



**WOOD END
INFANT SCHOOL**

Non Statutory Policy

English Policy

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| Committee with oversight for this policy – Teaching & Learning | |
| Policy to be signed off by the Headteacher | |
| Policy last reviewed by the Teaching & Learning | N/A |
| Policy last ratified and adopted by Headteacher | 19/05/2016 |
| Policy / Document due for review | 05/2019 |

Lucy Rodgers
Headteacher
19 May 2016

This policy was ratified and adopted by Lucy Rodgers who was the Headteacher until 31 August 2016. Madhu Bhachu, Headteacher since 1 September 2016, supports this policy and adopts it as the current Headteacher.

English Policy

In light of current changes to the curriculum this policy will be regularly monitored and updated.

Article 6 - Every child has the right to achieve their full potential.

Article 28 – Every child has the right to learn and go to school.

Article 30 – Every child has the right to learn about their customs and religion and use their own language.

This policy aims to ensure consistency in the teaching and learning of English.

We aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills. To ensure all children develop the ability to communicate effectively, barriers to learning are swiftly identified and steps taken to remove them. We celebrate the diversity of languages within our learning community and understand that this can also support pupils with English as an additional language in their learning of English.

Pupils at Wood End Infants will leave Year 2:

- Reading and writing with confidence, fluency, stamina and understanding and begin to self assess and correct.
- With a love of reading and a desire to read for enjoyment.
- With a growing vocabulary in spoken and written forms.
- Understanding a range of text types, media types and genres.
- Able to write in a variety of forms.
- Extend writing through improved knowledge of spelling, punctuation and grammar.
- Using their developing imagination, inventiveness and critical awareness to express themselves in drama and writing.

The English Curriculum is delivered using the New Primary Curriculum (2014) and through the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

Approaches to Speaking and Listening.

Speaking and Listening activities are embedded throughout the curriculum to develop each child's competence, confidence and enjoyment in speaking and listening. We recognise the need for all pupils to speak, read and write Standard English fluently.

- Children learn to speak clearly, thinking about the needs of their listeners.
- Pupils are encouraged to be thoughtful and understanding listeners.
- They use language to explore their own experiences and imaginary worlds.

- They work with Talk Partners, small groups and as a class to participate in discussions to feedback and reflect on key ideas.
- They express their ideas and feelings through working in role play and drama activities, real interviews, Circle Times and Class and school productions.
- Talk for Writing activities are planned within English units to facilitate understanding of texts.
- They learn poems by reciting or presenting chorally.

Children who require extra support benefit from the ICAN programme when in Nursery, a Place2Be group to develop social skills and the ongoing support of Speech and Language therapists in consultation with trained Teaching Assistants.

Approaches to Reading.

Our aim is to develop each child's ability to read, understand and respond to all types of text.

- Teachers model reading strategies, of a range of genres, during Shared Reading sessions.
- Regular Guided Reading is planned and is linked to the Level Descriptors.
- A new Guided Reading method is being developed and monitored.
- Development of vocabulary, comprehension and fluency.
- Independent reading time provides time for Running Records, assessment and 1 – 1 teaching.
- Reading for enjoyment and learning is encouraged through opportunities for independent reading and research, access to the local library and school library and Reading 'Drop in' sessions with parents.
- Regular opportunities are provided to listen to a story or to a sound or film recording to compare known texts.
- Pupils will learn about a core set of texts from Nursery to Year 2.
- A Library Club provides additional opportunities for reading with parents before school and during Talent Time.
- In partnership with parents children take home colour banded books, 'real books' and sometimes library books and this is recorded using the Reading Record Diary.
- Reading at home with an adult is celebrated with Reading Certificates.

Approaches to Writing.

We aim to develop the children's ability to produce a range of writing, in which the meaning is made clear and engages the interest of the reader.

- Writing is developed within different cross curricular contexts for a variety of purposes and audiences.
- In FS writing is developed within child initiated activities, indoors and outdoors, and within Adult directed groups.
- Children are encouraged to write for themselves as emergent writers.
- In KS1 Writing Units are planned for fiction and non fiction genres and poetry using quality texts.

- Using the Talk for Writing model (Pie Corbett) children role play characters and scenarios to understand story structures.
- Text maps and games are used to learn about language structures. Through use of Box Up grids they begin to plan their writing, initially with support, then more independently.
- Shared and modelled writing gives support in use of writing strategies, use of phonics and spelling.
- Children are taught SPAG (spelling punctuation and grammar) skills through language games. This also helps them develop facility and stamina in writing.
- Guided group work sessions target specific needs of both groups and individuals.
- Extended independent writing helps children develop as a writer of different genres.
- Children are actively involved in agreeing the success criteria for the genre.
- A 'Writer's Toolkit' provides scaffolds for the punctuation and grammar of sentences.
- Children are taught how to self assess their writing and later how to peer assess.
- Through discussion and response to marking children work to improve their targets.
- A 'Hot' writing task allows children to revisit learning objectives and demonstrate their progress in a particular genre. This is compared to the 'Cold' write completed at the very beginning of the unit.
- Written work is valued through celebration of success in Achievement and Class Assemblies, through displays, book making and communications with our Partner school (Pakistan) and with the community when informing them of events or concerns.
- Children develop a range of skills through use of ICT.

Approaches to Phonics.

Our aim is for all children to independently decode as they read, as a first step towards fluency and stamina when reading. When writing children will accurately segment words into phonemes to spell phonically regular words.

- Phonics is regularly taught from Nursery to Year 2.
Nursery focus on developing their awareness of sounds in the environment and in words through sound talk.
- The Letters and Sounds programme of synthetic phonics is used to develop auditory and oral discrimination of sounds – phonological awareness.
Children identify and use the 44 sounds through applying this knowledge, to blend when reading and segment when spelling, across the curriculum.
- They segment words into phonemes for spelling and develop phoneme – grapheme correspondences through recognising the common spellings for each phoneme.
- Children are encouraged to look for patterns and letter strings in words and word families.

They learn high frequency words and common exception words for reading.

When children confidently use their phonic knowledge in reading and writing they learn rules for spelling that supports their understanding of word function and grammar.

- They learn strategies for spelling including 'Look, Say, Write, Cover, Check'.
- Use of dictionaries, word lists and thesauruses helps children to check understanding when reading and to extend vocabulary when writing.
- Booster classes in Year 1 and 'setting' in Year 2 alongside small groups ensures rigorous approach to enable all pupils to progress.

Approaches to Handwriting.

We aim to develop children's fluency, legibility, stamina and presentation.

- There are high expectations of children's handwriting and presentation.
- A new cursive writing script has been introduced and is developed through a multi sensory approach.
- Initial practice of letter formation includes both gross motor and fine motor activities in EYFS.
- Children learn the correct formation for each 'letter family' and develop this using a wide range of media, including ICT.
- In Year 1 children are taught how to join letters and practise, by joining letters of new graphemes in Phonics.

An early morning motor Programme, to support children in Year 1 and Year 2, is held throughout the year.

This policy is also linked with

- The Assessment and Marking Policy
- The Inclusion Policy
- The Library Policy

The English Policy will be monitored by the English leader, the English Team and SLT.

To be reviewed – this policy will be updated in response to changes in National Assessments and the New National Curriculum.