



ENGLISH POLICY

Signed: _____ Date: _____

Adopted by the Governing Body 22.3.23

Signed: - Chair of Governors: Hilary Reay

Review date March 25

Ashfield Infant and Nursery School

English Policy

English is a core subject within the National Curriculum 2014 and is the foundation for almost all learning within our school, as well as ensuring our pupils have the skills to become life-long learners. It is our aim that children in our school are able to communicate effectively in a variety of forms leading towards the use of Standard English, taking into account each individual child's cultural background, ability and starting point.

We plan to meet the requirements of the Statutory Framework for the Early Years Foundation Stage and the National Curriculum 2014. We aim to do this through delivering range of teaching strategies, incorporating Computing and developing cross-curricular links where appropriate.

We hope that by the time our pupils leave Ashfield Infant & Nursery School at the end of Key Stage 1 they will be achieving in line with National expectations or above and will:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

Rationale

At Ashfield Infant and Nursery School we believe that every pupil has the right to be able to read and write effectively and to be able to communicate their ideas, views and feelings with confidence and eloquence. We strive to ensure that our children are able to communicate effectively through speech and the written word. We know the importance of being a good listener and we encourage our pupils to value the contributions that other people make. It is our aim that all children will become skilled and enthusiastic readers.

Our policy for English supports this by:

- Providing a varied and creative approach to the teaching of English and developing a love of the subject.
- Dividing the English curriculum into the main areas of Reading, Phonics, Writing, Spelling, Handwriting and Speaking and Listening. Each area is closely related to the others and should not be considered in isolation.
- Understanding that English underpins all other subjects through an integrated curriculum. This is important because high quality teaching and learning in Literacy is vital for children to access all areas of the curriculum.
- Having high expectations and striving to ensure that all children make expected or exceeded progress.
- Providing a variety of teaching styles, resources including ICT to suit all our learners' backgrounds and levels and providing regular input and high level teaching time that maintains strong pace.
- Provide a wide range of extra-curricular activities and first hand experiences to stimulate learning and give quality and purpose to reading, writing and speaking and listening.
- Using formative assessment e.g. mark books, assessments and targets to inform teaching and learning and tailor to individual, group and class needs.
- Half termly monitoring through work sampling and moderation which are used to highlight intervention programmes and next steps for learning.
- Using summative assessment to level attainment and measure progress.
- Using success criteria to help children assess their own learning (formative assessment) Ensuring there are clear outcomes and expectations and the children are helped to understand success criteria and assess their own learning.
- Considering progression and differentiation carefully in order to extend more able pupils and support individual needs.
- Providing and regularly reviewing targets, involving each child in the setting and monitoring of these. This helps children to understand what they are doing and why and what they are aiming for.
- Undertaking regular Head teacher, SLT and English subject leader monitoring of teaching to ensure that the school continues to strive for excellence.
- Providing homework regularly in Year 2 and fully involving parents in their children's learning.

- Providing curriculum workshops where parents need support or information about the school's work.
- Promoting continuity and coherence in the teaching of English across the school.
- The school is a reading rich environment. Print is everywhere and the children are encouraged to notice displays, posters etc.
- Each class has a book area, which are neat, organised and valued. Role play areas contain print, books and other texts as appropriate.

Aims and Objectives

To develop our pupils as speakers and listeners we will:

- Provide opportunities for them to express their ideas to a range of audiences.
- Ensure children to be attentive listeners who respond appropriately to different speakers and audiences.
- Help them to use the vocabulary and grammar of Standard English.
- Give them opportunities to evaluate and reflect on their own speech.

To develop our pupils as readers we will:

- Teach them to read accurately and fluently using a range of strategies.
- Help them to understand and respond to what they have read, using inference and deduction where appropriate.
- Encourage them to read a wide range of text types such as fiction, non-fiction, poetry, play scripts and environmental print.
- Provide opportunities to read independently.
- Promote reading as an enjoyable experience- Reading for Pleasure, Story Stars, Strive for Five etc
- Show them how to seek information and learn from the written word.
- Teach them how to read from a computer screen/tablet.
- We are a phonics first school. We teach phonics using a whole class approach using the "No Nonsense Phonics Scheme" written and researched by Debbie Hepplewhite.

To develop our pupils as writers we will:

- Teach them how to write effectively for a range of readers, adapting their vocabulary and style as appropriate.
- Encourage them to write with interest, commitment and enjoyment.
- Model a variety of writing forms such as narrative, poems, reports and letters.
- Support children in the evaluation and improvement of their writing.
- Teach them to use punctuation and grammar correctly.
- Develop their knowledge of spelling strategies, enabling them to become confident and accurate spellers. Year 2 children use the Read Write Spell scheme to help them learn spelling rules and become proficient at spelling.
- Teach a fluent, joined and legible style of handwriting along with an understanding of how to present work neatly using the Debbie Hepplewhite handwriting scheme and font.
- Provide opportunities to compose, edit and present work using ICT.

