

JOHN RAY INFANT SCHOOL
Learning Together, Aiming High, Proud to be Ourselves

ENGLISH POLICY
March 2019

Our aim at John Ray Infant School is to encourage all pupils to reach their potential in all areas of English

Reasons for the Policy

The purpose of this policy is:

- To reflect upon the current practice of English in the school.
- To ensure that the National Curriculum for English is implemented effectively throughout the school.
- To ensure that English enhances other areas of the curriculum as well as being a subject in its own right.
- To ensure consistency of approach throughout the school, recognising the need for continuity, progression and assessment.

How the policy was developed:

The policy is being reviewed now in light of the new English curriculum 2014. Factors influencing this policy document:

- The school improvement plan.
- The English Curriculum 2014
- EYFS Curriculum.

This policy needs to be read alongside other school policies including the Assessment Policy and Special Needs Policy.

English in relation to John Ray Infant School:

The National Curriculum 2014 clearly states that teaching of English is an essential, if not the most essential role, of a primary school. It is a subject in its own right but also the medium for teaching. It provides access to the whole curriculum.

In light of this we believe that the following statements define the essential nature of the English Curriculum at John Ray Infant school.

- The English curriculum gives children the speaking, listening, reading and writing skills necessary for every life.
- English is the principal means by which thought and feelings are expressed and experiences defined.
- English is the main instrument of learning and communication in all subjects as well as being a subject in its own right.
- English is taught using differentiation ensuring that individual needs are recognised and planned for.

Our aims for the learning and teaching of English are:

We aim to provide children with a wide experience of all aspects of English. This will be done within the structure of the English Curriculum 2014 and EYFS curriculum.

- We enable children to develop skills of communication to a high standard.

- We achieve continuity and progression by giving children opportunities to use language for an increasing range of audiences and purposes.
- We differentiate learning activities which take into account the strengths and weakness of individuals.
- Extension and enrichment tasks which will challenge and extend all children.
- We set clear, realistic targets for raising standards and a manageable plan for achieving them.
- Phonics is taught at differentiated levels across the school. Children are regularly tested for phonic knowledge
- We use 'Letters and Sounds', to teach and assess phonics.

Our learning outcomes for English

1. Speaking and Listening:

The National Curriculum states that pupils should be taught 'to speak clearly and convey ideas confidently in Standard English'.

By the end of Key Stage 1 we want our children to be:

- Confident and fluent speakers able to express themselves clearly using an increasingly wide vocabulary with an increasing command of Standard English
- Be able to listen to, understand and respond to others as a member of a group.
- To express themselves orally in an appropriate way, matching style and purpose to audience and purpose
- To participate in a range of drama activities.
- To be able to listen carefully and respond appropriately.
- To be able to carry out simple instructions
- Ask relevant questions to extend their understanding and knowledge
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

2. Reading

At John Ray Infants, we strongly believe that reading is a vital life skill and we strive for all children to enjoy and value it. It is our aim to develop and create passionate readers for life. The National Curriculum divides reading into word reading/decoding and comprehension. We expect our children to acquire both sets of skills.

By the end of Key Stage 1 we want our children to be:

- Reading fluently, accurately and with understanding and enjoyment.
- Using a full range of reading clues - phonic, graphic, syntactic and contextual.
- Reading for information and using reference material.
- Expressing opinions about events and ideas on a range of stories, poems and non-fiction material.
- Be able to infer meaning from text and begin to develop higher order reading skills
- Across KS1, pupils' vocabulary, awareness of grammar and enjoyment will be developed by having an extensive experience of listening to, sharing and discussing a wide range of high-quality texts with the teacher, other adults and each other
- In KS1 and FS, teachers are reading to children; listening to children read; teach guided reading and independent reading.
- To develop reading for pleasure across the school
- At John Ray Infants, we recognise the strong links between support at home and success in reading and expect parents to read regularly with their children.

- We recommend that parents take the time to share books with their children to further develop positive attitudes towards reading.

