



# English Policy

*School details*

Governor Lead: Mrs Carol Wignall (Chair of Governors)

Nominated Lead Member of Staff: Mrs Michelle Jones (Subject Lead)

Status & Review Cycle: Statutory Annual Review

Signature of Chair of Governors: \_\_\_\_\_  
*(Mrs Carol Wignall)*

Signature of Headteacher: \_\_\_\_\_  
*(Mrs Wendy Kendall)*

## **1.0 STATEMENT OF POLICY**

English has a pre-eminent place in education and in society. Ellenborough and Ewanrigg Infant School aims to provide a high-quality education in English to 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. The School follows the National Curriculum for English.

## **2.0 AIMS**

### **2.1 SPEAKING & LISTENING**

At Ellenborough and Ewanrigg Infant school, we aim to:

- Develop the children's ability to speak with confidence, clarity and fluency.
- Develop the children's ability to speak to others appropriately in a range of contexts, e.g. individually, in groups, with adults, and with audiences.
- Broaden the children's vocabulary so they are able to name objects and explain their ideas.
- Develop children's ability to retell stories and presentations and express their opinions.
- Develop children's listening skills so that they listen to others in class and ask relevant questions and follow instructions.
- Develop the children's ability to take turns speaking and listening in group situations, helping children to listen to others suggestions, explain their own views and report group views back to the rest of the class.
- Develop children's ability to explore themes and characters through improvisation, role play, debate and discussion.
- Use drama across a range of activities.

### **2.2 READING**

At Ellenborough and Ewanrigg Infant school, we aim to:

- Ensure that all children are able to read confidently, fluently and with understanding.
- Develop the children's ability to enjoy reading and have an opportunity to read and listen to a wide variety of fiction, non-fiction texts and poetry.
- Ensure all children have a range of strategies to decode unknown texts.
- Ensure the classrooms and the wider school has a print rich environment to stimulate children's interest in reading.
- Enable children to use computing to develop reading skills.

### **2.3 WRITING**

At Ellenborough and Ewanrigg Infant school, we aim to:

- Develop the confidence to be a writer.
- Develop the use of emergent writing as the focus for teaching writing throughout the school.
- Enable the children to develop their writing for a variety of purposes and audiences, adapting their vocabulary and style as appropriate, and promoting an understanding of how to present work appropriately
- Provide children with appropriate strategies to enable them to become confident and accurate spellers.
- Develop the use of planning and drafting to compose and evaluate written work.

- Develop the children's understanding of vocabulary, grammar and punctuation.
- Enable children to use computing to develop writing skills.

### **3.0 TEACHING AND LEARNING STRATEGIES**

#### **3.1 SPEAKING & LISTENING**

Speaking and listening underpins all work in school, staff take every opportunity to develop speaking and listening skills in school. To develop specific skills designated speaking and listening activities take place in all classes. These are planned to ensure explicit teaching of key speaking and listening skills, opportunities are then planned across the curriculum to develop these skills. Progression of speaking and listening skills throughout school enables children to build on previously taught strategies and develop confidence. Explicit teaching activities include talk partners, circle time, puppets and role play, questioning, hot seating, freeze frame, games etc.

#### **3.2 READING**

##### **3.2.1 Reading Scheme**

At Ellenborough and Ewanrigg, our children follow a carefully designed colour-banded reading scheme. The children work from early books with no words in the Nursery and Reception classes through a series of phases which prepares them for moving up to Junior Schools.

Children start with books that have no words, but a series of pictures which encourages the children to think about connecting events to make a story. The children then move onto books which include simple words such as "a", "go" and "and". As they progress through the bands, the children start to read books with full sentences and paragraphs and a range of punctuation in both the fiction and non-fiction genres. The books that form our reading scheme are derived from a variety of sources. We combine these sources in order to provide a well-rounded picture of the standard of reading required at the specified stage. The sources include Big Cat and Oxford Reading Tree.

##### **3.2.2 Foundation Stage**

In Foundation Stage all children will have the opportunity to take home a book to share with parents. Parents are encouraged to read daily to their children. In reception class children are given a reading book to take home and read with parents. In class they share a 'Big Book' during English time. All children in Foundation Stage take part in a 20 minute phonics session taught daily in small groups according to the appropriate phonics phase they are learning. Reception children are taught further discrete phonics sessions as part of their English as well as the key words from the reception High Frequency Word List. *Assessment* – children have an individual reading record with their reading book graded against school graded reading scheme. Children have a phonics progression record and assessment record against the ability to read the words from the Reception word list. All children's progress is regularly assessed against the statements for reading on the Foundation Stage Profile (2012).

##### **3.2.3 Key Stage 1**

In Key Stage 1 all children have an individual reading session daily with an adult. They read from a book graded against the school's reading scheme. Their progress is recorded in an individual reading record. In class they join in a shared reading session as part of their English lesson. Shared reading also takes place across the curriculum in a range of

contexts. All children in Key Stage 1 are taught in a daily 20 minute phonics session in small groups according to their appropriate phonics phase. Further phonics lessons are also taught during the English teaching. Comprehension skills are developed, orally initially, moving on to more formal recording skills as they move through Key Stage 1. *Assessment* – children have an individual reading record with their reading book graded against school graded reading scheme. They are assessed termly against National Curriculum objectives. Children have a phonics progression record and tracking sheet to monitor their ability to read the words from the Key Stage 1 word list.