Teaching and Learning

The English programme of study (2014) is based on 4 areas:

- Spoken language
- Reading- word reading & comprehension
- Writing- transcription, composition, handwriting, vocabulary, grammar & punctuation

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

All lessons have clear learning intentions, and the success criteria are shared with the children. Improvement time is built in to lessons. Teachers use AfL and summative assessments to set individual and /or group targets. High quality CPD for staff supports professional knowledge and understanding of how to develop children's learning in English

English across the Curriculum

At Ashfield Infant and Nursery School we teach a topic-based curriculum. We aim to embed literacy skills into all areas of our curriculum using rich texts, by providing lots of opportunities for our pupils to write and by integrating speaking and listening into everything we do. We use the Power of Reading texts as a cornerstone of our curriculum across all areas.

Speaking and Listening

Speaking and Listening forms an important part of our English curriculum. Children are supported in the following ways:

- Key vocabulary built into foundation subject planning to develop a broad, ambitious and subject-specific word bank
 - Highly trained support staff deliver interventions supporting CL/S&L, such as Black Sheep and Talk Boost
 - The development of oracy skills is supported through high quality continuous provision both indoors and outdoors
 - The school is a language rich environment
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- A range of opportunities for children to talk and listen in formal setting e.g. assemblies and school performances, project outcomes, Story Stars, School Council, Young Leaders, circle time.
 - A range of opportunities for children to talk and listen in a range of informal settings E.g. role play, continuous provision, class discussion, group work, paired work and drama.
 - Opportunities for children to practise the skills of conversation. E.g. turn taking, eye contact, questioning, responding appropriately.

Drama

- Drama is an integral part of our integrated curriculum and planned to enhance reading, writing, speaking and listening.
- Drama is used to develop vocabulary, first-hand experience, imagination to provide a stimulus for speaking, listening and writing.
- Teacher use a bank of drama activities for a range of purposes.
- A range of opportunities for children to work interdependently and creatively with peers.
- Drama builds pupil confidence and self-esteem.

Reading

Provision is through a mixture of blended/guided, book talk and individual reading:

- Reading activities take place daily. Teacher and TA work with a group, whilst two groups work independently on activities that develop reading skills, linked to the Assessment Focus.
 - Book talk/Guided Reading is taught up to twice a week with a focus on developing comprehension skills.
 - Pupils read a text at their instructional level.
 - Adults read and tell stories regularly each day for pleasure and enjoyment, this will include chapter books in the final term of Year 1 and throughout Year 2.
 - Book week, library events, author and storyteller visits are timetabled during the year.
 - We have a clear progression of different high quality texts that build on themes, topics and provide a progressive reading journey as children progress to different year groups.

Individual reading

- Class teacher and class TA hear children read their home reading or synthetic phonic books daily.
- Children read their home reading book
- Class teacher and TA set individual reading targets based on the schools reading skills progression through banded books.
- Volunteer reading adults will hear children identified by class teacher. They will receive training on how to read with a child to support learning.

Mystery Reader- Parents, carers, staff, and community friends volunteer to read to a class. This is to model to the children how to read and the love adults have for reading and books.

Story Stars- These are the more able children in Year two who buddy up with Year 1 children. Year 2 children model reading. Paired reading gives the younger children confidence and the joy of reading.

Home reading

- Children are encouraged to change their home reading book daily.
- Home reading books are colour banded
- Parents are encouraged to hear their child read 5 times a week and record in the home reading record book.
- Children are rewarded for every 50 books recorded in their reading for Pleasure book.
- Home reading is monitored through Strive for Five.

Those children not reading 5 times a week or more will be monitored closely by the Class Teacher and a meeting will be arranged with the parent.

Library

- The library is situated in its own building on site and is a new addition to our school in 2022.

The library is zoned in to fiction and non-fiction books.

- The environment is welcoming and comfortable and children use the library for reading for pleasure and for research.
- Library stock is audited regularly with the support of Schools Library Service to ensure the children have access to wide variety of texts appropriate for their age.
- All classes are timetabled to use the library and borrow books to take home.

Phonics

We are a phonics first school and follow the accredited Debbie Hepplewhite No Nonsense Phonics Scheme.

Phonics is taught daily in all classes following a tight programme of activities, delivered with rigour and pace. It includes both reading and writing activities.

- Phonics assessments are made during each session to inform next steps.
- Formal phonics assessments are made at the end of each phased work book
- Year 1 complete the Phonic Screening Check in June and those that do not reach the expected level retake the check at the end of Year 2. These children will receive phonics interventions to develop their confidence and skills.
- Key word recognition is taught explicitly within our phonic programme.

Supporting children in Phonics

We would do some or all of the following (in the most appropriate order for the child): assess the child to find the gaps in their understanding using AFL daily., provide appropriate support which may include intervention groups or additional in class support speak to parents or carers and offer suggestions for support and strategies at home involve outside agencies.

Spelling

- Common exception words are taught as part of spelling session. The expectation that these taught words are spelt correctly in writing.
- Spellings are shared with parents each assessment.

