

 <p>Upminster Infant & Junior Schools WE LEARN AND GROW TOGETHER</p>	Name of School	Upminster Infant & Junior School
	Policy Reviewed Date	January 2020
	Next review Date	January 2022
	Reviewed By	Sharon Wood

English Policy

**'The more that you read the more things you will know.
The more that you learn the more places you'll go.'**
Dr Seuss

The aim of the following document is to outline the guiding principles that underpin English provision at Upminster Infant School

School Aim statement

"We aim to give all the children the opportunities and support needed to fully develop their literacy skills and understanding, through varied experiences at a range of levels, relative to their potential ability."

At Upminster Infant School we strive to foster a life-long enjoyment and confidence in English. The curriculum has been developed with breadth to develop children's ability to listen, speak, read and write for a wide range of purposes, including: factual, imaginary and personal experiences. Children are given the opportunity to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Value is placed on writing for real life opportunities and cross curricular writing.

Aims and objectives

English is a core subject and teaches children how to make sense of the world around them through the development of their ability to read, write and communicate effectively. Our aim is for all pupils by the end of Year two to have high standards of literacy; equipped with a strong command of the written and spoken word and a love of literature through widespread reading for enjoyment.

We hope that pupils will:

- Participate in a conversation, listening to others, responding appropriately and taking turns to speak
- Develop the confidence and ability to speak appropriately and perform in front of varying sizes of audience

- Sustain concentration in a range of listening situations
- Express opinions, articulate feelings and formulate responses to a range of texts
- Read and write with confidence, fluency, accuracy and understanding
- Orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes
- Understand the phonic system and spelling conventions and use this to read and spell accurately
- Use grammar and punctuation accurately
- Have fluent and legible handwriting and present work to a high standard
- Have an interest in words and their meaning and a growing vocabulary
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Plan, draft, revise and edit their own writing;
- Have a wide vocabulary and an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language, so that they can express their ideas, opinions and views with clarity and confidence.
- Be interested in books, read with enjoyment and, evaluate and justify their preferences.
- Work confidently and independently in all areas.

Teaching and learning

In line with the recommendations for Key Stage 1, the pupils of Upminster Infant School are taught English for at least one hour a day. We use a range of learning approaches to promote pupils' knowledge and understanding in English. We believe that children learn best through the following approaches in each area:

What is our intent for Reading?

To design a curriculum which has reading at its core across all curriculum areas. To provide opportunities that cultivates a love of reading. Through vocabulary rich texts our intention is to allow children to discover new knowledge and to fuel their imaginations. We aim to provide them with the skills to read fluently through a systematic phonics programme and to enable every child to reach their full potential and to challenge and extend their understanding.

Our rationale Reading

We aim to:

- Encourage children to enjoy books and ensure that every child listens to and has access to a range of literature.
- Enable children to read for a range of purposes, e.g. for pleasure, to find information, to discover models for own writing, to explore the views and attitudes of others, to support other subject areas etc.
- Encourage children to form the habit of voluntary and sustained reading, both for pleasure and for information
- Develop a growing confidence and competence in reading texts with increasing accuracy, fluency and comprehension
- Bring critical thinking skills to reading so that children can predict, compare, evaluate and question texts
- Ensure that all children have access to a wide range of high-quality literature
- Involve parents/carers actively in the support of reading and literacy activities, thereby developing the home/school partnership.

Reading and other National Curriculum subjects

Equal Opportunities and Inclusion.

All pupils have their own educational needs and some have needs which require the provision of additional resources or support. This includes those who are more able as well as those children with particular learning difficulties.

Through careful consideration of planning, assessment, record keeping and resource issues, we aim to provide “equality of access” for all children to a broad, rich, balanced and appropriately differentiated English curriculum, regardless of gender, race or special educational need.

As a staff we are committed to high levels of achievement for all children by positively addressing outdated assumptions based on stereotypical views regarding ability, background, ethnicity and gender. Respect to cultural and linguistic diversity are promoted through the use of resources linked to multicultural themes.

