

# Folly Hill Infant School



## English Policy

Curriculum suite

Signed ..... Chair of Governors

Signed ..... Headteacher

Date: Spring 2019

Review Date: Spring 2021

### PHILOSOPHY

Language is in use throughout a person's life and is fundamental to all aspects of learning, fostering enthusiasm and enjoyment for all aspects of speaking, listening, reading and writing.

The challenge lies in teaching it and in guaranteeing progression that is something more than incidental. The English scheme of work at Folly Hill Infant School is based on our commitment to developing reading and writing through engagement with high quality talk and drama in a range of learning environments.

### SPEAKING AND LISTENING AIMS

- To develop the ability to listen, understand and respond appropriately to others;
- To recognise and use grammatically correct English appropriate to the situation;
- To develop children's awareness of the spoken word (oracy) and its variety of purpose (imaginative, exploratory, explanatory, discursive etc);
- To encourage children to express themselves clearly, effectively and confidently in a variety of situations and to a range of audiences;
- To appreciate and enjoy the evocative nature and rich diversity of words;
- To develop the ability to question and justify;
- To develop the ability to co-operate in pair, group and whole class activities and discussions;
- To encourage the use of the vocabulary and grammar of standard English;
- To foster role-play and offer opportunities for structured drama throughout the curriculum;
- To develop the ability to listen actively;
- To provide the opportunity to enjoy a rich variety of literature;
- To encourage children to listen to and follow instructions accurately;
- To learn a variety of stories and be able to re tell them.

## **READING AIMS**

- To develop the ability to read, understand and respond to all types of text including film, images and text on screen;
- To stimulate lifelong enthusiasm for reading;
- To be able to use a full range of reading strategies - phonemic awareness, phonic knowledge, word recognition and graphic knowledge, grammatical awareness, contextual understanding - and comprehension;
- To provide a rich variety of reading material, including reference, fiction, non-fiction and poetry and encourage children to develop their own preferences;
- To develop awareness of the organisation of reference texts.

## **WRITING AIMS**

- To promote enthusiasm for writing;
- To develop knowledge of grammar and punctuation appropriate to National Curriculum expectations;
- To develop the ability to write independently in a variety of situations for differing purposes and audiences;
- To develop the ability to structure writing appropriately, evaluate work and redraft where necessary;
- To develop phonic awareness in order that children can use this knowledge in spelling and reading (using appropriate letters and & sounds phases);
- To develop an awareness of conventional forms of spelling appropriate to National Curriculum expectations;
- To develop a sound knowledge of common exception words;
- To understand the importance of accuracy when spelling common words;
- To develop a visual memory which helps secure the habit of accurate spelling;
- To develop a clear, flowing, joined script (reference Hand Writing Policy).

## **Learning and teaching**

There will be a dedicated daily English lesson in line with the Programmes of Study in the National Curriculum for English (2014), the Early Years Foundation stage.

The teaching strategies employed will be differentiated according to the needs of the children and the skills being taught with an emphasis on high quality oral work.

The nature of language is that it requires regular and frequent teaching with an emphasis on modelling, practice, feedback and reflection.

English will also be taught through a variety of linked, blocked and continuing units as appropriate.

Children and families will be encouraged to participate in the Home Reading Scheme.

Ongoing aspects of English will be monitored termly and tracked to ensure progress for all individuals.

Children will participate in Big Write based extended writing opportunities.

## **GUIDED READING**

Children will be offered opportunities to improve their reading and comprehension skills through the use of planned and structured Guided Reading sessions led by teachers or appropriately trained Teaching Assistants and volunteers.

## **PHONICS**

There will be dedicated phonics teaching daily in line with the appropriate Letters and Sounds phase. Letters and Sounds will be the main programme for the teaching of phonics beginning with Phase 1 in Early Years.

## **HANDWRITING**

Handwriting will be taught in dedicated sessions and with regular workshops to which parents will be invited. The aim is to move children towards a fluent joined style by the completion of Year One or as appropriate.

## **EARLY YEARS FOUNDATION STAGE**

Practitioners must support children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write independently. They must also give them the confidence, opportunity, encouragement, support and disposition to use the skills in a range of situations and for a range of purposes.

The end of Early Years Foundation stage assessment (EYFS) provides a clear benchmark of children's attainment in literacy. The assessment profile, together with ongoing teacher assessment, informs planning and teaching across the

broader curriculum. The profile enables teachers to identify children's performance and progress and helps them plan how to address any gaps in learning.

### **SPECIAL EDUCATIONAL NEEDS**

Teachers will be careful to differentiate work according to differing levels of ability, extending individual talents and supporting those who need to make progress in smaller steps. Teachers will provide a structured programme to cater for individual needs. Support will be sought for pupils with English as a second language.

Children who are working well above the overall level of their class will be engaging with a range of experiences to broaden or deepen their learning whilst working on the same learning objectives as their peers. From time to time they may also accelerate the pace of their learning by working towards offering a breadth of experience.

### **EQUAL OPPORTUNITIES AND INCLUSION**

All pupils will have opportunities to develop their own potential in all areas of English. Teachers will need to be sensitive to religious and cultural differences when planning English activities.

### **COMPUTING**

Pupils will be given opportunities where appropriate to develop and apply their IT capability in their study of English.

### **BUDGET**

Necessary resources will be budgeted for when funds are available and will be allocated in order of priority, with most funding being allocated to the main focus on the School Development Plan.

### **RECORD KEEPING and ASSESSMENT**

Ongoing aspects of English will be systematically monitored:

- All next steps will be informed through assessment.

#### Assessments

1. are an essential part of learning and teaching
2. ensure learning goals are shared with learners
3. ensure learners know and recognise standards for which they are aiming
4. involve learners in peer and self-assessment
5. provide feedback to help learners recognise next steps they need to take and how to take them
6. are underpinned by the confidence that every learner can improve
7. involve both learner, family and teacher in reviewing and reflecting on assessment data.
8. involve flexible grouping and attention to the needs of the individual
9. prioritise security over coverage

A variety of English skills will be assessed

- All pupils will be assessed in writing regularly.
- Speaking and listening will be informally assessed throughout the year and reported on annually to the parents.
- End of Key Stage assessments will be made in Speaking and Listening, Reading and Writing
- Reading will be monitored as an ongoing process using reading records, school reading record sheets, guided reading records and tracking documents.
- Keywords will be monitored regularly
- Reading will be monitored informally during each term using school reading records and formally during each term using our tracking system.
- Phonic progress will also be tracked and assessed termly, co-ordinator will track progress across school.

The English co-ordinator will monitor progression throughout the school and offer support when necessary. They will attend relevant courses and lead staff training sessions.

### **TRANSITION**

All necessary records and assessments will be transferred to new educational settings (See GDPR policy). Staff will meet with staff from new settings where possible and visit ex pupils in their new setting to provide liaison and continuity.