3. Writing

Writing is one of the primary forms of communication. It allows thoughts to be clarified, emotions to be expressed, opinions to be stated, experiences and explanations to be shared. The National Curriculum divides writing into two dimensions. Transcription and Composition.

By the end of Key Stage 1 we want our children to:

- Enjoy writing and recognise it as a valuable means of communication.
- Be able to create imaginary worlds.
- Be able to communicate meaning in both narrative and non-narrative forms.
- Write in a wide variety of forms including poems, lists, captions, instructions, records, messages and notes for a range of audiences.
- Understand and use VCOP as a tool for improving writing.
- Talk for Writing / Creating a writing climate in the classroom.
- Use story maps to plan and re-tell narratives
- A wide range of resources will be used to support pupils and enable them to become independent writers.
- Present their work with care and develop a fluent non cursive handwriting style
- Have an understanding of spelling and grammar rules in line with the New Curriculum
- Handwriting is taught explicitly using Penpals and other strategies

4. Vocabulary development

The new curriculum states that learning vocabulary is key to progress across the whole curriculum.

- The school follows the programme Letters and Sounds recommended by the DfE which will meet the 'core criteria for effective systematic synthetic phonics teaching'
- Children are given weekly spellings to learn which are taught daily as part of their phonics sessions
- Children are tested on their CEW in year 2 and results are sent home to parents. They are tested on the year 1 or year 2 CEW, depending on their current spelling ability.

English in the Foundation Stage:

Literacy

- Good listening and speaking skills are encouraged through talk partners, role-play, circle time, class assemblies, listening to story tapes and through the sharing of big books.
- Sounds are introduced through our systematic phonics program linked to Letters and Sounds, Early Reading Research and Jolly Phonics.
- Children develop a good understanding of phonics through visual aids and active games.
- Reading is introduced through the hearing and seeing of familiar words in and around the classroom, reading in large and small groups, as well as having experience of a rich variety of story, poetry and non-fiction books. Children are encouraged to value books by sharing and enjoying reading.
- Hand control is developed initially through drawing and writing patterns, and through activities to develop fine motor skills including finger gym. The children then progress to correct letter formation.
- Independent writing is encouraged through class role play, office areas and our joint creative writing area e.g. Superhero's HQ.

Strategies for the teaching of English:

- English is taught mainly as a subject in its own right and also as an important tool in other curriculum subjects.
- Teachers plan for English by using the English National Curriculum 2014 which has been built into the Medium and Long term plans.
- The English lesson and the daily teaching of phonics (Letters and Sounds)
- Learning objectives are introduced to the children and Success Criteria are drawn up so the children understand how the objective is to be achieved.
- VCOP is a structured way that writing is taught in Year 1 and year 2.
- Year 1 to use the sentence writing structure to teach basic skills
- 'Talk for Writing' / A creative and structured process of teaching writing. This includes imitation, innovation and invention. Stories are re-told using actions, story boards and descriptive language.
- When working on a narrative, Pie Corbett's 'boxing up' approach is used
- Children are taught in whole class, ability groups, mixed ability groups and individually.
- All activities are differentiated at least 2 ways.
- The less able children are identified and given additional support from the teacher or L.S.A.
- The more able are challenged within their class in group Literacy tasks
- Examples are included as part of the teaching as well as being modelled by the class teacher.
- Learning walls are there for the children to refer to in the lesson.
- All staff plan together to ensure the teaching of English is consistent in the content and outcomes across the year group.
- In year 2 children are split across the cohort according to ability once a week for a basic skills lesson.

Assessment

- Ongoing assessment from teachers in reading, writing and speaking and listening
- Termly, children are assessed through an independent piece of writing
- Phonics using checklists
- Statutory assessments:
 - Year 1 phonics screening in July
 - Year 2 SATS in reading, writing as well as optional grammar testing

At the end of each term the children will be assessed to see how much progress they have made and be given a judgement of Entering, Developing, Securing and Greater Depth. These assessments are linked to the age related expectations for their year groups.