### **3.3 WRITING**

#### **3.3.1 Foundation Stage**

In Foundation Stage all children will have the opportunity to explore mark making using a variety of writing materials. Children will be encouraged to make marks in all areas of the curriculum. As children become more confident they are encouraged to record their mark making in a writing book. Handwriting and letter formation is explicitly taught. Children in Reception class have a weekly guided writing session as part of their English time. Children are encouraged to write letters for sounds they can identify. Key words are explicitly taught during guided writing sessions. *Assessment* All children in Reception regular independent writing activities which informs teacher assessment which is graded against the statements for writing on the Foundation Stage Profile (2012). Children are assessed at the end of each term on their ability to spell words from the Reception Word list. See Marking Policy for separate guidance on marking of writing.

#### **3.3.2 Key Stage 1**

Our school follows planning from Babcock which is heavily influenced by Pie Corbett's Talk for Writing. Talk for Writing advocates that children imitate the key language needed for a particular genre orally, before reading and analysing it. Through fun activities they rehearse retelling the text, then through shared writing they are shown how to craft their writing in the same style. The approach includes imitation, innovation and independent application (invention) – a two to three week process depending on the genre being taught.

##### The Imitation Stage

The teacher establishes a creative context for each 'Talk for Writing' unit with a 'hook' to draw the children in. Teachers then introduce children to an exemplar text, supported visually by a text map. Actions are created to help the children recall the story or non-fiction piece and reinforce the specific language patterns. In this way, children hear the text, say it for themselves and enjoy it before actually seeing it written down. Children interact with the text through drama activities and internalise the language patterns through sentence and word games based on the text. Once they have internalised the language of the text, they are introduced to the written text and encouraged to identify the key writing ingredients and 'magpie' key words and phrases. Children will develop their understanding of the structure of the text with the use of the boxing-up technique and by analysing the key features.

##### The Innovation Stage

Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. Using an adaptation of the text, children orally rehearse what they want to say then create their own version. During innovation, spelling, sentence games and drama activities continue to be incorporated so that children have a wealth of oral and written practice in the language features required to write. The key activity in this stage is shared writing – which helps the children to create their own version by 'doing one together' first. This begins with the children boxing-up their innovated version

of the exemplar text. Each stage of the writing process is modelled by the teacher. Throughout this process key words and phrases and shared writing are displayed so when children begin to write they have models and examples to support them. Children are encouraged to swap their work with a response partner to discuss their successes.

#### The Invention Stage

In this stage, children move towards becoming independent writers. They write the same text type but choose the content. This stage still requires a 'hook', games to help children to internalise the language patterns and understand the text, boxing up and shared writing (driven by teacher assessment). Teachers guide children through the whole process which ends with rereading and polishing.

Children are assessed at the end of each term on their ability to spell words from the Key Stage 1 High Frequency Word list. See Marking Policy for separate guidance on marking of writing.

#### **SPAG (Spelling, Punctuation and Grammar)**

In KS1 discreet weekly SPAG sessions are taught, incorporating relevant terminology. This is also embedded into other writing opportunities.

#### **3.3.3 Handwriting**

The Penpals handwriting scheme (2015) is used as the basis for teaching handwriting in EYFS and KS1.

### **4.0 ASSESSMENT**

**4.1 EYFS** - A summative assessment of children's progress in Reading and Writing is reported at the end of the academic year as part of the child's development in English. Their progress in Communication and Language at the end of Foundation Stage is also included which incorporates listening and attention, speaking and understanding.

**4.2 KS1** – a summative grading is reported as part of the SATS which is based on teacher assessment of children's work. Children in Year 1 undertake a Phonics Screening Check in June which is reported.

### **5.0 INTERVENTION**

To support children who have not met expected standards in Reading and Writing we provide targeted intervention groups. These intervention groups are led by specifically trained staff.

#### **5.1 Early Literacy support**

This is targeted at Year 1 children who have not met the Early Learning Goal and/or completed Phase 3 phonics by the end of Reception. The programme supports reading of words through blending sounds and word recognition. This is achieved through various games and activities in group situations.

#### **5.2 Reading Recovery**

This is targeted at Year 2 children who have not met the expected standard at the end of Year 1. Children's learning focusses on word recognition and sentence construction. Children enjoy 1-1 support and engage in a range of activities.

## **6.0 SUBJECT MANAGEMENT**

The English co-ordinator and Headteacher are responsible for:

- Monitoring, updating and implementing the English policy.
- Promoting high achievement in English throughout the school and monitoring children's progress.
- Managing and developing resources for English.
- Attending English courses and training where relevant, and feeding back to staff at inset training/staff meetings.

## **7.0 RESOURCES**

- English resources are located in classrooms.
- Reference books can be found in the school library.
- Computing resources are provided on computers.
- Books from the reading scheme are situated in the Reception classroom and in the Library.

## **8.0 EQUAL OPPORTUNITIES**

All children, regardless of gender and ability, will have equal access to the English curriculum and will have the opportunity to make the most of their own potential, within this field.