Children who require support will receive additional help from the class teacher or teaching assistant as appropriate. Pupils identified on the pupil tracking programme as requiring more support are supported in class and/or given additional time and help through phonics, daily reading and comprehension.

Gender equality is promoted by ensuring that both boys and girls have access to all aspects of the English Curriculum.

Year groups make good use of teaching assistants to give additional support to pupils during English lessons.

How we implement Reading

- Pupils at Foundation/KS1 are introduced to phonics through Phonics play programme which is underpinned by Letters and Sounds systematic Phonics programme.
- Pupils are encouraged to recognise key words and word patterns
- Pupils are encouraged to read for meaning and through context
- Pupils are introduced to a full range of texts through shared reading in whole class groups
- Pupils each follow an individual independent reading programme monitored by class teachers and teaching assistants (TA’s)
- Pupils take home reading books aligned to the phonics they learn in each phase, assisting them in consolidation their learning and developing phonic reading skills.
- Pupils are encouraged to make free choices of books based on their own interests from the library and home readers to supplement their instructional independent reading. In addition, Abacus “Bug Club” provides on-line books at home.
- In group reading, pupils of similar ability are encouraged to interpret and discuss text in more depth. This may happen within or outside the main daily literacy lesson
- Reading skills are further developed across the curriculum
- Pupils are expected to do regular home reading and use “Bug Club” for reading and comprehension.
- Children take part in a reading buddy programme linked with the junior school.
- Reading for pleasure is promoted throughout the school. Children are read to on a regular basis.

Extra-Curricular activities

- All children have the opportunity to visit the library during lunchtime for reading and writing club.

Resources

Each class has easy access to basic resources for English such as dictionaries, thesauri and reading books.

The class teacher will keep individual records. These include information that enables the teacher to deliver an effective, relevant curriculum which builds on prior attainment and meets the needs of the pupils.

All classes in KS1 have a range of ORT scheme reading books for use during guided reading sessions.

All children take home phonic reading books which are aligned to the phase of phonics they are learning.

These begin with phase 1 through to the end of phase 5

In the library there are a range of fiction and non-fiction books available to use to develop writing and reading.

How we measure the impact of Reading

- Marking is in line with the school's policy
- Assessments are made in line with school assessment policy
- Teachers carry out phonic assessments daily and use more formal assessment at the end of each phase.
- Children are assessed during their reception year using the Foundation Stage Profile. In year one the children take part in the national phonic test. All children are formally assessed at the end of each Key Stage.
- Teachers use assessment to ensure planning is based on prior attainment and that pupils know what they are to do to achieve the next step
- Teachers set individual targets on both the interim report and end of year report for reading and writing.
- Analysis of assessment data is used to set curricular school targets
- The class teacher will keep individual records. These include any information that enables the teacher to deliver an effective, relevant curriculum which builds on prior attainment and meets the needs of pupils
- Target Tracker is used as ongoing assessment.

Monitoring and review

The co-ordination and planning of the Reading curriculum are the responsibility of the subject leader, who also:

- supports colleagues keeping informed about current developments in reading and by providing a strategic lead and direction for this subject;
- discusses progress with the head teacher and evaluates the strengths and weaknesses in reading, indicating areas for further improvement;
- observes guided reading lessons taught by class teachers in order to provide constructive feedback, highlighting positive areas and areas on where they could improve.

Writing

We aim to:

- Teach children that writing is an effective means of communication
- Recognise that writing has a clear purpose
- Enable children to write in English that is accurate as well as appropriate to the task and audience, be it standard, non-standard, formal or informal. Value and display children's writing, encourage a high standard of presentation
- Encourage children to experiment with a wide range of written forms using specific features
- Establish a supportive environment in which children collaborate using the full range of their linguistic diversity
- Develop children's skills in peer and self-assessment using learning objectives and success criteria as measurements
- Develop drafting, planning and editing skills

- Allow the children to learn using different techniques, including pictorial plans (graphic organisers) and mind-mapping
- Teaching grammar, punctuation and spelling in line with National Curriculum guidelines

What is our intent for Writing?