Handwriting

- The school uses Debbie Hepplewhite's handwriting scheme to teach handwriting across the school.
- Handwriting is taught regularly through the week both as an opportunity to learn letter formation/ letter string formations but also to practise letter formation.
- Children are expected to use the correct postural position for writing i.e. sitting comfortably with their chair pulled square to the table and with the paper correctly positioned according to whether the child is left or right handed.
- Children are exposed to a wide variety of print styles in and around the classroom and throughout the school.
- Opportunities develop their fine motor and gross motor skills alongside a variety of pre-writing activities.

Writing

- Talk/first hand experiences always precedes writing activities to ensure children are confident with what to write.
- Children write for a purpose / audience linked to the project focus wherever possible.
- Children are exposed to a wide range of writing genres, both fiction and non-fiction.
- Shared writing takes place regularly as a whole class or groups to support writing.
- A SPAG menu (spelling, punctuation, and grammar) is available in each class to support children's writing.
- The teaching of writing is broken down into word level, sentence level and whole text level work to ensure the children understand the technical elements of writing (composition) alongside the effect of a whole piece of writing.
- An assessment piece of writing is completed half termly and assessed for progress and next steps.
- A Big Write session happens weekly in Key Stage One to develop pupil stamina for writing and uses a range of different stimuli for writing e.g. images, video, and music.
- In Foundation Stage all learning areas have purposeful writing opportunities, both indoors and outdoors.

Equal Opportunities:

English is provided for all children regardless of religion, race, gender, ethnicity, age or ability.

Children access the curriculum at the appropriate level, thus ensuring progression and differentiation.

Computing

ICT will be used to support the teaching of English, when judged to be appropriate by the teaching staff.

The following are included under this heading:-

- Computers, tablets and iPad with appropriate software or the internet
- Interactive whiteboard with software or internet
- Digital cameras.

Continuity and Progression:

The National Curriculum forms the basis of our school curriculum for English. Our own long term planning overview ensures balance and progression across the year groups. Staff meetings and professional training days are used to discuss the English curriculum, planning, moderation and to ensure consistency of approach, standards and expectations. Year group planning teams are responsible for medium and weekly planning, adapted to suit the needs of the children in their class.

Assessment, Recording and Reporting:

The progress of each child in reading, writing, and speaking and listening is tracked half termly from baseline on entry levels in the foundation stage to end of key stage one test assessments. Class Teachers monitor the progress pupils make through on going assessments. These are used to inform planning and next steps for learning. Regular moderation of work is undertaken as a whole staff and with staff from other schools to ensure levelling is accurate and that End of Key Stage level predictions are on target.

Pupils' progress is assessed using the Age-related expectations for each year group and the Early Years Foundation Stage expectations. This information is used to inform planning. Progress is reported to parents verbally during the year and in the annual report to parents. End of Key Stage One attainment is reported to parents at the end of Key Stage 1. At the end of Year One the Phonic Screening score is reported to parents.

Special Educational Needs/Most Able

On-going formative and summative assessments are used by class teachers to track pupil progress. Children who need support or extra challenge in lessons are identified at the earliest possible stage. Within the classroom, the teacher identifies the abilities of their pupils and implements differentiated activities and extra support where it is needed to move learning forward.

Where a child has a greater need the school's SEND policy is implemented. Teaching assistants are effectively deployed to give support where appropriate. The class teacher and the SEND co-ordinator work closely together to formulate Individual Education Plans, which will support the child's acquisition of English skills.

The Early Years Foundation Stage

Foundation Stage English in Early Years is based upon the Foundation Stage Profile strand of Communication, Language & Literacy. Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes. To give all children the best opportunities for effective development and learning in communication, language and literacy, practitioners should give particular attention to:

- Providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other
- Incorporating communication, language and literacy development in planned activities in each area of learning;
- Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books
- Providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script
- Providing time and opportunities to develop spoken language through conversations between children and adults, both one-to-one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language.

Teachers in the Reception and Nursery classes follow the *Communication and Language strand and Literacy strand of the Early Years Foundation Stage (EYFS) Framework 2017 (a revised Framework becomes statutory in 2021)*

By the end of the Foundation Stage children should:

Communication and language

Listening and attention: children listen attentively in a range of situations.

They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions.

They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

They develop their own narratives and explanations by connecting ideas or events.

Reading:

Children read and understand simple sentences.

They use phonic knowledge to decode regular words and read them aloud accurately.

They also read some common irregular words.

They demonstrate understanding when talking with others about what they have read.

Writing:

Children use their phonic knowledge to write words in ways which match their spoken sounds.

They also write some irregular common words.

They write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible

Monitoring and Review

The monitoring of this policy will be the responsibility of the English subject leader in conjunction with the Leadership Team.

The subject leader will attend relevant courses, providing strategic lead and direction for the subject.

This policy will be subject to a formal review every two years or sooner if significant changes occur.

Signed

Date March 2023

Next Review – March 2025

