

CAVENDISH CLOSE INFANT SCHOOL

ENGLISH POLICY

Mission Statement

We offer every child an enjoyable, rich, learning experience, which challenges and inspires all to strive for excellence.

Objectives

- ✓ to enable children to speak clearly and audibly, to communicate effectively through speech and to take account of the perspective of those to whom they are speaking;
- ✓ to encourage children to listen with concentration, in order to identify the main points, and sometimes the detail, of what they have heard;
- ✓ to show children how to adapt their speech to a wide range of circumstances and demands;
- ✓ to enable children to become effective communicators, both verbal and non-verbal, through a variety of drama activities;
- ✓ to help children become confident, independent readers, developing their understanding of meaning conveyed at word, sentence and whole text level;
- ✓ to enable children to develop as enthusiastic and reflective readers, through contact with a wide range of different types of material, including challenging and substantial texts;
- ✓ to foster the enjoyment of writing for a wide range of purposes, and a recognition of its value;
- ✓ to encourage accurate and meaningful writing, be it narrative or non-fiction;
- ✓ to develop skills in planning, drafting, evaluating and editing their writing;
- ✓ to engender in children a love of literature and an appreciation of our literary heritage;
- ✓ to enable and encourage pupils to apply their literacy skills across the whole curriculum.

Our English Curriculum

English is a core subject in the National Curriculum. We use the guidance from the National Curriculum as the basis for implementing the statutory requirements of the teaching of English.

We carry out curriculum planning in English in three phases (long-term, medium-term and short-term). The National Curriculum details long-term teaching objectives. Our yearly teaching programme identifies the key objectives in English that we teach to each year.

Our medium-term plans, 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.

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 and doing. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

Speaking and Listening

The four strands of speaking and listening:

- speaking
- listening and responding
- group discussion and interaction
- drama

These strands are taught daily across the curriculum and children are encouraged to develop effective communication skills in readiness for later life.

Children are provided with many opportunities for speaking and listening through group and class discussions, drama, assemblies, circle time, the class council, whole school productions, visiting performers and speakers.

Reading

At Cavendish Close Infant School we provide a well-resourced library where children from all classes are able to borrow both fiction and non-fiction books to read at home and use in the classroom. The school has an extensive range of big books and guided reading books which staff use when teaching. All Foundation Stage 1 children become members of the Derby City Libraries during a visit to our local library in the spring term. The school also has a **Book Club** where children can save to buy books at half the cost.

Each week opportunities for shared reading, guided reading, individual and independent reading opportunities are planned. Every classroom has a well resources reading environment with a visual rainbow to encourage reading at home. Parents are actively encouraged to support their child's reading through home through the Reading Rainbow.. Reading meetings take place in the autumn term to share the reading process and give parents an opportunity to see their child engaged in phonics and other reading activities within the classroom.

Home reading books are taken home daily and the expectation is that children read regularly. Books can be changed when the class teacher or parents feel it is appropriate.

We encourage children to read a variety of material, e.g. comics, atlases, brochures, talking books and Internet.

Phonics

Throughout the whole school phonics is taught daily in short sessions followed up by planned activities to enable children to apply their newly learned phonic skills. Pupils are tracked through the 6 phases and are assessed regularly and progress is monitored. Children move through the phases at a quick pace and children needing consolidation of previous work are supported through intervention groups and 1:1 support where needed.

SPaG

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014). The expectations for the teaching of grammar and the terminology (from the NC glossary) must be used by each year group. It offers a guide for identifying the key objectives and skills which must be taught each year. Grammar is timetabled to be taught discreetly in EYFS and KS1 within English lessons where appropriate.

Writing

Writing activities are planned through the school's cross-curricular approach.

The children are provided with opportunities to write for a purpose about real and first hand experiences. We encourage the children to become creative, imaginative and confident, to have a go at writing.

