

Blackmoor Park Infant School and Kindergarten



English Policy 2019

“Learning and Achieving Together”

Written By	Sarah Ware, English and Phonics Lead
Reviewed	November 2019
Date for review	July 2022
Signed Headteacher	<i>Jo Hitchmough</i>

1 Aims and objectives

1.1 Our English lessons develop children's spoken language, reading, writing and grammar and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our children to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our children are encouraged to read for pleasure and to read widely. Our teachers share their favourite 5 texts each half term with their class at a dedicated story session.

We use Read, Write Inc. for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children are heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. Parents are given clear expectations about reading at home.

We develop writing skills so that our children have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use drama and the narrative immersion approach to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences; on a weekly basis, our Writing Champions select a child in each class whose work demonstrates application of skills taught and effort to improve their content.

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', and 'response in role' drama techniques are used in literacy lessons aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child in Early Years and KS1 education.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-englishprogrammes-of-study/national-curriculum-in-england-english-programmes-of-study>

1.2 The aims of English are:

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama activities;

- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- to help children enjoy writing and recognize its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work.

2 Teaching and learning styles

2.1 At Blackmoor Park Infant School we use a variety of teaching and learning styles in English lessons, as recommended by the National Curriculum Framework. Our principal aim is to develop children's knowledge, skills, and understanding in English.

We achieve this through a wide variety of opportunities including:

- Daily lessons – following the teaching sequence
- 20 minute phonics lessons (Read, Write, Inc.) Children are phased for this (both within year groups and across key stage 1 for Y1 and Y2)
- Daily guided reading sessions
- Cross curricular links made to apply knowledge and skills.
- Home reading scheme (Bug Club and Oxford Reading Tree)
- Spelling, Punctuation & Grammar sessions.
- Handwriting lessons.
- Lexia Reading & Phonics program.

During these lessons children experience a range of whole-class, guided group or independent teaching and support, focused on individual learning programmes. They have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, word mats and phonic activities to support their work. Children use ICT in English lessons where it enhances their learning, as in drafting their work and using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

2.2 There are children of differing abilities in all classes at Blackmoor Park Infant School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies including differentiation. Additional adults provide support 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 Framework as the basis for implementing the statutory requirements of the programme of study for English.

3.2 The Unit Overviews are used as our Medium term planning – each year group covers a breadth of Fiction, Non-Fiction and poetry units.

3.3 Class teachers complete phased weekly planning for the teaching of English with basic skills as the focus. This lists the specific learning objectives for each lesson 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. Project learning and lessons are also planned and English application opportunities in Reading, Writing, Phonics and Speaking and Listening are planned for.

4 The Foundation Stage

- 4.1** We teach English in reception classes as an integral part of the school's work. The format for the daily lesson is similar to that used in the rest of the school. As the reception class is part of the Early Years Foundation Stage, we teach the English aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. We give all children 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 range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

5 Additional adults to support English

- 5.1** At Blackmoor Park Infant School volunteer readers are utilised to support children's reading. Parents, grandparents and carers attend a reading course to learn how to best support and encourage children when reading.
- 5.2** Learning Support Assistants work with children in many different capacities, such as guided reading with small groups, daily individual reading with children who need more support, intervention groups with different year groups at different times throughout the year and within class.

6 Contribution of English to teaching in other curriculum areas

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

6.2 Personal, social and health education (PSHE) and citizenship

English contributes to the teaching of personal, social and health education and citizenship. We encourage younger children to take part in class and group discussions on topical issues and through the delivery of the Jigsaw programme. In their science work they talk about things that improve their health and about rules for keeping them safe around the school. Planned activities within the classroom encourage children to work together and respect each other's views.

6.3 Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can give 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 texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

7 Teaching English to children with special needs

- 7.1** At Blackmoor Park Infant School we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into account the targets set for individual children in their Individual Play Plans.

Teachers provide help with communication and literacy through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using ICT, other technological aids and taped materials;
- using alternative communication such as signs and symbols;
- using translators and amanuenses.

8 Assessment and recording

- 8.1** Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers highlight pupil learning and progress closely to the National Curriculum Programmes of Study. They use these assessments to measure progress against the key objectives in Reading, Writing and Speaking and Listening, and to help them plan for the next unit or phase of work and for the next objectives for individuals or groups of children. Teachers assess and track each child on a tracking document where progress (or where more support for individuals or groups is needed) can be seen throughout the year. Teachers engage in detailed pupil progress meetings with SLT to track pupil attainment and progress throughout the year.

Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarize the progress of each child before discussing it with the child's parents. The next teacher also uses these long-term assessments as the basis for planning work for the new school year and they are discussed at transition meetings. These long-term assessments are made using end-of-year tasks and teacher assessments at the end of Year 2.

- 8.2** Teachers meet regularly to review individual examples of work against the national exemplification material produced by the QCA and the DfE.

9 Resources

- 9.1** There are a range of resources to support the teaching of English across the school. Big books are kept in a central area for each year group and reading schemes are displayed in an accessible area for all staff and children. All classrooms have a range of resources to support and challenge children, including dictionaries and a range of age-appropriate small apparatus. Classes have access to a tape/CD recorder and a range of audio texts. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet / e books through their classroom computer. Access to the Internet is also available in the Learning Lounge. The Learning Lounge contains a range of books to support children's individual research.

10 Monitoring and review

10.1 Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The leader reviews samples of the children's work and undertake lesson observations of English teaching across the school.

Signed: S.Ware

Date: Autumn 2019

Review Date: Summer 2022

