

# English Policy



School: Ingatestone Infant School  
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Reviewed by staff \_\_\_\_\_

Ratified by Governors \_\_\_\_\_

## English Policy

### Intent

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers and writers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures, and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

### Spoken Language

At Ingatestone Infant School we intend,

- to enable children to speak clearly and audibly in ways which take account of their listeners
- to encourage children to listen with concentration 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

### Reading:

At Ingatestone Infant school we intend,

- for children to become enthusiastic and motivated readers
- to develop children's confidence in reading a wide variety of genres and text types
- for children to have the skills to decode words to be able to read fluently with understanding of what they have read
- to encourage a love of literature and an enjoyment of reading for pleasure
- to use reading to provoke thought within children
- for children to discover that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they want to learn about, fuelling their own imagination

### Writing:

At Ingatestone Infant school we intend,

- to teach writing through a range of exciting stimuli including texts, film clips, artefacts, visitors, and meaningful real-life and first-hand experiences which we hope will excite the children and want them to record
- for our writing lessons to be designed so that they are ambitious for all our children
- to provide all children with the basic skills which will ignite their enthusiasm to enable them to be successful writers. The writing process is to be modelled regularly so that pupils see the adults as writers and are surrounded by quality examples of writing.

- for our children to have regular handwriting practice to allow them to write with a neat and legible style
- to provide the children with opportunities to develop a rich vocabulary that will help them bring their own writing to life

## **Implementation**

### *Planning*

English is a core subject in the National Curriculum. We use the New Framework as the basis for implementing the statutory requirements of the programme of study for English. We carry out the curriculum planning in English in three phases (long-term, medium-term, and short-term).

- The 2014 National Curriculum details the objectives we teach in the long-term for each year group.
- In our medium-term plans, teachers plan ‘text-based’ English units which work towards a longer writing outcome that is linked to reading, drama and other shorter writing tasks. There is a balance between fiction, non-fiction, and poetry. These plans give details of the main teaching objectives and ensure an appropriate balance and distribution of work across each half term.
- All teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives for each lesson and gives details of how the lessons are to be taught.

### *Teaching and Learning*

#### **The Foundation Stage**

We teach literacy in the reception classes as an integral part of the school’s work. As the reception class is part of the Foundation Stage we relate the literacy aspects of the children’s work to the objectives set out in the Early Learning Goals in the EYFS (Early Years Foundation Stage) document, which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a 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. The Twinkl Phonics programme is used to teach early phonic, reading and developmental writing skills. Children have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations including structured and child-initiated activities.

#### **Key Stage 1**

At Ingatestone Infant School we use a variety of teaching and learning styles in English lessons, as recommended by the 2014 National Curriculum, and supported by the principles of phonics being taught through Letters & Sounds. Our main aim is to develop children’s knowledge, skills, and understanding in English. In Key Stage One we do this through a daily lesson that has a high proportion of whole-class and group teaching. During these lessons

children generally experience a whole-class activity, independent or group work and a whole-class plenary session to review progress and learning against the success criteria.

### *Spoken Language*

At Ingatestone Infant School, we believe that speaking and listening form the foundations of all learning in English. In formal and informal situations, we create and facilitate opportunities for conversation, discussion and talk around learning. Our teaching is based on the principles of Pie Corbett's 'Talk for Writing' and therefore we strongly encourage children to be inquisitive and to share their thoughts confidently in a supportive environment.

What does this look like?

- Presenting in-front of an audience
- Reciting and reading aloud
- Re-telling, role-play and drama opportunities
- Listening to and participating in stories, poems, rhymes and songs
- Drama activities to enliven and enrich children's understanding of character
- Collaborative work and reporting back following group work

### *Reading*

Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. As children begin to read, we focus on decoding, primarily through phonics in addition to other strategies e.g. whole word recognition, rhyme and context. As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as re-telling, inference, and prediction.

What does this look like?

- Phonics is taught systematically following the Twinkl Phonics Programme. This begins in Reception in the Autumn term.
- Children participate in a whole class phonics session taught daily by a teacher and supported by a teaching assistant.
- Children in Y2 who didn't pass the Y1 phonics screening test will receive 1:1 or small group phonic support.
- Children are heard read 1 x weekly by a teacher, either individually or in guided reading lessons in ability groups.
- Some children are daily readers or are heard read a few extra times a week with a TA or parent helper.
- Children take home a decodable phonics book weekly linked to their phonics knowledge which can be read independently.
- Children take home a 'sharing' book that is shared with their family. This can be changed daily.
- Once children are fluent readers, they take home a banded reading book linked to their current reading ability rather than a phonics book.
- Children can access the classroom libraries at any time.
- Every class across the school is read to by an adult on a regular basis, fostering a love for reading through exposing the children to high quality literature. Teachers are

encouraged to choose challenging texts that will uncover new vocabulary and themes, opening discussions around the language of books

- Children have access to fun reading resources to help promote a reading culture, such as story sacks, story telling chair and small world characters.

