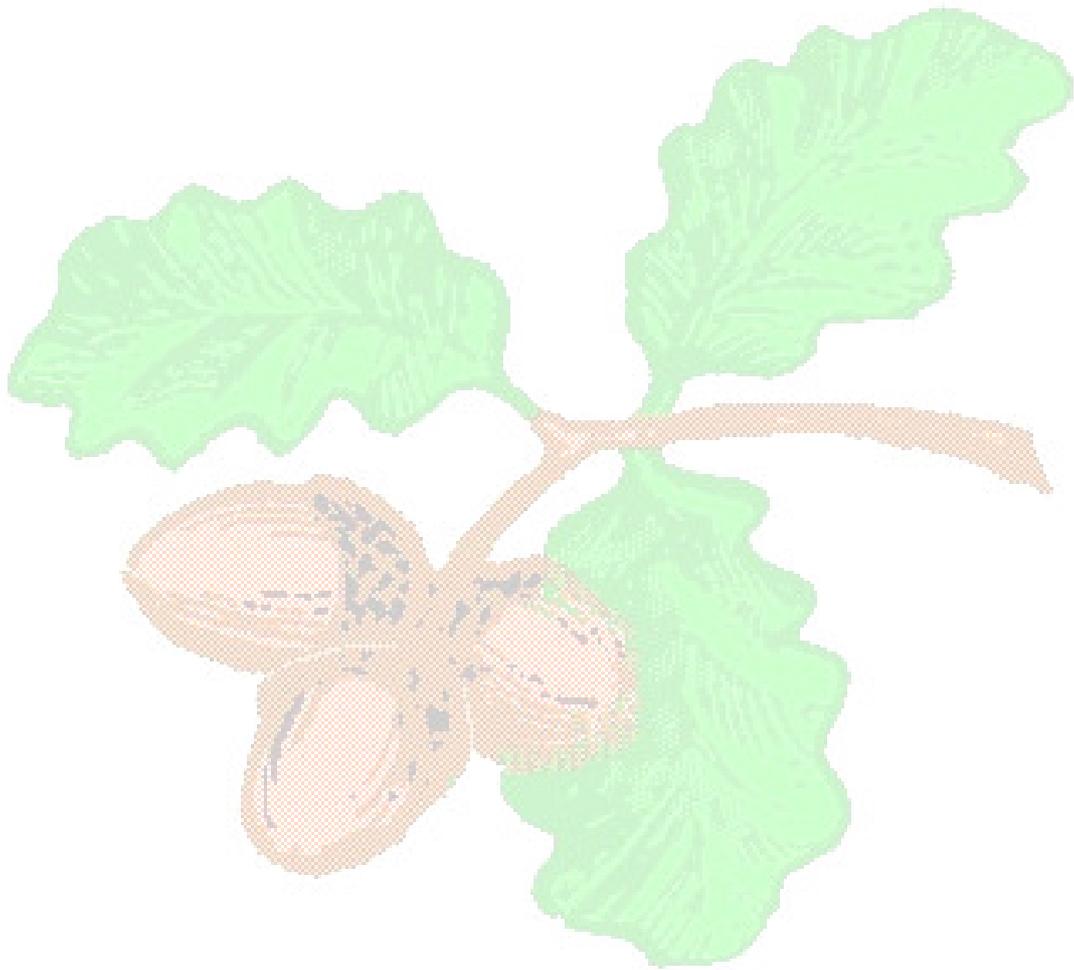


**Churchfields Infants' School,
Nursery Unit
& Language Facility**



**English
Policy**

English Policy

Policy Statement

Churchfields Infants' School staff believe that children's progress, in all areas of the National Curriculum, depends upon their ability to use and understand language. We are aware that children enter school with a variety of language experiences, which we foster and develop. We also recognise that language is crucial to children's cognitive, social, emotional and academic development.

This policy describes our aims and our practice and is defined by current national guidance on what 'best practice' is, CPD, staff discussion and professional judgement.

We aim:

- To provide a language rich literacy environment that promotes and creates a climate in which reading is highly valued;
- To develop in pupils an interest in and a love of books and literature, that will not only support their learning across a creative curriculum but also enrich their lives;
- To teach children the craft of writing in order to develop in children the confidence and skills to write well for a range of purposes and audiences;
- To teach spelling, handwriting and grammar, in order to liberate creativity;
- To foster in pupils the confidence, desire and ability to express their views, opinions and ideas both orally and in writing;
- To ensure children's writing, reading and speaking and listening skills are developed in line with the National Curriculum, the Primary Framework for Literacy and the EYFS;
- To make cross curricular links where possible;
- To encourage parental involvement in their children's literacy development;
- To value and celebrate diversity in culture and language.

Equal Opportunities

We aim to ensure that all children attain their full potential regardless of ability, religion, race, gender or class.

Resources will reflect the diverse population of our multi-cultural society. Books and displays will portray positive images of men, women, people from different cultures and religions and those with disabilities.

Special Needs

We aim for all children, where possible, to participate in whole class lessons. Work is differentiated and where necessary extra support is in place for children with SEND including an IEP and adult support.

- The ELS programme provides support for children who have been identified through the ISP, as needing further support.
- The SEND coordinator, EAL teacher, language facility coordinator and class teacher will work together to provide differentiated work and to monitor progress.
- Social skills groups are organised to enable language and communication development.

Objectives

In Foundation Stage and Key Stage 1 the teaching of early reading and writing skills and understanding is supported by Jolly Phonics, Letters and Sounds and Progression in Phonics (see programme handbook for the sequence of learning). Systematic, active, multi-sensory phonic work, matched to developing abilities are a matter for professional judgement based on observations and assessments of children's capabilities.

