Farnborough Road Infant School

English Policy

“Learning, caring and achieving together”

Aims and objectives

The English curriculum develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are able to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of 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.

Our objectives in the teaching of English are:

- to enable children to speak clearly and audibly, and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech to a variety of audiences.
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities;
- to help them to become confident, independent readers, through an appropriate focus on word-, sentence- and text-level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- to foster the enjoyment of writing, and a recognition of its value;
- to encourage accurate and meaningful writing, be it narrative or non-fiction;
- to improve the presentation of their work.

Teaching and Learning style

At Farnborough Road Infant School, we use a variety of teaching and learning styles in our English lessons recommended in the National Curriculum 2014. Our principal aim is to develop children’s knowledge, skills, and understanding.

- In Nursery we introduce the class to sounds in a variety of ways; through activities which build up gross motor strength and skills to support children as they move on to fine motor work and letter formation when ready.
- In EYFS and Year 1 we introduce skills in whole class and small group guided reading and writing sessions. English lessons run alongside continuous provision activities allowing the children to work and learn through play and independently consolidate skills previously introduced.
- In Year 2 a daily English lesson includes either a whole-class reading or writing activity or a whole-class focused word or sentence activity and a guided group or independent activity. Whilst there is a high proportion of whole-class and group teaching, the independent activity gives an opportunity to talk and collaborate, and so embed and enhance their learning.

Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources such as dictionaries, thesauruses and phonic games. In Year 1 teaching of English follows the Year 2 format in the Summer Term as we support the children’s transition to their new year group. Children use ICT in English lessons where it enhances their learning e.g. in drafting their work or in 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.

In all classes, children have a wide range of abilities, and we seek to 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. In some lessons, we do it through differentiated group work, while in others, we ask children to work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support children, and to enable work to be matched to the needs of individuals. English targets are set for each child throughout the year.

**Dyslexia Friendly – because every child matters**

Dyslexia is a specific learning difference, which may cause difficulty in the acquisition of certain skills.

In the context of this policy the school will:

- Put the appropriate support and resources in place.
- Provide relevant training for all staff.
- Support parents in developing their understanding of our approaches at reviews and coffee mornings for support programmes.
- Listen to the views of pupils and parents.

Teachers will:

- Model a variety of recording methods.
- Value pupil’s approaches to recording their work.
- Give pupils the choice to record their understanding in a variety of ways eg mind map, story board, flow chart, role play, ICT and ‘tell me’.
- Use the language of success and have high expectations.
- Use fewer words and more visual and tactile examples as appropriate; organise displays to maximize visual prompts for pupils.
- Make good use of eye contact.
- Monitor frequently for understanding.
- Use more colour, movement and pictures.
- Limit the number of concepts introduced at one time.
- Differentiate homework appropriately.

**English curriculum planning**

English is a core subject in the National Curriculum 2014. We use the curriculum 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 National Curriculum 2014 details what we teach in the long-term. Our yearly teaching programme identifies the key objectives in English that we teach to each year group.

Our medium-term plans, which we also base on the National Curriculum, give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for reviewing these plans.

Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives and expected outcomes 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.

We plan the activities in English so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

**The Foundation Stage**

We teach English in Reception classes as an integral part of the school's work. Children are taught some aspects of Communication, Language and Literacy as a whole class and some in small groups as appropriate to the needs of the children. As the reception class is part of the Foundation Stage of the New National Curriculum, we relate the English aspects of the children's work to the objectives set out in the
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Early Learning Goals, which underpin the curriculum planning for children from birth 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 vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

In the Nursery children are taught a daily phonics session based on phase one letters and sounds activities. Statements from EYFS are used to assess children's progress in Communication, Language and Literacy.

(Also see Foundation Stage Policy).

Reading
We aim for our children to become confident, independent readers through offering a range of reading opportunities and a variety of reading matter and genre.

Nursery
Children in Nursery are introduced to sounds around them in the environment. This leads on to the introduction of letter shapes and sounds as appropriate to the individual child.

Foundation Stage
Children in Reception are taught to link sounds and letters through the Jolly Phonics scheme, to aid with the decoding of words when reading. Children are encouraged to read a variety of phonics based cards, captions and texts with support in the class and to repeat at home to encourage fluency. Reading is taught using a variety of phonics based texts and other schemes/texts/genres are used to develop and support the children's reading. These are all colour coded using the Book Banding system.

To introduce a growing sight vocabulary and to support the reading of common exception words children are introduced to the characters within the Oxford Reading Tree reading scheme alongside Book Band Words. Shared reading then goes on to include the first big books and the key words associated with each text. Children are encouraged to read aloud within whole class and small groups when books are shared.