Writing experiences are scaffolded through the use of word walls, word books and allowing the children to write for themselves unaided. Across the school unaided writing is encouraged and celebrated. For example, in the Foundation Stage children are encouraged to make attempts at emergent writing in the writing area and are provided with clip boards, chalk boards, paintbrushes, whiteboards, notebooks, memo pads.

Children have extended writing sessions each week giving them time to write at length, to plan and draft their writing.

In order to assist the children with their spelling and writing there are wordbooks, word walls and topic words available in all classes.

Handwriting

We encourage the children to take pride in the presentation of their written work and develop a neat and correctly formed handwriting style.

In the Early Years Foundation Stage children are provided with a range of gross and fine motor activities such as riding a bike, threading, using construction kits and playdough to develop their hand muscles. Letter formation is introduced linked to the phonics being covered at the time. Children are encouraged to practise the correct formation through tracing and copying over letters.

The cursive handwriting style is taught across the school. From Foundation Stage 2 through to Year 1 and Year 2 joins are introduced linked to spelling patterns.

Handwriting is taught on a regular basis. In all the classrooms the correctly formed handwriting style is displayed and modelled by both teachers and learning support assistants.

The Early Years Foundation Stage

We teach literacy skills in reception as an integral part of the EYFS curriculum. Progressive skill development is outlined in Communication and Language (CL) and Literacy, which are two of the seven areas of learning. In particular, in the EYFS, the CL curriculum cannot be covered in isolation from the other five areas of learning. Opportunities to practise literacy skills, for example, reading labels, responding to written instructions, mark-making and early writing as part of play-based learning will be provided throughout the learning environment in the Reception classroom and outdoor area. Children have a daily phonics lesson as a crucial element in developing their early reading and writing skills.

Key Stage 1 (KS1) planning guidance - Planning guidance for each year is organised into **units**. These are:

Narrative

- Write stories set in places pupils have been.
- Write stories with imaginary settings.
- Write stories and plays that use the language of fairy tales and traditional tales.
- Write stories that mimic significant authors.
- Write narrative diaries.

Non-fiction

- Write labels.
- Write lists.
- Write captions.
- Write instructions.
- Write recounts.
- Write glossaries.
- Present information.
- Write non-chronological reports.

Poetry

- Write poems that use pattern, rhyme and description.
- Write nonsense and humorous poems and limericks.

Note: Only the following are statutory at KS1:

- personal experiences
- real events
- poetry
- different purposes

Cross Curricular Opportunities

Teachers plan in teams to provide exciting and inspirational experiences for the children. Literacy is taught across the curriculum and all teachers plan together creatively to make cross curricular links through a thematic approach. They plan for children to practice and apply the skills, knowledge and understanding acquired through literacy to other areas of the curriculum.

Role of the Subject Leader

The subject leader is responsible for improving the standards of teaching and learning in literacy through monitoring and evaluating:

- Children's progress
- Quality of learning environment
- Quality of teaching and learning
- Planning
- Use of support staff
- Supporting staff CPD

Leadership responsibilities include:

- Analysing year group data and feeding back key points to staff
- Predicting EYFS2 profile scores and KS1 Year 2 National Curriculum levels
- Developing an annual action plan that forms part of the school improvement plan
- Sharing priorities/expectations with staff
- Organising staff meeting/INSET day time to work collaboratively towards priorities
- Monitoring year group targets for progression, pitch, expectation and challenge
- Monitoring class intervention programmes/target groups for focus and impact

Monitoring responsibilities include:

- Lesson observations
- Work scrutiny
- Talking to children
- Exploring year group plans
- Exploring learning environments
- Learning walks

Other responsibilities include:

- Managing literacy resources
- Keeping up to date with publications
- Keeping up to date with national and local initiatives
- Developing links with other local schools
- Attending termly network meeting
- Keeping the link governor involved and up to date with developments
- Co-ordinating staff development opportunities
- Reviewing the policy annually

Conclusion

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Marking Policy
- SEN Policy
- ICT Policy
- Equal Opportunities Policy
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Written by Naila Asghar 2018

