

<b>English Policy</b>		
<b>Responsible Post</b>	English Co-ordinator	
<b>Responsible Committee</b>	Curriculum & Standards	
<b>Review Schedule</b>	2 Years	
<b>Review Date</b>	22/01/2016	
<b>Changed</b>	Yes	
<p>The Governing Body's key roles are:</p> <ul style="list-style-type: none"> <li>• To Provide a strategic view</li> <li>• To Support and challenge the Head Teacher and the School</li> <li>• To ensure accountability.</li> </ul>		

## 1 Aims

**1.1** Our principal aim is to develop children's knowledge, skills, and understanding. The study of English develops pupil's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Pupils are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers and writers across a range of genres. Pupils use their knowledge, skills and understanding in speaking and listening across a range of different situations.

### 1.2 The aims of teaching English are to

- enable pupils to speak clearly and audibly, and to take account of their listeners;
- encourage pupils to listen with concentration, in order to identify the main points of what they have heard / follow instruction;
- show pupils how to adapt their speech to a wide range of circumstances and demands;
- teach pupils effective communication, both verbal and non-verbal, through a variety of drama activities;
- help pupils become confident, independent readers, by developing word-, sentence- and text-level knowledge;
- encourage pupils to read confidently for pleasure;
- develop comprehension skills to help pupils to understand and discuss texts they have read;
- teach pupils synthetic phonics to support reading and writing;
- develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- foster the enjoyment of writing, and a recognition of its value;
- write clearly with well-formed joined script, complete sentences and appropriate punctuation in a variety of genres;
- encourage accurate and meaningful writing, both narrative or non-fiction;
- improve the planning, drafting and editing of their written work;
- use ICT to support reading, writing and communication.

## 2 Teaching and learning style

**2.1** At Manor Church of England Infant School we use a variety of teaching and learning styles in our English lessons.

Children receive a daily 20 minute phonics session which is focused on teaching the phonemes, and using them to blend and segment for reading and writing. Through phonics the children also learn to read and spell 'tricky words'.

Pupils in the Foundation Stage and Year One experience five sessions each week of focused synthetic phonics teaching through ability grouped sessions. At the end of Year 1 the children are tested on their phonic knowledge (national test).

Children in Year 2 receive phonics teaching through the use of Letters and Sounds. They also learn the spelling patterns as stated in the National Curriculum.

There is also a daily guided reading session where children read with the teacher and practise other reading skills, such as comprehension.

Children have daily English lessons in which pupils are taught a focused word or sentence level activity, a guided or shared reading or writing activity, as well as a guided group or independent activity. Each session is used to assess / evaluate progress and learning. Pupils have the opportunity to experience a wide range of texts from different genres. Teachers encourage the use of dictionaries, thesauruses and word banks to support learning.

Speaking and listening skills are developed and extended through drama, role play and discussion.

Wherever possible, we encourage pupils to use and apply their literacy in other areas of the curriculum – reading, writing and speaking and listening opportunities are planned across all areas of the curriculum. Pupils are taught to use computing as a tool to aid / enhance their learning.

- 2.2** In all classes pupils have a wide range of abilities, and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated work, while in others we ask pupils to work from the same starting point before moving on to develop their own ideas. We use Learning Support Assistants to support some pupils, and to enable work to be matched to the needs of individuals.

### **3 English curriculum planning**

- 3.1** English is a core subject in the National Curriculum. We use the National Curriculum guidance as the basis for implementing the statutory requirements of the programme of study for English.
- 3.2** We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The National Curriculum details what content is taught across the phases in each year group this forms the basis of our long term planning.
- 3.3** Our medium-term plans give details of the main teaching objectives for each unit of work. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for reviewing these plans periodically.
- 3.4** Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives (WALT) and expected outcomes (WILF) and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis. Planning is saved onto the school network.
- 3.5** Specific time is allocated to the planning of synthetic phonics, where teachers and learning support assistants formulate plans based on the progression in Letters and Sounds, using some supporting resources from Jolly Phonics.

## **4 Reading**

- 4.1** Children are taught reading through Guided Reading and one to one reading sessions. Each child is heard at least once a week by the class teacher. In these sessions children are introduced to a text, strategies for decoding revised, any new vocabulary is highlighted and then the texts are discussed through a series of questions. In addition to this, Pupil Premium

and SEN children are heard reading on a one to one basis throughout the week. Each class has Reading Buddies, these are volunteers who come into school to read with the children on a weekly basis.

Children have books which they take from the Home Reader boxes. The books are levelled using the 'Book Bands' and contain a wide range of texts to support reading. The children are expected to independently change their books once they have shared them at home. Every child has a reading diary which an adult is expected to comment in once their child has shared a book.

We use a wide range of books from a variety of schemes, such as Oxford Reading Tree, and Jelly and Bean which have been colour banded using the Book Bands publication.

To enhance and broaden the range of books and authors children are exposed to, each class has a half termly focus author. There is a set of core reading for each of these authors. Children and teachers read these books for a week and then use them to complete comprehension tasks.

## **5 Writing**

**5.1** Children are taught writing through Guided Writing sessions which occur throughout the school week. These focus on word, sentence and text level skills in order to support the children's writing development. Children are expected to participate in a piece of extended writing, in any area of the curriculum at least once a day.

