



Oxton St Saviour's
English Policy
2024

Sound English skills are essential for progress across the curriculum and to prepare pupils effectively for the future. At Oxton St Saviour's we aim to develop creativity and a love of language in our children to enable them to communicate effectively for life.

Intent

English is an essential life skill that provides access to the experiences of people from different cultures and times. Children must develop the ability to listen, speak, read and write for a wide range of purposes. English enables children to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. They use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Through the teaching of English, Oxton St Saviour's aims to:

- To develop children's ability to speak with confidence, clarity, fluency and in an appropriate form and listen to what others have to say.
- To enable the children to use talk for a range of purposes, including talk for learning and talk for expressing their feelings about matters which concern them.
- To develop children's ability to speak in a variety of situations; to increase their understanding of the power of the spoken word.
- To develop children's capacity to listen with attention and understanding so that they can remember the main points.
- To teach children to use language in imaginative ways and express their ideas and feelings when working in role and in drama activities.
- To enable children to evaluate their own and others contributions through a range of drama activities.
- To develop confident, independent readers through an appropriate focus on word, sentence and text level knowledge.
- To encourage children to become enthusiastic and reflective readers through challenging and longer texts.
- To foster a love of reading and encourage children to become lifelong readers.
- 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 children's ability to use planning, drafting and redrafting to improve their work.
- To develop the children's use of vocabulary for a range of purposes.



Implementation

At Oxton St Saviour's Primary school we use a variety of teaching and learning styles in English in order to meet the needs of all our pupils. Throughout the school, text based learning is employed to develop reading and writing skills and these are constantly applied through meaningful, cross curricular opportunities. This ensures that the standard of reading and writing across the curriculum remains consistent.

Planning for English is based primarily around the Read Write Inc (RWI) programme for Key Stage 1 and Literacy Counts planning, with CLPE Power of Reading teaching sequences and other quality resources used to supplement and enhance the curriculum on offer to our pupils in Year 2 and beyond.

Early Years Foundation Stage (EYFS)

All pupils within the EYFS at Oxton St Saviour's are taught to develop their English skills as an integral part of the topic work covered during the academic year.

All English objectives are underpinned by the areas of learning and development that are required to shape educational programmes in early years settings.

Phonics

Pupils at Oxton St Saviour's learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. Children are taught homogeneously, according to their progress in reading. In Year R we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Reading

Reading scheme materials at Oxton St Saviour's have been recently updated and are divided into two resources, Read Write Inc fully decodable texts and books levelled into Oxford Reading Tree book bands. Any additional scheme books have been banded according to the Nasen guidance. This provides the teacher and child with a very structured reading strategy ensuring steady progress through a wide variety of reading material without over reliance on one set scheme. Children in EYFS, Key Stage 1 and Key Stage 2 where necessary, have access to a range of fully decodable RWI texts.

Teaching strategies for reading in Year 2 and into Key Stage 2 include whole class reading lessons, guided reading group sessions and individual reading. Teachers in Key Stage 2 teach



whole class reading lessons using Literacy Counts Steps to Read planning, other quality resources used to supplement and enhance the curriculum on offer where appropriate. Pupils in all year groups who are in the lowest 20% of the cohort are supported with daily tutoring sessions in addition to their whole class reading sessions. This tutoring helps us to meet their individual needs.

Reading for pleasure is a vital part of every child's educational entitlement. Developing a love of reading has huge benefits for children, contributing to pupils' educational achievement across the curriculum in addition to providing a lifetime of enjoyment. At Oxton St Saviour's reading for pleasure is actively encouraged through regular, quality story time sessions, whole school reading events, careful use of display, author visits and book talks, reading buddies and regular celebrations of literary events.

Handwriting

At Oxton St Saviour's, we teach children to form letters with the correct pencil grip and in the correct sitting position from the very beginning using the RWI handwriting programme alongside other resource. By Year 2, many children are ready to learn to use a cursive writing style. They practise handwriting regularly so they learn to write quickly and easily. Children in Key Stage 2 continue to form letters correctly using resources for the teaching of handwriting including the Collins handwriting scheme.

Grammar and Punctuation

Wherever possible, the teaching of grammar and punctuation at Oxton St Saviour's is incorporated into text based English lessons although there will be occasions when it is necessary to teach discrete grammar lessons. Resources for the teaching of grammar include the Babcock No Nonsense Grammar Scheme and SPAG.com.

Spelling

When children at Oxton St Saviour's leave the Read Write Inc phonics programme, they receive weekly spelling teaching using the Purple Mash scheme of work. In all lessons, children from Year 1 onwards are actively taught to use spelling lists, dictionaries, working walls and other classroom resources to independently check their spellings.

Equal Opportunities

All pupils at Oxton St Saviour's will have equal access to the English curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing English lessons.

If English is an additional language (EAL), adult support will be provided where needed.

Additionally, outside support can be offered to the pupil. Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

Cultural and gender differences are positively reflected in lessons and teaching materials used.



Impact

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

From Year 1 upwards, children's English skills are assessed by: -

- Half termly reading assessments (one assessment in autumn term) which may include formative assessments, RWI phonic assessments, Salford reading assessments, Rising Star assessments or previous SAT papers.
- Independent writing activities that can be used alongside other pieces of work in English books to build a picture of children's attainment in writing.
- Regular spelling and grammar assessments which may include formative assessments, formal and informal spelling tests, Rising Star assessments or previous SAT papers.

Teacher assessments are recorded half termly on Target Tracker. This data is used by teachers and the English lead to assess and track children's progress.

Monitoring

Teaching and learning within this subject will be regularly monitored by the subject leader.

All class teachers will be required to provide a range of information which may include:

- Lesson observations
- Children's books
- Subject planning
- Photographic evidence
- Pupils (who will talk about their learning)

Subject Leader

The subject leader is Miss Down.