To ensure progression in writing by providing opportunities across all curriculum areas and develop speaking and listening and writing skills. Our aim is to promote a vocabulary rich environment to stimulate children's ideas and imagination. To develop and promote opportunities for creativity and individuality, equipping children with the necessary skill, grammar and stamina for writing.

Writing and other National Curriculum subjects

Equal Opportunities and Inclusion.

All pupils have their own educational needs and some have needs which require the provision of additional resources or support. This includes those who are more - able as well as those children with particular learning difficulties.

Through careful consideration of planning, assessment, record keeping and resource issues, we aim to provide "equality of access" for all children to a broad, rich, balanced and appropriately differentiated English curriculum, regardless of gender, race or special educational need.

As a staff we are committed to high levels of achievement for all children by positively addressing outdated assumptions based on stereotypical views regarding ability, background, ethnicity and gender. Respect to cultural and linguistic diversity are promoted through the use of resources linked to multicultural themes.

Children who require support will receive additional help from the class teacher or teaching assistant as appropriate. Pupils identified on the pupil tracking programme as requiring more support are supported in class.

Gender equality is promoted by ensuring that both boys and girls have access to all aspects of the English Curriculum.

Year groups make good use of teaching assistants to give additional support to pupils during English lessons.

How we implement Writing

- Teachers model writing of all genres through shared writing activities
- Writing skills are further developed in group guided writing sessions
- Pupils practice writing through independent writing tasks
- Pupils are given opportunities to plan, draft, revise and edit their own writing
- Pupils use their writing skills to communicate across the curriculum

Extra-Curricular activities

- All children have the opportunity to visit the library during lunchtime for reading and writing club.

Resources

Each class has easy access to basic resources for English such as dictionaries and thesauri.

The class teacher will keep individual records. These include information that enables the teacher to deliver an effective, relevant curriculum which builds on prior attainment and meets the needs of the pupils.

How we measure the impact of Writing

- Marking is in line with the school's policy
- Assessments are made in line with school assessment policy
- Children are assessed during their reception year using the Foundation Stage Profile. In year one the children take part in the national phonic test. All children are formally assessed at the end of each Key Stage.
- Teachers use assessment to ensure planning is based on prior attainment and that pupils know what they are to do to achieve the next step
- Teachers set individual targets on both the interim report and end of year report for reading and writing.
- Targets are kept in the back of books for writing and in reading folders.
- Analysis of assessment data is used to set curricular school targets
- The class teacher will keep individual records. These include any information that enables the teacher to deliver an effective, relevant curriculum which builds on prior attainment and meets the needs of pupils
- Target Tracker is used as ongoing assessment

Monitoring and review

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- observes writing lessons taught by class teachers in order to provide constructive feedback, highlighting positive areas and areas on where they could improve.

Handwriting (see separate handwriting policy)

Spelling

We aim to:

- Develop children's confidence in their ability to write/spell
- Enable children to become effective communicators of writing
- Create within children an informed interest in words
- Teach children strategies to spell unknown words correctly
- Enable children to identify their own misspellings
- Teach children spelling systematically

How we implement Spelling

Spelling skills are introduced through direct teaching, investigations and studies of spelling patterns and conventions and homework.

Foundation/KS1 pupils are introduced to phonics through The Letters and Sounds programme and work through a progressive bank of words to learn key sight vocabulary

From Year One children learn key sight vocabulary and common exception words.

All pupils are encouraged to:

- Develop dictionary skills to support their spelling
- Attempt words for themselves using a range of strategies
- Write an increasingly wide range of words from memory.
- All children follow the Letters and Sounds programme /phases
- Year two focus on the new curriculum once children have reached phase six
- Use a variety of resources to help with spelling e.g. dictionaries, word banks, classroom environment etc.

The spelling of necessary technical vocabulary is introduced throughout the curriculum.

Marking supports self-correction and learning of correct spelling.

This policy should be read in conjunction with our Safeguarding Policies.