To fulfil our aims we will teach the following skills, which are in line with the National Curriculum and Primary Literacy Strategy. Children in the Foundation Stage will follow the guidance of the EYFS: Communication, Language and Literacy:

Speaking and Listening

Role play and drama provide immediate routes into the fictional world of a story and allow children to explore texts actively. Children can put themselves into a particular character's shoes and imagine how things would look from their point of view. Through drama and role-play children imagine characters' body language, behaviour and tones of voice in ways that they can draw on later, when they write.

- To develop a rich and varied vocabulary that will support their learning across the curriculum;
- To have the confidence to take risks in using new vocabulary;
- To speak confidently, fluently and clearly for a range of purposes and audiences;
- To actively listen to others and respect their opinions;
- To develop subject vocabulary associated with the wider curriculum;
- To use language to imagine and recreate roles and experiences;
- Explore familiar themes and characters through improvisation and role-play, in small and large groups.

Reading

We recognise reading as a socially engaging activity and that there is a strong association between reading for pleasure and reading achievement.

- To value and use books as a basis for learning, pleasure, talk and play;
- To have access to high quality books, with an emphasis on multimodal, media and ICT;
- To know that texts can be presented through a variety of media;
- To extend and develop understanding, as well as creativity and imagination, by exploring texts in a wide variety of ways and settings (drama, art and cross curricular links);
- To be able to use a full range of independent strategies and reading cues (phonic, graphic, syntactic, contextual) to monitor reading and correct mistakes and to develop the ability to read with confidence, fluency and understanding.
- To become critical readers, who participate in 'book talk;'
- To begin to know and understand a range of genre in fiction and poetry, and understand and be familiar with some of the ways narratives are structured through basic literacy ideas of setting, character and plot.
- To begin to understand, use and be able to read a range of non-fiction texts, using contents, glossary, index and search engine, to support work across the curriculum.

Writing

“If you do not want to read then you are unlikely to be someone who wants to write; for writing stems from reading.” Philip Pullman

Through the teaching of creative, visual literacy we strive to create an environment that enables our pupils to become confident and enthusiastic writers.

The four main ways of approaching texts will be:

- characters and settings
 - themes and issues
 - plot and structure
 - language and style
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- To draw upon their experiences, in and out of the classroom, as a basis for their writing;
 - To use the quality texts read to them as inspiration for their own writing;
 - To develop a range of descriptive (adverbs, adjectives) and technical vocabulary (cross curricular links) that can be used in their writing;
 - To be able to spell accurately and to have a range of strategies for tackling unknown spellings;
 - To have fluent and legible handwriting. By the end of Year Two children should be writing with a joined, legible handwriting style;
 - To be able to write a range of non-fiction texts;
 - To begin to plan their own work.

Teaching Approaches

Staff will make the use of group, collaborative and independent approaches and a wide range of teaching strategies to engage and challenge pupils:

- Reading aloud and rereading - storytelling techniques not only enhance children’s speaking and listening skills, they help change children from superficial, deceptive or even inattentive listeners into more participatory and reflective listeners and learners who may also become more creative thinkers.
- 'Tell Me' (Aiden Chambers) - booktalk (what do you like, not like, are there puzzles, patterns, what questions would you ask?)
- Reading Journals (class or individual) – giving pupils the chance to respond to their books
- Role play and drama
- Storytelling
- Visual approaches - time spent focusing on illustration can contribute to children’s ability to read for meaning, express their ideas and respond to the texts they encounter.
- Drawing, mapping, annotating
- Shared writing - shared writing is possibly the most important way a teacher can show children how writing works and what it’s like to be a writer.
- Debate and argument (conscience alley)
- Writing in role

- Bookmaking including computer generated books
- Book-based games
- Literacy will be planned over two, three and sometimes four week periods.
- There will be focused planning for the teaching of phonics and handwriting.
- The practice of reading to the class will be seen as a strength:

“Reading aloud to children may be the single most important thing a teacher does.”

Anne Thomas

“When someone reads aloud, they raise you to the level of the book. They give you reading as a gift.”

Georges Perros (Rights of the Reader by Daniel Pennac)

- Adults will hear children read independently and in guided reading.

ICT

ICT may add value and support many aspects of literacy learning through the use of:

- Audio
- Digital images
- Interactive whiteboard
- Multimedia
- Online collaboration
- Online resources
- Proprietary software
- Video
- Word processing

<http://www.standards.dfes.gov.uk/primaryframework/literacy/ictapplications>

Children will be shown how information technology can be applied in their written work and will be given the opportunities to explore these possibilities as appropriate.

Assessment

Reading and writing assessment focuses will be used to help judge the learning outcomes of the pupils. They will enable us to:

- refine learning targets for individuals and groups within the class,
- identify gaps in teaching and learning and adjust planning,
- plan next steps based on the diagnostic information that emerges.

Teachers will make focussed observations and track individual children in the Foundation Stage and will use informal notes from both the teachers and TA's to complete the Foundation Stage Profile. The data sheet will be passed onto the new class teachers.

Years 1 and 2 use the key objectives for their year group to record progress in reading and writing.

Each term in Year 1 and 2 a significant piece of writing will be moderated for each child.

At the end of each year parents receive a written report on their children's progress in English and areas of development are highlighted.

In addition to making reliable summative judgements, assessment practice is also concerned with the day-to-day interactions between teachers and children that are designed to support the next steps in learning. Assessment strategies should:

- make explicit to children what counts as good work;
- help children know and recognise standards;
- encourage children to think and reflect on their own learning;
- involve children in evaluating their own and others' work; and
- recognise the emotional aspects of assessment.

