

**CHURCHFIELDS INFANTS' SCHOOL,  
NURSERY UNIT AND LANGUAGE FACILITY**

**ENGLISH POLICY**

**Curriculum**

**Early Years Foundation Stage**

“Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured”

**Listening and Attention**

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding**

Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

**Speaking**

Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

**Physical Development**

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

[Early Years Development Matters \(revised 2014\)](#)

**Key Stage 1**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

[National Curriculum English \(revised 2014\)](#)

## Aims

### **Early Years Foundation Stage**

We recognise each pupil as a **unique child** who reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- Playing and exploring – engagement with their environment through finding out and exploring; playing with what they know; being willing to ‘have a go’
- Active learning – motivation, demonstrated through being involved and concentrating; keeping trying; ‘enjoying achieving what they set out to do’
- Creating and thinking critically – thinking, characterised by having their own ideas; making links; choosing ways to do things

Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers. We aim to provide enabling environments which value all people, value learning; and which offer stimulating resources, relevant to all the children’s cultures and communities; rich learning opportunities through play and playful teaching and support for children to take risks and explore.

### [Development Matters in the EYFS](#)

### **Teacher Assessment Framework at the end of Key Stage 1- Writing**

#### **Working at the expected standard**

The pupil can write a narrative about their own and others’ experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or/and/but) and some subordination (when/if/that/because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words
- spelling some words with contracted forms
- adding suffixes to spell some words correctly in their writing, e.g. *-ment, -ness, -ful, -less, -ly*
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- using spacing between words that reflects the size of the letters.

### **Working at greater depth within the expected standard**

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words
- spelling most words with contracted forms
- adding suffixes to spell most words correctly in their writing, e.g. *-ment, -ness, -ful, -less, -ly*
- using the diagonal strokes needed to join letters in most of their writing.

### **Teacher Assessment Framework at the end of Key Stage 1- Reading**

#### **Working at the expected standard**

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words\*.

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

#### **Working at greater depth within the expected standard**

The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done
- predict what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

For further information see the National Curriculum English programme of study:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

### **Attainment**

#### **Early Years Foundation Stage**

Staff are continuing to assess children using the Early Learning Goals, until further assessment materials are introduced. Staff at present assess the children on the following Early Learning Goals:

#### **Listening and Attention**

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questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

### **Understanding**

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

### **Speaking**

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

### **Physical Development**

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[Development Matters in the EYFS](#)

### **Key Stage 1**

By the end of key stage 1, we aim for all pupils to be working at the expected level or working beyond the expected level in:

- Spoken language
- Reading- word reading
- Reading- comprehension
- Writing- Transcript
- Handwriting
- Composition
- Vocabulary, grammar and punctuation

However we understand that some children will be working towards the expected level.

[National Curriculum for English 2014](#)

### **Equal Opportunities and Inclusion**

Teachers are responsible for providing experiences and activities that encourage full and active participation by all children, irrespective of ability, gender, race or religion.

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief and other areas.

### **Special Educational Needs and Disabilities (SEND)**

A wide range of pupils have SEND. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The [Special Educational Needs and Disability Code of Practice](#) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. Teachers will refer to the SEN and Disability Code of Practice to be clear about what should be done to meet their pupils' needs, in teaching, learning and assessment.

### **English as an Additional Language (EAL)**

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages. The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in English as in all subjects.

### **Resources**

The English Co-ordinator is responsible for maintaining an adequate supply of resources. Resources are stored in year groups, in individual classrooms and in central storage places such as the meeting room. It is the responsibility of all staff to replace any borrowed resources. Resources are also stored on the server, in year group folders and in whole school folders. ICT resources used to support the teaching of English are installed on the server.

### **Assessment and Reporting**

We use assessment to inform and develop our teaching. We give feedback verbally and mark work in line with the school's marking policy.

Assessment records are completed by teachers and passed on as children move through the school so that children's progress is tracked.

Currently, staff assess children's level of attainment at the end of EYFS and KS1. This teacher assessment is based on assessment records, work samples and any standardised tests.

In addition to this, children take part in the Phonic Screening Check in Year One. If children do not meet the expected standard they are supported throughout Year Two and retake the test at the end of the Key Stage.

Reporting to parents is carried out in line with the school reporting procedures.

### **Monitoring and Evaluation**

The English Co-ordinator is responsible for monitoring the implementation of the Policy as deemed appropriate, by: monitoring planning, to ensure it reflects the subject content;

monitoring lessons and giving feedback to the teacher; discussing standards with the Head teacher and SLT.