### *Writing*

At Ingatestone Infant School we strive to create an environment that will promote writing.

What does this look like?

- All writing is linked to a text which is chosen at the start of a unit.
- The writing unit begins with a ‘hook’ which introduces the children to the new topic and gets them excited about writing.
- We follow a Talk for Writing approach.
- Shared Writing is used for teachers to demonstrate writing, including the thought processes that are required. Teachers should make explicit references to genre features, as well as word and sentence level work within the context of writing. Pupils contribute to the class composition by sharing their ideas with partners, in small groups or using individual white boards.
- Grammar is taught progressively and follows the progression maps.
- Genres are planned throughout each year group and children learn the features and how to write in that style.
- Writing builds up in small sections over the unit.
- Writing is displayed all over the school on writing displays.
- Teachers provide regular helpful verbal feedback.
- Time is planned into units for children to edit their work with the support of an adult
- KS1 children are taught new spellings through the Twinkl Phonics programme. These are linked to curriculum objectives. In addition to this, Key Stage 1 focus on year group common exception words.
- We link handwriting to common spelling patterns.
- In reception, there is a big emphasis upon fine motor skills, and we use a range of resources to practise these basic skills such as Dough Disco and Squiggle While You Wiggle.
- We use pre-cursive script and encourage children to join their writing as soon as they are forming their letters correctly. Reception children starting in 2022, will no longer be using pre-cursive and will be taught simple print formation.
- Extra handwriting groups occur in classes throughout the school where the class team feel that additional handwriting support is needed.

### *Inclusion*

We aim for all children to participate in mainstream lessons. Some children will need extra help and their progress may be ‘monitored’ as a first step to identifying that they may have additional needs. Should they make insufficient progress they will move on to School Support which will lead to the creation of a One Plan for these children. The One Plan may include, as appropriate, specific targets relating to English and this is agreed and monitored by the SENCO, class teacher and parents during regular review meetings.

In planning work the teachers will aim:

- to provide breadth and balance of language activities for all children
- to provide a scaffolded English curriculum to meet the needs of all the children through the continuity of experiences
- to set suitable learning challenges for individuals or small groups of children
- to respond to pupils diverse learning needs
- to liaise with the SENCO to ensure that provision is made for all children with SEND
- to relate activities for SEND children to their individual targets and personal plans
- to overcome potential barriers to learning and assessment for individuals and groups of pupils
- to identify vulnerable groups who are not making expected progress and provide appropriate support.
- to provide for pupils with English as an additional language. Teachers should both differentiate planning for these children but also allow them the time to be immersed in the language, modelling high quality talk at every opportunity.

### Assessment

Teachers assess children's work in English using a variety of formative and summative assessments.

- The informal short-term assessments that teachers make as part of every lesson help teachers to evaluate and adjust their daily plans. Teachers match these short-term assessments closely to the learning objectives.
- Teacher assessments are recorded half termly. This tracks if children are working to/at/exceeding end of year expectations. Pupil review meetings enable the class teacher and English leader to identify target children and discuss additional support and interventions to support those children's progress.
- Long-term assessments are made from the on- going teacher assessments. Children undertake the national tests at the end of Year 2 to confirm that the Teacher Assessments reported as SATs are appropriate. The year 1s carry out a phonic screening in June. Regular checks are carried out throughout the year using past phonic check papers. This informs the class teacher exactly where the children are and where support must be given to ensure all children pass the screening.
- The Foundation Stage carry out the nationally approved baseline within the first half term of the academic year which provides data relating to early vocabulary, phonological awareness, and early comprehension. Throughout the year, the teachers assess against The Early Years Foundation Stage Profile to inform planning and highlight where any interventions may be necessary. This data is collated at the end of the year by the teachers to determine if a child is emerging, expected, or exceeding in writing and reading but it is no longer a legal requirement to send EYFS end of year data to the local authority.

### Monitoring and review

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 completes an annual monitoring report evaluating the subject and indicating areas for further improvement for the School Development Plan. The named governor responsible for English meets with the subject leader to review progress. We use School Development Planning to report progress and improvement to the Governors' Curriculum Committee. Staff meeting time should be allocated for book scrutiny. This allows the subject leader to closely monitor progress in English across the school.

### Impact

Through engaging lessons, we aim to foster a love of English and language and an enjoyment of learning. Pupils will make good progress from their own personal starting points. Children who have gaps in their knowledge receive appropriate support and intervention. We challenge children of all abilities, and they are encouraged to have a growth mind-set and to develop the skills of perseverance and resilience.