



English



English Policy

English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled 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. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Our aims in teaching English are that all children will:

- speak confidently, clearly and audibly, taking account of their listeners
- use discussion to explain their understanding and ideas
- listen attentively in a range of contexts
- learn to read using a systematic and synthetic phonics programme, Little Wandle Letters and Sounds Revised
- become independent, enthusiastic and reflective readers who have a clear understanding of the text
- develop a love of books and high-quality literature that will not only support their learning across the curriculum, but also extend beyond the classroom environment and enrich their lives
- enjoy writing and recognise it as a valuable means of communication
- write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- use neat legible joined handwriting and take pride in their presentation
- receive high quality teaching through the requirements of the National Curriculum 2014 and EYFS Development Matters 2021

Principles of the Teaching and Learning of English

English is a core subject in the National Curriculum. The fundamental skills, knowledge and concepts of English are set out in the National Curriculum programmes of study. Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

English in Reception

In Reception Communication and Language and Literacy are taught through a creative curriculum, both indoors and outside, often using a book as a focus for the week. Phonics is taught every day following a systematic and synthetic programme called Little Wandle Letters and Sounds Revised. This ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. By the end of Reception children will have completed Phase 2, 3 and 4 phonics. Throughout the week children engage in teacher-directed activities, with opportunities to extend and develop this in their child-initiated play through a stimulating and engaging environment. Children receive daily story times as well as opportunities for drama, speaking and listening and writing.

English in KS1

Teachers plan daily English lessons alongside cross-curricular activities which give children the opportunity to develop and practise English skills in a wider context. English lessons are planned in units, closely linked to a book or text where appropriate. Each unit covers outcomes for Spoken Language, Reading and Writing and over the year will encompass narrative, non-fiction, poetry texts and opportunities to write for a range of purposes and audiences. In Year 1 phonics is taught every day following a systematic and synthetic programme called Little Wandle Letters and Sounds Revised. By the end of Year 1 children will have completed Phase 5 phonics. Daily Little Wandle phonics lessons continue in Year 2 where Phase 5 is reviewed then the Little Wandle spelling scheme is taught. Year 2

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children develop their fluency as readers and increase their accuracy when spelling. By the end of the Key Stage 1 children should be fluent readers and accurate at spelling a range of words, including words which don't conform to traditional spelling rules.

Spoken Language

Spoken language is fundamental to children's development and we believe that confidence in this area is essential to be successful in Reading and Writing. Teachers provide a rich language environment, where children speak and listen in a range of contexts. Our aim is for children to speak clearly, fluently and coherently, listen attentively with understanding and contribute to group discussions effectively. Children use language to imagine, recreate roles and experiences and express ideas and feelings when engaged in drama. More formal opportunities include whole school concerts; public musical performances and Christmas productions. These occasions build pupils' confidence and enable them to practice skills in speaking, listening, reading and performing in front of others.

Reading and Phonics

We aim for our pupils to acquire the knowledge and understanding for reading as set out by the EYFS 2021 Handbook and the National Curriculum for Key Stage 1 in the following areas:

- Word reading
- Comprehension (both reading and listening)

Through the delivery of our reading curriculum we ensure consistent, progressive and robust teaching and learning of early reading and phonics. Synthetic phonics is the first method for the teaching of reading in Reception and Year 1 as it provides the foundations required to become a fluent reader. We understand that once children are able to decode fluently, the teaching of comprehension is quicker and more effective as they are able to focus all of their attention to understanding what they read. Daily, fast paced, interactive and challenging 20-25 minute lessons through Little Wandle Letters and Sounds Revised ensures effective learning and progress of reading. In Year 2, children continue to build their phonic knowledge through daily Little Wandle lessons; revising Phase 5, teaching the Little Wandle spelling programme and the additional requirements of the NC such as homophones, possessive apostrophes and contractions. Discreet comprehension lessons focus on developing pupils' level of understanding of the text, through discussion, written and oral tasks; and the exploration of new vocabulary.

Refer to the Reading and Phonics Policy.

Writing

The National Curriculum states that pupils should write in a range of ways and purposes and develop the stamina and skills to write at length, using accurate spelling and punctuation and grammar.