Key Stage 1
Children in Key Stage 1 continue to read using a variety of phonics based texts and through the Oxford Reading Scheme. There is a wide variety of fiction, non fiction, poetry and dictionaries for the children to read as well as texts which are accessible through digital platforms such as computers and iPads. The variety of resources allows children to consolidate what they know and adds breadth to their reading, building confidence and fluency.

- Year 1 continues offering English within the continuous provision of a year one classroom. Children experience reading as part of a whole class using big books or ICT texts. In weekly guided reading sessions, each child reads with the class teacher and discusses the text content and the vocabulary, connectives, openers and punctuation they encounter.
- Year 2 timetable a daily English lesson, children read to the class, a partner or small group or indeed to themselves. They are encouraged to add expression to their reading and to display clear comprehension of what they have read through questioning by the teacher. In weekly guided reading sessions, each child reads with the class teacher and discusses the text content and the vocabulary, connectives, openers and punctuation they encounter.

The reading resources are available in a well organised central resource area and this has been added to significantly to ensure children have access to a wide variety of texts at their reading level.

Read to Succeed
Read to Succeed is our FRIS reading initiative which bridges the gap between reading in school and at home. Children at FRIS are expected to read for 10 minutes a day, five times per week at home. The increase in frequency not only impacts on children's ability but it helps to embed a daily reading habit, as well as helping to foster a love of reading in our children. Each class has its own 'reading dog' (a stuffed toy dog which goes home daily with different children). The children read to the dog as a reward or an
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Incentive. In addition to this, every half term 6 children from each class are chosen to read with ‘Archie’ the real reading dog in our school library. This is a wonderful experience for the children across the school and helps to keep children motivated to read daily.

Handwriting and Presentation
At Farnborough Road Infant School we aim to promote the importance of good presentation and legible, well formed handwriting. Children are encouraged to take pride in their work and are reminded about the importance of presentation by adhering to our schools ‘Presentation Expectations’. This is a sheet which sets out our standards of presentation for written work and it is placed at the front of the English books. This is shared with the children from Reception and in Key Stage 1 and they sign it as an agreement to meet these high standards.

Foundation Stage
Before the children begin to write, mark making with different tools and with varied mediums supports the gross and then fine motor skills required to begin to pick up a pencil and write freely.
In the Foundation Stage the focus is on providing a variety of activities which aim to develop pencil control, letter formation, word spacing and left to right orientation. Writing areas are in each classroom and a variety of writing opportunities are provided in other areas e.g. role play area and in the outside learning space. Children are encouraged to hold writing tools in the correct way and correct grip is actively encouraged by all staff.
Letter shape is taught alongside phonics teaching through the ‘Jolly Phonics’ scheme. Visual aids and rhymes have been introduced to the teaching of phonics to help with correct letter formation. Children are taught to form letters with a ‘flick’ ready for joining at a later stage.

Key Stage 1
Once letters are correctly formed and orientated, joining is taught in formal and structured handwriting lessons. These are short sessions in which correct starting position and letter formation is directly taught by the teacher. We use the ‘LetterJoin’ software in to support class teaching and this is also accessible for children to use at home on iPads.

Phonics/Spelling
The ability to spell correctly is an essential life skill. It is a developmental process of learning to apply different strategies appropriately.
Through the teaching of phonics and spelling we aim to
- Enable the children to write independently
- Encourage creativity and the use of more ambitious vocabulary
- Develop and teach children to use different strategies for spelling with confidence.

Foundation Stage
Sounds are introduced in a daily phonic session using the ‘Jolly Phonics’ scheme at a fast pace. The children then move on to spell simple words using the sounds that they have been taught. The children learn to say and blend sounds together to read words and to segment words using the letter sounds to spell words correctly.

Children are also introduced to common exception words through our reading scheme and through spelling homework. These are called our ‘Book Band Words’ and they are colour coded. The children progress through each stage as they read the relevant reading books.

Key Stage 1
A daily phonics lesson is also taught in Years 1 and 2. Each year group is split into four differentiated groups allowing teaching of phonics to support children’s specific phonic needs. This lesson builds on the phonic work from Reception. Children are encouraged to blend sounds to read words and segment them to write them.
Children are taught spelling to meet the requirements of the National Curriculum as a whole class. They are expected to learn spelling from the relevant phonics based list for their year group.
Specific spelling practice and homework is planned around individual children's ability and words are based on particular phonic patterns and common exception words being used in each phonic group. Children from both Reception and Key Stage 1 are taught strategies to help them to learn independently. These involve learning common exception words, sounding out when appropriate, making trials and using the Look, Say, Cover, Write, Check method.

**Spelling and Grammar**
The requirements of the 2014 National Curriculum for the teaching of Spelling and Grammar are built into the weekly plans for Key Stage 1.

**Writing**
We aim for our children to become confident, independent writers through offering a range of guided and independent writing opportunities.

