyment and the love of reading underpin children making progress and we enable this in a variety of ways:



The Teaching of Phonics

Our intent is to ensure that all children receive outstanding phonic teaching to enable them to become confident readers and writers with the ability to orally blend and to segment sounds in order to read and write proficiently. Phonics is taught using a bespoke phonics programme based on the Letters and Sounds programme, and each phonics session incorporates opportunities for children to revisit and review previously learnt sounds, the teaching of a new sound and the daily practise of oral blending and segmenting. During Phase 4 children are taught to blend and segment adjacent consonants. This new learning is then applied by children through reading or writing a caption containing the learnt sound and one or more common function words.



Children begin in Reception by initially consolidating phase 1, environmental sounds, sound discrimination, syllables, rhythm and rhyme, alliteration, oral blending and segmenting before progressing to phase 2 initial sounds. Phonic groups are then established with children being taught up to phase 3, initially being taught in class based groups and then being placed in ability groups within the reception unit as the year progresses.

Children in Key Stage One are placed in an ability based group in the autumn term to ensure that all children are working at their phonic ability. KS1 teachers ensure that they know the phase in which all their children are working and the sounds that they are learning each week. Regular, half termly, assessment underpins the teaching of phonics to ensure that children are making progress.

Children who still require phonics teaching in Year 3 have access to phonic booster groups and guided reading sessions which focus on developing their phonic ability. Good Practice from KS1, such as red (tricky) words, phonic sound mats and topic words are available to support the children during lessons.

Reviewed, Adopted and Ratified by:

Staff	January 2023
Governing Body	February 2023
Date for Review	February 2026