

# **SHELTON INFANT SCHOOL**

## **ENGLISH POLICY**

### **Introduction**

At Shelton Infant School we believe that English is a fundamental life skill. English develops children's ability to listen, speak, read & write for a wide range of purposes. Spoken Language has been identified as the main driver for our curriculum.

### **Aims**

- To develop a positive attitude to English in all its areas.
- To develop pupils' confidence in themselves as skilled communicators using both spoken and written language.
- To enable children to understand that English skills are relevant and useful in everyday life and are essential to thinking and learning across all curriculum areas.

### **Objectives**

#### **Spoken Language**

- To enable pupils to adapt their speech to a widening range of circumstances and demands and enable them to make relevant contributions to discussions as competent communicators.
- To develop pupils' listening skills so that they are able to listen attentively to others.

#### **Reading**

- To develop enthusiastic and reflective readers.
- To develop reading for pleasure.
- To ensure that pupils read with fluency, accuracy and understanding across a range of genres and texts.
- To enable pupils to use non fiction and non literacy texts in order to access information for themselves, including ICT based information texts.

#### **Writing**

- For all pupils to view themselves as successful writers from an early age.

- For pupils to experience and enjoy writing a wide range of different genres, including retelling known texts.
- To enable pupils to become independent writers of texts that are accurately spelt, punctuated correctly and which communicate meaning in narrative and non-narrative forms for a specific audience and purpose.
- To enable pupils to use the planning, drafting and editing process to improve their written work and sustain their writing of fiction and non-fiction.
- To enable pupils to develop legible handwriting with increasing fluency and speed, including the use of some of the diagonal and horizontal strokes needed to join letters.

## **Phonics**

- To enable pupils to use their phonic knowledge of grapheme-phoneme correspondences and the skills of blending and segmenting to decode unfamiliar words when reading and to have a go at writing unfamiliar words.
- Over time children will learn the variety of phonetic options for spelling and be taught which choice is correct.

## **Content**

The school follows objectives and teaching sequences laid down in the National Curriculum Framework and The Early Years Foundation Stage document. The children are taught in mixed ability classes and work is adapted where appropriate according to individual need.

The curriculum is delivered through a range of approaches including discussion, role play, drama, analysis of texts and modelling of writing, and cross curricular links are made as often as possible. In the Early Years Foundation Stage concepts are introduced through play and practical activities. All children regularly work as part of an adult led, guided group to practise reading and writing. Opportunities for reading, writing and spelling in all areas of the curriculum are used as purposeful context for consolidating children's literacy skills. Staff have high expectations that all children can achieve their full potential. Our core reading scheme is Big Cat Phonics for Letters and Sounds. All books are aligned to the Little Wandle Letters and Sounds phonic programme.

Phonics is taught separately for 30 minutes each day by a fully trained member of teaching staff or teaching assistant. These sessions follow the teaching sequences for each phase outlined in the Little Wandle Letters & Sounds programme. Those children who need extra support will take part in

Keep Up sessions. SEND children may access the Little Wandle SEND if this is appropriate for their needs. Children in Y2 who still have gaps in their phonic knowledge will follow the 'Rapid Catch-up' programme provided by Little Wandle and will be assessed every four weeks.

Children in the nursery take part in a daily session from the 'Foundations for Phonics' section of the programme.

Phonics clubs (at lunchtime and/or after-school) are provided by the teachers for children who need further support with their reading and phonics.

### **Computing**

ICT texts are used to teach literacy skills (for example multi media texts and websites). Pupils are taught to use ICT as an effective means of communication and as an effective information tool for learning during English sessions.

### **Assessment**

Assessments form an integral part of the teaching process as they inform and guide future planning. Informal assessments are used for day to day planning and take the form of notes made on planning sheets.

- Assessments in writing take place at 4 assessment points during the year. In Key Stage 1, children complete a piece of independent writing in their independent writing books every fortnight. In Reception, children complete at least two pieces of independent writing each half term which is placed into their independent writing book. These pieces of independent writing are marked against the 'Development Matters' or ELG. Teachers work in both year groups and cross year groups to ensure assessments are accurate.
- Key Stage One staff use reading and writing assessment grids which are ticked and dated when a child has achieved the criteria. In the summer term, teachers ensure there are three pieces of evidence for each of the criteria on the assessment grids. Reception staff use OTRACK to track progress at 4 points during the year.
- In Year 1, half termly mock phonic checks are completed and the scores are monitored. Those Y2 pupils who did not achieve the Phonics Check in Y1 also undertake mock phonic checks. In Year 1 and 2, pupils are assessed using the 'common exception word lists' for reading and spelling.
- Whilst children are accessing the Little Wandle phonics programme, they are assessed every half term using the online Little Wandle Assessment Tracker.

This assessment data is used to track progress of children, identify children who need extra intervention and to set group targets for reading and writing.

Summative assessments are completed for on every pupil in each year group towards the end of the academic year. Children in the Foundation Stage are assessed against the criteria laid down in the EYFS curriculum. Other year groups are awarded a level based on whether they are working towards the national expected level, at expected or working at greater depth. These levels are reported to parents in the annual written report.

Teachers across the school meet regularly to moderate their assessments to ensure reliability and consistency. Additionally, Year 2 teachers moderate their assessments with Year 3 teachers from Shelton Junior School. Teachers in the Foundation Stage moderate their judgements with teachers from other infant schools. Teachers also attend moderation network meetings facilitated by the Local Authority.

### **Monitoring and Evaluation**

The English Subject Leaders monitor planning on a termly basis and provides feedback for staff. Teaching is monitored through lesson observations, learning walks, work scrutinies and pupil discussions, including listening to children read. Staff are included in the evaluation of planning, teaching, learning and assessment during curriculum development meetings and INSET days.

The Headteacher holds termly pupil progress meetings with class teachers where children's progress in all areas of English is evaluated, with further pupil progress meetings held half-termly for writing.

### **Equal Opportunities**

All children will be given equal access to English.

### **Parental Involvement**

Parents are informed of what their child will be learning in English through:

- Half termly newsletters.
- Half termly letters regarding the coverage of spellings in Year 1 and 2.
- Sharing our Learning Letter (Foundation stage children).
- Observation of their child in an English lesson (Year 2) or a phonics lesson (Early Years and Year 1) during the spring term.

- Phonics workshops for Nursery and Reception parents in the autumn term.
- Phonic meeting for Year 1 parents regarding the statutory phonics check.
- Homework, including individually differentiated comprehension homework in Key Stage 1.

Parents are also encouraged to participate in a range of events and activities to sustain the high profile of English across the school, including:

- Reading events – Bedtime Reading sessions, Reading Breakfasts and Reading Picnics, Book and Biscuit afternoons.
- After-school lending library for parents and children to attend and borrow books – children are rewarded with stickers, certificates and a choice of books to keep every ten times they visit the library
- Family Learning courses
- English challenges
- Providing examples of writing from family members and photographs of family members reading to display in school.
- Sharing children's library book taken from the book box.