**Foundation Stage**
Children are initially taught how to form letters correctly through first using large actions and through a variety of gross and fine motor activities ‘Motor Magic’. Children will move on to form the letters to write their own names and then on to writing simple words and phrases appropriate to the individual child. Children are then taught to use their English skills to begin to write a wide variety of words and combine them into simple sentences. Repetitive sentence work encourages the children to use phonic strategies to write in guided writing sessions and to write independently through a variety of role play opportunities.

**Key Stage 1**
Children are taught to write for different purposes and in a variety of genre. A weekly guided writing task focusses on key English skills. The classes are then encouraged to consolidate skills taught in a variety of independent writing opportunities throughout the week. Children write at greater length and with an increased stamina combining spelling, phonic and grammatical knowledge to display their English skills

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

**Mathematics**
The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. They are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

**Personal, Social and Health Education (PSHE)**
English contributes to the teaching of PSHE by encouraging children to take part in class and group discussions on topical issues. Older children also research and talk about topical events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views. Circle time provides the opportunity to discuss serious issues, listen to others and take turns.

**Spiritual, Moral, Social and Cultural Development**
The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts bring them into
contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

English and ICT

The use of ICT, with clear learning objectives, will promote, enhance and support the teaching of English. It also offers ways of impacting on learning which are not possible with conventional methods, e.g. interactive and non-linear stories.

ICT is used at whole-class, group and independent levels. The screen projection of text enables it to be read and shared. The projection of a word processor permits the writing process to be modelled effectively. A wide variety of text types are available digitally to encourage the framing of explicit questions. Word banks or word grid software speed up recording. Software is used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers). A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website).

English and inclusion

At our school, we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with learning needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Learning Support; Disability Discrimination; Gifted and Talented Children.

If progress falls outside the expected range our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against age related expected levels. This ensures that our teaching is matched to the child's needs.

Pupils who require intervention which is “additional to” or “different from” the well-differentiated curriculum offered to all pupils in the school i.e. they have a special educational need will receive additional intervention (SEN support) and will have an Individual Education Plan (IEP). The IEP will include specific targets relating to English.

We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (e.g. a theatre trip) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Teaching assistants provide help by using:

- texts that children can more easily read and understand;
- visual and written materials in different formats;
- ICT, other technological aids and taped materials;
- Alternative communication, such as signs and symbols.
- 1:1 support in class or small group.
- Intervention programmes and Speech and Language programmes.

Assessment for learning

Teachers assess children's work in English as part of every lesson helping them to adjust their daily plans and matching these closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. The children know this as ‘Next Steps’ and recognise that these are crucial in supporting them as they move on in their learning. Children are encouraged to talk about their work and make judgements about how they can improve their own work and what their next steps will be. Formative assessment also informs targeted group work to ensure progression. Children’s progress is tracked closely (see individual targets in books) and attainment is stored digitally using Target Tracker in EYFS and KS1.
In Key Stage One Age Related Expectation Bands are shared with the children and the parents. At the end of Key Stage 1, children are formally assessed by Statutory Tests, which support Teacher Assessments in English. All parents receive an annual report on their child’s progress, including Key Stage One Assessment outcomes, and have the opportunity to meet the teacher to discuss the report. All children regularly receive English homework which helps inform parents of the type and level of work being done in school.

**Resources**

There is a range of resources to support the teaching of English across the school both in classrooms and in shared spaces. All classrooms have access to dictionaries and a variety of age-appropriate resources. All classrooms have a selection of fiction and non-fiction texts within accessible book boxes or trollies. Children have access to the Internet through their classroom computers. Access to the Internet is also available in the ICT suite. There are a variety of phonic based texts available on the R-drive to support whole class shared reading and phonic work. We have a dedicated library which contains a range of Fiction and Non-Fiction books to support children's individual research and provide opportunities to take a library book home on a weekly basis. We have a very large selection of fiction/non-fiction and poetry books stored in a newly constructed guided reading book area. We have a large range of phonic based texts within our guided reading resources. The main scheme is supported with other schemes to provide variety and breadth. All are colour coded using the Book Banding system. Books are updated and/or replaced on a regular basis to ensure quality of content. Care is taken when purchasing texts, taking into consideration equal opportunities and diversity. The aim is to support children from a variety of family structures.

**Monitoring and review**

Planning takes place in year group meetings. The coordination and monitoring of the English curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in English and by providing a strategic lead and direction for this subject;
- gives the head teacher a termly report which evaluates the impact made on the SIP Action Plan and indicates areas for further improvement;
- uses release time to monitor and review evidence of the children's work, observe English lessons across the school and talk to pupils.

A named member of the school's governing body oversees the teaching of English. The English governor meets regularly with the subject leader to review progress.

This policy will be reviewed regularly.

**Updated May 2018**

Signed  Date  Headteacher.

Signed  Date  Chair of Governors.