'Talk for Writing' by Pie Corbett is used to enhance writing across the school. The children learn six structured stories in each year group. The skills children learn when telling and retelling the stories are also used to enhance writing based on other stories. The 'Talk for Writing' guidance also offers support for writing a range of genres.

Children use the WALT and WILF for each lesson to help them edit and check their work for specific features. Children are also encouraged to edit other children's writing. In Year 2 children use checklists to help support the editing of their work.

Children are encouraged to write for a range of purposes and in different situations. There should always be writing opportunities for the children in role play and other independent work.

## **6 Handwriting**

**6.1** The children are taught a cursive handwriting script from the start of Year R. The children practice handwriting patterns which help to develop pencil control. Children are then taught how to form cursive letters shapes. As their writing improves, the children are encouraged to join letters together, in Year 2 children are expected to join all of their handwriting. Where a child has fine motor control problems there will be adaptations to the handwriting style.

## **7 Spelling**

**7.1** Children are encouraged to use their phonemes to sound out words when beginning to write. Through their phonic sessions, the children are taught spellings using the letter names for 'tricky words' and are encouraged to learn them in a variety of ways, e.g. visual shape and continued practice. In each class there are identified words each week for the children to learn.

## **8 The Foundation Stage**

**8.1** We teach English in our foundation class as an integral part of the school's work. The format for the lesson is often a brief introduction to the whole / part of the class followed by group work with an adult or independent tasks where pupils practice the skills they have learnt.

As the foundation class is part of the Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Development Matters, which underpin the curriculum planning for children aged birth to five.

We give all pupils the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore letter phonemes, words and texts, to enjoy them, to learn about them, and to use them in various situations such as early writing.

## **9 Contribution of English to teaching in other curriculum areas**

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

### **9.2 Personal, social and health education (PSHE) and citizenship**

English contributes to the teaching of PSHE and citizenship by encouraging pupils to take part in class and group discussions on topical issues. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities, such as scenario work, hot seating and role play within the classroom also encourage pupils to work together and to respect each other's views.

### **9.3 Spiritual, moral, social and cultural development (SMSC)**

The teaching of English develops skills through which our pupils can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and with texts from a diverse range of cultures. Lessons allow children to work together and give them the chance to discuss their ideas and opinions.

## **10 English and Computing**

**10.1** The use of computing technology, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text level.

**10.2** Computing is used at whole-class, group and independent level. The use of the Interactive Whiteboard enables text to be read and shared and permits the writing process to be modelled effectively. A wide variety of text types are available through the Internet or CD-ROM's to encourage the framing of explicit questions. Groups can work at a computer and input text via a standard keyboard. Word banks or word grid software speed up recording.

The I-pads can also be used to support the children in a range of ways across the English Curriculum. There are apps to support basic handwriting skills, phonics and sentence building. The use of videos, photos and movie making can be used to enhance the children's speaking and listening skills related to story telling.

Software is used to support independent reading (text to speech) and writing (word banks). Lessons can focus on what pupils have achieved using computing, or computing can provide the means of presenting their outcomes (via multimedia presentation e.g. digi blue, sound buttons or the school website).

## **11 English and inclusion**

**11.1** At our school we teach English to all children, whatever their ability and individual needs.

English forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and

those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination; Gifted and Talented; English as an Additional Language (EAL).

**11.2** Teachers provide help by using:

- texts that children can more easily read and understand;
- visual and written materials in different formats;
- Computing, other technological aids and taped materials;
- alternative communication, such as signs and symbols;
- translators and scribes when necessary.

**12 Assessment for learning**

**12.1** Teachers assess pupil's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives / outcomes and pupils individual targets. We believe that effective feedback is an essential part of learning, therefore written and verbal feedback is given to help guide pupil's progress, using 2 stars and a wish.

Pupils are also encouraged to make judgements about how they can improve their own work – self evaluating (see Marking Policy).

**12.2** Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work.

**12.3** As well as ongoing assessments, teachers make formal judgements three times a year: **December, April and June**. At these times pupil progress is judged against 'Age Related Expectations'. Based on these assessments, targets are then set for pupils.

**12.4** Pupils in Year 2 undertake national tests in May. The outcomes of these tests are used alongside Teacher Assessments to provide an end of year level. In June, pupils in Year 1 take a national phonic test **along with any children in Year 2 who did not pass the phonic test in Year 1**. Again the outcomes of this are shared with parents.

**13 Resources**

**13.1** There are a range of resources to support the teaching of English across the school. Each classroom has an interactive whiteboard, a selection of fiction and non-fiction texts, big books and a role play area to support literacy skill development. Pupils have access to the Internet through their classroom computers; they use sound buttons, talking books and digital recordings.

Access to the Internet is also available in the computer suite. Audio-visual aids are available from the central storage area. The library contains a range of books to support children's individual research.

**14 Monitoring and review**

**14.1** Monitoring of the standards of pupil's work and the quality of teaching in English is undertaken by the subject leader, senior management and staff. The subject leader is responsible for driving an improvement in standards, he/she supports and trains colleagues in their teaching and provides an up to date knowledge of developments in the subject. The subject leader gives the Curriculum and Standards Committee of the Governing body an annual summary report evaluating the strengths and weaknesses in the subject, and indicating areas for further improvement. The subject leader negotiates time termly with the Head teacher in which to undertake classroom monitoring.

**14.2** This policy will be reviewed at least every three years and sooner if there are curriculum changes at national level.