



English Policy

At Audley Infant School we are passionate about the teaching and learning of English. We believe that reading, writing, speaking and listening are fundamental skills within the curriculum, which enable pupils to express themselves creatively and imaginatively, to communicate effectively and confidently with others and to participate fully in the communities and society in which they live. Our aim is to provide all pupils with creative, inclusive and exciting opportunities for learning and to motivate and inspire them to achieve to the very best of their abilities.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document, The English Framework and in the Communication, Language and English section of the Curriculum Guidance for the Early Years Foundation Stage.

FOUNDATION STAGE

In the Foundation Stage we believe that communication and language, with opportunities to explore reading and writing, underpin children's future learning. The practice in Foundation Stage will follow the Foundation Stage Curriculum, where children are provided with challenging, playful opportunities across the Prime (communication & language) and Specific Areas (reading & writing) of learning and development.

In the Foundation Stage there are adult led and child initiated activities that include:

- Giving the children a wealth of opportunities to develop and experience speaking and listening, aiming to stimulate their early interest in English by exploiting play, story, songs and rhymes, by providing lots of opportunities and time to talk with children about their experiences and feelings.
- Experiences that develop gross and fine motor skills through play and handwriting activities.
- Sharing and enjoying a range of rhymes, songs, film clips, stories and books.
- Immersion in a print rich environment with opportunities for oral language and written communication e.g. differentiated phonic activities, writing area
- Focusing on group activities that teach children early communication language and English skills, using daily phonics and guided reading/writing sessions.
- Big book activities with shared reading and writing focuses.
- ICT activities to enable access to texts and language activities.

KEY STAGE ONE

In Years 1 and 2 children learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm and confidence. They use language to explore their own experiences and imaginary worlds.

The teaching of English in KS1 includes:

- Explicitly taught and planned sessions following the guidance and objectives of the English Framework.
- Speaking and listening activities, e.g. role play, pair talk, drama and hot seating in order to prepare pupils for the writing process.
- Activities that focus on word level work with explicit teaching of phonics, spelling and text level work, using a range of genres, will develop comprehension and composition skills and the understanding of print.
- Basic skills sessions to develop sentence level work led by quality texts to develop grammatical awareness and punctuation skills.

- Letter formation and handwriting taught and modelled.
- Appropriate assessments that are shared with the children to inform their learning and support the planning of further tasks.
- Immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication.

READING

At Audley Infant School, we believe in developing a reading culture throughout the school by creating welcoming book areas in classrooms, a school library which hosts a variety of reading genres, and raising the profile of reading through a print rich environment, attractive book displays and promoting the written word at all times. High priority is given to reading throughout the school. Children are placed in ability groups for guided reading and read a wide range of reading books. This method of guided reading ensures children are taught a range of reading skills which they practice at school and home. Guided reading takes place every week focusing on the targets for the group. The children are taught basic skills for reading to enable them to apply these skills when reading independently. Children are able to take home a reading book to read with their parent/carer. Parents can make a comment in their child's home-school reading diary on how their child reads.

Reading is taught through:

1. Whole class reading that develops listening skills, a love of story and reading for pleasure. This is teacher led reading with children listening and responding to questions, predictions and vocabulary choices as appropriate to the level of the children. In all year groups this happens on a daily basis.
2. Shared reading that immerses children in the pattern of story and features of text types. This happens in English sessions when introducing text and prior to writing. The teacher models as an expert reader and draws out the key elements of the content.
3. Guided reading that targets children's reading skills. Guided reading takes place in small groups with teacher/TLA input using a levelled text. Books used for guided reading are book banded to ensure children are reading appropriately levelled texts.
4. Independent reading in school and at home. Books are sent home with the child's home-school diary to help communicate progress and targets with parents.
- 5 The reading environment - children are encouraged to interact with displays, to follow instructions and signs, promoting functional language.
- 6 The school library - This provides reference and reading materials for children and teachers. Library sessions are planned for all classes to visit the library and access its resources.

WRITING

We believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have the potential to be successful writers. Immersion in reading, talk and preparation for writing is essential to the writing development process.