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

The EYFS 2021 Handbook states children at the expected level of development will write recognisable letters, most of which are correctly formed; spell words by identifying sounds in them and representing the sounds with a letter or letters; and write simple phrases and sentences that can be read by others.

Chalfont St Peter Infant School recognises that these elements are essential to success and we support the acquisition of writing skills through various methods. From the earliest stage we treat children as writers who have something to communicate and we provide opportunities which foster a positive attitude to writing. Both composition and transcription are clearly modelled during shared writing, where the teachers use texts to provide ideas and structures for writing and in collaboration with the class, compose text.

Developing pupils' oracy is paramount and viewed as a crucial element of the writing process. This is exemplified in our use of talk prior to writing, including oral composition, storytelling and drama. We draw on a range of different stimuli for writing, including texts, films, visits and visitors, wherever possible providing a real purpose and audience. Pupils are given opportunities to write at length.

Grammar is taught within the English and phonics lessons, however discrete grammar may additionally be needed. All children are encouraged to use their phonological knowledge to sound out the words they are reading and writing and to 'have a go' on their own. Cued articulation is used to support this process. Children have access to Common

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Exception words, High Frequency words and word banks to support their spelling. Children are encouraged to check their work and see the need for correct spellings when redrafting their work. Children's spelling is assessed regularly through teacher assessment. High Frequency or Common Exception words that are misspelt may be underlined for children to practise as 'R' marking.

Children have weekly spelling tests in Years 1 and 2 which reflect what has been taught, including High Frequency and Common Exception words.

Handwriting

Children in Reception will be taught to print letters clearly without joining the letters together. They will be taught simple exit strokes for letters that end on the line. Continuous cursive handwriting is explicitly taught throughout Key Stage. Good presentation is emphasised at all times and through all forms of writing.

Refer to the Handwriting Policy.

Strategies for the teaching of English

- English is taught daily as a subject in its own right and also as a cross curricular subject across the curriculum.
- Teachers plan English lessons using the English National Curriculum 2014 and EYFS 2021 Handbook
- Phonics is taught daily using the systematic and synthetic phonics programme Little Wandle Letters and Sounds Revised
- Learning objectives are introduced to all children, additionally; Year 2 pupils use Success Criteria to encourage independence towards how the objective is to be achieved.
- Children are taught as a whole class, ability groups, mixed ability groups and individually.
- Activities are differentiated and challenging.
- Additional assistance is given by the teacher or LSA to support groups of children.
- Quality IWB resources are created, modelled and shared writing are used to demonstrate.
- Learning walls are displayed for the children to refer to in the lesson.
- Staff plan together to ensure the teaching of English is consistent in content and outcomes across the year group.

Assessment, Recording and Reporting

There are children of differing abilities in our classes. The teachers provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Reading, Writing and Speaking and Listening attainment is recorded regularly against the Learning Objectives using Learning Ladders. Additionally, in Key Stage 1 children are individually assessed termly to measure attainment and progress. EYFS outcomes are recorded using Tapestry and progress is measured using Early Years Outcomes ages and stages. At the end of Year R, children are assessed against the Early Learning Goals for Literacy, Communication and Language. In KS1, progress is measured against age-related expectations and performance indicators. During the Summer Term Year 1 Phonic Screening Checks and Year 2 Reading Comprehension SATs are administered. Year 2 teachers use teacher assessment frameworks at the end of Key Stage 1 to inform their teacher judgements for Reading and Writing. Termly Writing moderation meetings, with local Primary schools, are attended by all teachers.

Parents receive verbal reports and targets for both Reading and Writing in the Autumn and Spring term. At the end of the academic year written reports with details of achievement, progress, strengths and weaknesses and the next steps of learning are distributed to parents. Reports and records are passed on each year during transition meetings. Teachers review progress on termly basis.

Marking

Children benefit from purposeful marking and feedback regarding their work.

Inclusion

We provide learning opportunities that enable all pupils to make good progress. Work is differentiated appropriately and matched to their individual needs to enable the child to learn more effectively. Specific targets relating to

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Reading, Phonics and Writing might be included in Individual Provision Maps for children who have individual Special Educational Needs.

Documents related to this policy

Reading and Phonics Policy

Handwriting Policy

Teacher Assessment Frameworks at the end of Key Stage 1

EYFS 2021 Handbook

2014 National Curriculum

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