

Church Aston Infant School



English Policy

February 2024



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Review Date	Date Approved by Headteacher	Date of next Policy Review
February 2024	February 2024	February 2027

1. INTENT

We aim to develop pupils' abilities within an integrated curriculum of Spoken Language, Reading and Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Church Aston Infant School we aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- have an interest in books, reading both for enjoyment and information
- be curious about words and their meanings; developing a growing vocabulary in spoken, reading, and written forms
- have a suitable technical vocabulary and knowledge of linguistic conventions to articulate and write their responses
- understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation
- use discussion and questioning in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- be competent in the arts of speaking to a range of audiences and listening in different contexts
- be developing the powers of imagination, creativity and critical awareness

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2013) and in the Communication and Language/Literacy section of the curriculum Guidance for the Early Years Foundation Stage (2012).

3. SUBJECT ORGANISATION

The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

During the English lesson children may experience whole class shared/modelled reading and writing; whole class or group work, sentence or grammar activity; whole class or group speaking and listening activities or extended writing. Children are taught literacy in mixed ability classes, by their own class teacher. Teaching is adaptive to ensure it is appropriate through challenge and support and reflects the needs of each pupil.

4. APPROACHES TO SPOKEN LANGUAGE

Opportunities are provided for teaching and learning in:

- listening to adults and their peers
- asking questions
- articulating and justifying answers and opinions
- expressing feelings
- responding to others appropriately

- speaking audibly and fluently
- maintaining the interest of others
- using appropriate strategies for effective communication

Role Play Areas

Classrooms have a “role play” area where print material is available to support children’s learning through play. It should contain:

- a title, for example, “The Newsagents” or “The Bears’ House” etc.
- signs
- captions and questions
- printed material appropriate to the theme

Talk partners

Pupils in the school engage with a ‘talk partner’ to discuss and clarify their thoughts and ideas in all curricular areas.

Working Walls

Working walls display current teaching of phonics, word, sentence, spelling, punctuation and grammar, models of good writing, topic words for children to access in their own writing.

5. IMPLEMENTATION TO READING

Opportunities are provided for teaching and learning through:

- shared reading – within literacy lessons and throughout other curricular areas at other times of the day
- modelled reading by adults in school
- guided reading – this takes place as part of the phonics session through use of Read , Write Inc materials
- independent reading
- **word reading** - Phonics taught through Read Write Inc on a daily basis (see Phonics policy)
- word meanings to broaden vocabulary
- **comprehension** – both literal and inferential about texts read involving discussion
- use of role play to explore characterisation
- rehearsing poems and plays for performance

Resources

All classes have a collection of texts for home reading. They have a Read, Write Inc Home Reader whilst on the scheme that matches to their phonic level. They also take another book that supports their reading and this may come from a range of published schemes but is matched to child’s level of reading and also to provide challenge and develop a wider vocabulary. Children are introduced to a range of significant authors, dictionaries and thesauri, interactive whiteboard, collections of fiction, non-fiction and poetry big books.

All classes have collections of guided reading books based on Read, Write, Inc.

Home reading books based on Read, Write, Inc.

Home reading books are organised by coloured book band.

Big Books are stored in the staff room area.

A small school library is accessible for the children to further their interests and for teachers to enhance reading opportunities.

Story Sacks are available to encourage wider reading with parents.

6. IMPLEMENTATION TO WRITING

Opportunities are provided for teaching and learning through:

- **composition** – orally rehearsing sentences to be written for example hold a sentence (RWI)
- developing writing stamina in different genres
- evaluating writing by re-reading and proof reading
- **transcription** using spelling - (see Phonics Policy) though segmenting spoken words through phoneme/grapheme correspondences and knowledge of high frequency words
- understanding grammar, vocabulary and punctuation in language and the technical terms when discussing their writing
- writing dictated sentences
- **handwriting** – using correct letter formation and begin to use a joined style using RWI resources
- emergent writing through directed teaching activities or as a result of continuous provision in class
- modelled writing
- shared writing
- guided writing
- independent writing
- extended writing
- writing stimulated by experiences outside the classroom or as a result of a visitor to school

Opportunities to use Computing to support teaching and learning in Literacy will be planned for and used as appropriate.

Annotation and teacher response to writing

Teacher marking of writing may reflect:

- success criteria for the session
- pupil verbal targets
- spelling
- punctuation
- grammar
- use of vocabulary
- next steps

This may include an opportunity to extend skills and/or clarify a pupil's misconceptions.

Pupils need to develop a critical awareness of their own and peers' writing through the development of assessment strategies. This may, for younger pupils, be completed as a guided group task.

7. ASSESSMENT AND TARGET SETTING

Teachers make decisions on assessment based on discussions with children about their writing, checking understanding and explaining next steps verbally to help children progress with their writing.

Assessments are made at the end of EYFS against the Early Learning Goals and at the end of KS1 against the National Curriculum Expectations.

8. IMPACT

Children reach their potential in English and are confident to speak, read and write in a variety of situations and enable them access further elements of the wider curriculum. They are well prepared to take their learning further.

Class Profile

The statements from the National Curriculum are used as a form of assessment for individual children in all year groups. The assessment grids inform future planning. Each half term the children's attainment and progress in Key Stage 1 is recorded. Children are deemed to be 'Working Towards', 'Working At' or 'Working Above' the expected standard for their year group. Children working within Foundation Stage are assessed using Early Years Outcomes.

Record of Attainment in Phonics

A progress tracker is completed every term, to record and monitor progress in phonics.

Records of the results of the phonics screening are the records sent from Year One.

Moderation

The staff review a sample of pupils' work from each class to ensure that judgements about levels are consistent.

End of Key Stage 1 assessment.

Pupils complete the assessment tasks and tests which help to inform teacher judgements at the end of the Key Stage

9. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. In line with our Equal Opportunities and Inclusion Policies we are committed to providing a teaching environment conducive to children reaching their full potential. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment.

Special Educational Needs

Children who have particular reading needs will be specifically identified by class teachers.

Details about this extra provision (time, resources and needs) will be included on the child's Individual Education Plan or Provision Map.

10. INTERVENTION PROGRAMMES

Pupils that have been identified as requiring additional support are provided with additional literacy sessions taught by teaching assistants.

These include:

- small group writing, reading and phonics intervention– based on individual needs from data collected
- ‘Cool Kids’ Programme – physical development for fine motor and gross motor skills
- Precision teaching as 1:1 daily session
- ‘Time to Talk’ programme

11. ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating Literacy:-

- pupil progress
- provision of Literacy (including Intervention and Support programmes)
- book scrutiny
- taking the lead in policy development
- supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent Literacy developments

12. PARENTAL INVOLVEMENT

Parents are encouraged to support their child’s learning in many ways.

- meetings are held for parents in the Foundation Stage to explain our approach to the teaching of reading and writing
- parents’ evenings are held termly to discuss individual progress and targets for the future
- reading records are used throughout the school to aid communication between home and school
- regular reading homework is set throughout the school – timings are age dependent
- spellings are learned weekly for Year 1 and 2 pupils

13. CONCLUSION

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies and statements:

Early Years Foundation Stage Policy
Grammar Scheme of Work
Phonics Policy
Spelling Policy
Teaching and Learning Policy
Assessment Policy

Marking Policy
Special Educational Needs Policy
Equal Opportunities Policy
Inclusion Policy
Health and Safety Policy