Writing is taught through:

1. Shared writing that is modelled by the teacher as the expert writer with contributions from the children. This is teacher-led writing with children watching and contributing ideas. Shared writing is not exclusive to English sessions and can be taught within Foundation subjects. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, text level skills or other key strategies needed in writing. Not all of these can be modelled in one session, but the teacher as the expert writer leads the cumulative writing process.
2. Guided writing that targets children at their point of writing. Guided writing takes place in small groups with a teaching focus using targets and writing already modelled. The main part of the session is spent by the child writing with the adult intervening as appropriate. In Foundation stage the child receives more individualised support from the teacher at the point of writing or mark making. During this guided session, the teacher supporting the group will share targets achieved and for improvement and mark the child's work according to the whole school marking policy.

3. Opportunities for developmental writing. In Foundation stage children should experience writing in a range of settings and opportunities for developmental writing should be available through all areas of learning and throughout the learning environment.

Children's own attempts at early writing should be celebrated and promoted, alongside the direct teaching of the key skills that will enable the children to progress through the stages of writing development.

4. Independent writing. Throughout the school children need opportunities to develop their confidence and practise their writing skills. All writing activities should have a purpose, and quality should be promoted through book making, publication or presentation to another audience. Independent writing is supported through the use of dictionaries, thesauruses, word banks, writing frames or plans and alphabet cards.

5. Writing environment. The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms should have attractive and well-equipped resources for writing that children can access through a writing area or table. There should also be opportunities for writing in the role play area. Other opportunities for writing are planned for and accessible throughout the learning environment and school day.

SPEAKING AND LISTENING

In line with the English Framework, we believe that speaking and listening is fundamental to children's development and that confidence in this area is essential to be successful. These oral skills are directly taught, modelled and sensitively encouraged in whole class and small group settings. Opportunities across the whole curriculum are planned for and developed. Children are encouraged to play an active part in presentations, topic talks, group discussions and productions. Digital videos and photos are a means of capturing progress keeping records and celebrating activities.

THE ROLE OF THE SUBJECT LEADER:

The role of the subject leader involves:

- * Modelling good practice and inspiring teachers to deliver a motivating and exciting English Curriculum.
- * Being responsible for the upgrading and ordering of resources and arranging for their storage.
- * Keeping up to date with recent English developments and new initiatives and ensuring staff are informed.
- * Auditing and supporting colleagues in their CPD.
- * Monitoring the quality of the Learning Environment.
- * Monitoring planning and supporting teachers with plans and using resources.
- * Organising an annual 'Book Week' and book fairs in collaboration with other staff;
- * Updating the school policy when necessary.
- * Creating an action plan that highlights areas for development.
- * Sampling children's work.

ASSESSMENT, RECORDING AND REPORTING

We use assessment to inform and develop our teaching. Topics commonly begin with an assessment of what children already know.

As a school we use Classroom monitor and Pivats to assess and level children's writing and reading. Targets are then set and discussed with children so that they are clear how they can make further progress. Progress and levels in reading are also recorded during the Guided reading sessions. Both these assessments are used to inform planning and to target teaching to the needs of the children as well as to track progress. Formal assessments across the school are monitored regularly in teams during monitoring sessions with other teachers - to check assessment is fair and to record results for tracking. Classroom monitor is used to record and track children's progress. Daily marking of children's writing is also completed by the teacher in line with the agreed marking policy of the school. Children in Year 1 take a phonics test in June, to check their phonic knowledge and decoding skills. In Year 2 children take their SATS in May and are tested in Grammar, Punctuation and Spelling, Comprehension and

Reading. Reports are completed before the end of the Summer term. Teachers use the information gathered from their half termly assessments to help them comment on individual children's progress.

CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

SPECIAL EDUCATIONAL NEEDS

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Where applicable children's IEPs will incorporate suitable objectives from the English Framework and teachers will keep these objectives in mind when planning work. Support staff work collaboratively with the class teacher to provide additional support where needed. In some instances withdrawal of individual children or small groups may be more appropriate. Gifted children will be identified and suitable learning challenges provided.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. We select books that appeal to both genders and represent a range of cultures and disabilities.

Member of staff responsible: Sereena Khan
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