Foundation stage will carry out Baseline Assessment on entry and will provide a bank of information for year 1 teachers on reading, writing, and speaking and listening and will track throughout the year.

How do we plan for progression and continuity?

Continuity is ensured by following the National Curriculum for English. The school's scheme of work provides a balanced programme with differentiated tasks and assessment opportunities. Teachers plan lessons giving thought to what the pupils have already learned, their existing knowledge and on future learning objectives. Teachers meet with the SLT to review the progress of children in tracking meetings and highlight the children who are needing extra support.

Equal Opportunities in the Literacy Curriculum

- Boys and girls are given equal opportunities in English and are encouraged to develop a positive attitude to all aspects of the curriculum.
- English coverage should reflect the needs of each pupil. Each child is given the opportunity to bring to the subject something of their own cultural background. A cross-curricular approach allows children of any ethnic origin to do this.
- At John Ray Infants we celebrate the diversity of our school and the children show interest and enthusiasm in other's backgrounds and cultures.

Special Educational Needs:

- Children with special educational needs in English are identified.
- The class teacher works with the SENCO find and develop strategies that will ensure these children make progress.
- Their parents are informed of this and are given details of how this is achieved.
- They will receive extra support from either the class teacher or LSA.

Homework

- All children are actively encouraged to read at home on a daily basis and a home/school diary supports this.
- Children are asked to use research skills and to produce written work to support the curriculum.

Resources for English:

Central Resources

- A library area
- I.C.T. suite with programs aimed at both adult and children's level and Internet facilities.
- Books for shared and group reading.
- Books of all types supporting and enhancing displays around the school.
- Oxford Reading Tree and Collins, and Read Write Inc and Big Cat Phonics guided reading books available for all classes.

Classroom Resources

- Interactive white board with Literacy resources.
- A wide range of colour-coded (Cliff Moon) fiction and non-fiction books and plays.
- Tape recorders and story tapes.
- Dictionaries and reference books e.g. Atlases.
- White boards to support Literacy.
- Computer
- iPads
- Poetry book.
- Collins Big Cat, Big Book, Literacy Resource.
- Book Bus loans.

I.C.T.

I.C.T. is a major resource used in a variety of ways to teach and motivate the children's learning in English

Lexia is used to support Phonic and reading skills.

Various websites have games and activities to support the whole English curriculum e.g. Espresso Programs are used to:

- Teach writing and editing skills.
- Teach reading skills.
- Teach phonic skills - Collins Phonics Big Cat, Letters and Sounds games and resources to support phonics.
- Encourage active listening - O.R.T. (Oxford Reading Tree) and Collins Big Cat talking stories.
- Use research tools e.g. the internet.

Parental Involvement:

- Various meetings are held for parents before their child starts school.
- Information about the teaching of English is contained in the school prospectus
- Workshops are held to enable parents to find out 'how we teach reading in school'.
- A home school diary offers parents an opportunity to support their child's reading at home and identifies possible areas to be focussed on.
- Written reports are sent home annually which describe progress in English and provide next steps.
- Learning targets are shared during 'Termly Learning Review' meetings with parents.

Monitoring Evaluation and Review of the English Policy:

The role of the English Subject Leader is to:

- Evaluate the effectiveness of the policy through access to teacher's planning and lesson observations.
- Monitor samples of children's work regularly.
- Carry out Pupil perception surveys.
- Analyse teacher assessment results and other data to monitor and evaluate achievement.
- Set school learning targets for English and update the Action Plan.

The English Subject Leader will:

- Attend relevant courses and support groups.
- Keep up to date current issues and developments.
- Monitor the implementation of the curriculum
- Develop a yearly action plan reflecting the School Improvement Plan.
- Lead in-service and school led activities.
- Organise English workshops for parents.
- Organise Book day/week.
- Audit resources annually (budget for resources are managed by each Year group leader).
- Control curriculum budget, order and update resources.
- Liaise with the English Governor.
- Review and update the English Policy.
- Write a long term overview linking the lessons taught in English to the national curriculum targets

Approved by Governors.....

Date: March 2019

Review date.....