

OVERDALE INFANT SCHOOL

ENGLISH POLICY

Rationale

At Overdale Infant School we believe that the development of children's language and literacy skills are of the highest priority. We recognise that children's Oracy skills need to be well developed in order to allow them to make good progress with their reading / writing and with all other areas of the curriculum.

"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."

(NC for English 2013)

We recognise that each child will have a different level of English skill, due to their prior experiences and knowledge. We endeavour to enable children to build upon this to ensure they make good progress with speaking, listening, phonics, reading and writing skills.

Purpose

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At Overdale Infant School the teaching of English encompasses all aims of the National Curriculum and we offer opportunities for children to;

- Foster a love of books and of reading
- Experience a wide range of fiction and non-fiction text types or genres
- Understand the key structural elements of these text types and begin to use these in their own work.
- Speak, listen, read and write with confidence, fluency and understanding.
- Develop their phonic knowledge and their spelling skills.
- Have an interest in words and their meanings and develop a growing vocabulary.

We aim to:

- Develop the skills of each child to their highest level.
- Produce confident children who are able to understand and use appropriately the varieties of languages available to them.
- Develop children's powers of imagination, inventiveness and critical awareness through reading and writing.

The English policy is designed to aid the monitoring of teaching and learning of English within the school to ensure all children have access to a high-quality education.

Expectations

The Early Years Foundation Stage Profile outlines expectations for the children within Foundation 2 or the Reception Year. (This is due to be updated in 2019). The National Curriculum Programmes of Study identify the expectations for children in Year 1 and 2. It is intended that children work towards achieving end of year expectations for the school year that they are currently in, however some children may be working on objectives below those which are appropriate to their year group.

By the end of Key Stage 1 most children will:

- Enjoy reading and writing.
- Be working at the expected level (as laid out in the NC) for Year 2.
- Use a range of strategies for reading.
- Demonstrate good comprehension skills when listening to texts read aloud and when reading themselves.
- Read and spell the High Frequency Words for Reception, Year 1 and Year 2.

- Have achieved the expectations for Phase 6 Phonics as detailed in Letters and Sounds and use their phonic knowledge to segment words for spelling and blend words for reading.
- Use their imagination and wide vocabulary to enhance writing.
- Speak confidently in a wide range of situations and be good listeners.

Guidelines

Overdale Infant School follows the Foundation Stage Profile guidance within the Foundation Stage for Language and Literacy.

National Curriculum Programme of Study are used for Year 1 and Year 2.

At Overdale Infant School we also use the principles of the KTC (Knowledge Transfer Centre) approach to teaching English. Children take part in Speaking and Listening, Phonics, Grammar, Shared Reading, Guided Reading, Shared Writing and Guided Writing Sessions. They are encouraged to transfer the skills learnt into their independent reading and writing.

Organisation

Over a unit of English work, there will be a balance between speaking and listening activities, phonics, grammar, drama, role-play, reading, understanding and interpreting texts, planning and writing.

The teaching of English takes place through whole class teaching, group work, paired work and independent work. In Years 1 and 2 lessons tend to be taught across a whole morning, in order to give children more opportunity to consolidate their learning.

In the Foundation Stage organisation is more flexible, but the staff ensure a balance of adult led and freely chosen, or child initiated activities to ensure the children are actively involved and interested. The guidance for the teaching of English is found within the Prime area: Communication and Language and the Specific area: Literacy.

Discrete daily Phonics / Spelling Sessions are taught from Foundation Stage through to Year 2. (Please see the Phonics Policy).

Planning

Planning is completed at three levels

- Long term planning is based on the yearly teaching programmes set out in the National Curriculum. Foundation Stage use guidance found in the EYFS document.

- Medium term planning is carried out on a termly, or half-termly basis. Teachers select a combination of the main teaching objectives to ensure a balanced curriculum, which covers a range of genres. Within a half-term units of 2 or 3 weeks are planned on the same genre to ensure that the teaching sequence from reading to writing is covered.
- Weekly planning includes the learning objectives for the main teaching (shared and guided) activity, and independent activities.

Differentiation

In English lessons work is differentiated to meet the needs of the children. Most children will be working on objectives linked to their year group's end of year expectations. Differentiation can be by task or by outcome. Tasks are carefully tailored in order to ensure that the children are working at a level which is appropriate to them. Children who are achieving levels above those that are expected of their year group are provided with opportunities to broaden and deepen their learning. Children are not moved on to the next years expectations - this is in line with National Curriculum Guidelines. Regular opportunities for children to challenge themselves are also built in.

Assessment

Assessment of English is in line with the school's Assessment Policy. It is an integral part of the teaching process and the School endeavours to make assessment purposeful, ensuring that future work is adapted to meet the needs of all pupils. In Key Stage 1, teachers complete assessments in English using the school's English Assessment Grids. They may assess against objectives from previous year groups when it is appropriate to do so. Children's Reading, Writing and Phonics Levels are recorded using the school tracking system. Additional assessment information includes SAT's and EYFS Profile results.

Both formative and summative assessment takes place. Children receive verbal and written feedback to help guide their progress. Lesson evaluations support teachers in planning for progression.

Assessment opportunities are built into medium term and weekly plans.

Teacher assessment is made through :

- Observations and notes taken about individual children
- Discussion with children, colleagues, parents
- scrutiny of work
- specific activities linked to the assessment grids

Pupils' progress is communicated to, and targets shared with, parents through twice yearly Parents' Evenings. A written report is sent to parents during the Summer Term.

Cross Curricular Work

Children are made aware of links between English and other curricular work so they understand that English is not an isolated subject and that their reading and writing skills can be transferred to other subjects. Where possible links are made through topics/themes. English is an overarching subject and the skills learnt in English lessons are applied across the curriculum.

Computing

Computing or I.C.T is used in English lessons when it is an effective and efficient way to meet the lesson's objectives. This will include the use of computers, Ipads / apps and interactive white boards.

Other

Safeguarding

We will:

- Protect children from maltreatment.
- Prevent impairment of children's health or development.
- Ensure that children are growing up in circumstances consistent with the provision of safe and effective care.

Equality

All children will have access to the same opportunities, irrespective of gender, age, race or ability in the development of their English curriculum. They will have equal access to resources.

Prevent Duty

To fulfil the Prevent Duty we ensure we focus on children's personal, social and emotional development, ensuring children learn from right and wrong, mix and share with other children, value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

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