



College Park Infant School Policy for English



Rationale

College Park Infant School recognises that studying English helps pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate effectively. It should provide equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background (in accordance with the Race Relations (Amendment) Act 2002).

English is a Core subject of the National Curriculum. It is broken into 2 strands (Reading and Writing) within the Early Years Foundation Stage Curriculum but works in conjunction with one of the prime areas of learning, 'Communication and Language'. In Key Stage 1, English is taught following the National Curriculum 2014 and taught within a clearly planned programme using a variety of fiction, non-fiction and poetry elements.

Phonics, Spelling, Grammar and Punctuation are a major part of English and will *"be taught in creative and meaningful ways that go beyond simply knowing terms and categories, towards encouraging pupils to love playing with grammar and language"* Myhill (2008-2010), *Grammar for Writing? A three year study of the effectiveness of contextualised grammar teaching.*

Every class teacher will have responsibility for the teaching and learning of their own class or Targeted Teaching Groups (TTG) within Key Stage 1. Children are taught within TTG allow for whole class, individual, paired and group work to be planned appropriately.

We will actively involve parents in the development of their child as a literate person. Home reading diaries are used to communicate with parents on a regular basis as well as Reading meetings, Whizzy word homework and termly parent meetings. Children are also encouraged to read through are reading passport scheme as an incentive to read everyday.

Aims

There are numerous aims for English, given the extent of its scope. Listed below are the main aims.

- ✓ To encourage children to use their own abilities to become both literate and articulate.
- ✓ To encourage children to express themselves confidently in speech and writing, listening to what others have to say.
- ✓ To take delight in language and develop a love of books and pleasure in reading.
- ✓ To be able to assess and interpret information and form into ideas.
- ✓ To have an enjoyment of writing and learn the value of effective communication.
- ✓ To spell words accurately through use of segmenting and application of their knowledge of word structures and patterns.
- ✓ To use grammar and punctuation effectively and consistently within written work.

All pupils to be taught in accordance to:

- Early Learning Goals as set out in the Early Years Foundation Stage Curriculum.
- Aims and objectives as set out in the National Curriculum 2014.
- Letters and Sounds phonics programme, incorporating the Jolly Phonics synthetic programme.
- Their own ability and understanding.

Early Years Foundation Stage.

Children in the Early Years will follow Development Matters working towards Early Learning Goals which they are assessed against at the end of the Reception year. The relevant guidance and curriculum is used to support the teaching and planning of all activities, ensuring the recommended amount of child led play or exploration. Daily Plan-Do-Review sessions incorporate a variety of English and phonic based tasks.

Key Stage 1

English is taught following the National Curriculum framework 2014, offering opportunities for the writing of fiction, non-fiction or poetry being taught each term. English planning sheets highlight the objectives being covered.

Each term's work builds upon previous learning and allows for the acquisition of new skills. Children's understanding and skills are challenged and expanded through regular DOK (deepening of knowledge) opportunities within lessons. When children are working securely within year group expectations they will be challenged through mastering the curriculum. English lessons take place at least four times a week within Key Stage 1 classes with Phonics and Spelling and Grammar sessions also timetabled. Within Year 1, Plan-Do-review sessions are continued weekly with an integrated English task.

Objectives

As each child develops there should be an increase in the range and variety of purposes for which they can understand and use language.

It is essential to practise differentiation through the support and challenge offered to individuals. The Policies for Inclusion and the Gifted and Talented will be consulted accordingly. Success and achievement will be celebrated. Mastery and DOK will challenge and widen children's understanding of the curriculum.

Assessment will be continuous and progress recorded at regular intervals. There will be some tasks/tests used in Year 1 and Year 2 to aid assessment and to guide teaching. It is a statutory requirement that each child completes the Phonics Screening Check at the end of Year 1. If they do not meet the pass mark they will re-sit in Year 2.

ICT will be used to teach and develop English Skills and understanding where appropriate.

Target setting and monitoring will begin with the class teacher and extend through TTGs in Key Stage 1 as well as meetings within a Year Group and the whole teaching staff. Targets are shared regularly with parents at Parent Meetings and through recorded Pupil Progress Updates. Writing targets have also been introduced from Reception Year so children are

aware of their own individual target for improving their writing. The targets within Key Stage 1 build on each other allowing children the opportunity to extend skills and apply to all writing opportunities across the curriculum.

Along with our ECAR teacher, there will be a representative for English from each Year Group to liaise with the English Manager, the Senior Leadership Team and the Headteacher.

The resourcing for English will be evaluated regularly by the English Manager and the Headteacher and a budget for these resources will be included in the amount allocated for Educational Supplies, after consultation with the Finance Committee of the Governing Body.

Within each classroom, there is a dedicated writing area, sometimes incorporated within the imaginative role play area. The writing area allows all children the opportunity to practise and develop their writing skills, linked to the termly topic and the English unit of work.

Other relevant policies and documentation

- Guidelines for Reading
- Guidelines for Spelling
- Guidelines for Handwriting and Writing
- Guidelines for Speaking and Listening
- The school's policy for Drama
- The school's Inclusion policy
- The school's Gifted and Talented policy
- Portsmouth LA levelling document
- PM Benchmarking Assessment file
- Homework policy

Review details

This policy will be reviewed and evaluated by the English Manager and Headteacher in consultation with the teaching staff.

Policy amended and agreed: February 2017.