

English Policy

(Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can).

At Kenmore Park Infant and Nursery School we believe that language and literacy is fundamental to the overall development of the child and their access to the curriculum in all its aspects. Language is used to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry, drama, non-fiction and media texts. We aim to deliver quality teaching of basic and higher order reading, writing, speaking and listening skills to enable children to become confident and successful in their English skills.

The aims of the English Curriculum are:

- To develop pupils' confidence in themselves as skilled communicators.
- To make relevant contributions and learn how to listen attentively to others.
- To teach pupils to speak clearly and convey ideas confidently using Standard English They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge.
- To teach pupils to read fluently and be encouraged to read for pleasure. Kenmore Park Infant and Nursery School will do everything to promote wider reading, including, providing library facilities and set ambitious expectations for reading at home.
- To encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts, both fiction and non-fiction.
- To help children enjoy writing and recognise its value.
- For children to develop the stamina and skills to write at length, with accurate spelling and punctuation. Pupils should be taught the correct use of grammar.
- To provide stimulating opportunities for pupils to be creative writers of text and to express themselves, in writing, with confidence.
- To increase the children's ability to use planning, drafting and editing to improve their work.
- To enable pupils to develop legible handwriting in both joined and printed styles with increasing fluency and speed.

Teaching and Learning

(Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people).

Early Years Foundation Stage:

We teach English in the nursery and reception classes as an integral part of the school's work. The practice in Foundation Stage follows the Development Matters guidance and the pupils' work towards the Early Learning Goals aiming to meet the statement of the goals by the end of reception year. English is taught as Communication and Language which is a 'Prime Area' and Literacy which is a 'Specific Area'.

In Nursery and Reception the daily routine will include planned and spontaneous activities that involve:

- Opportunities to talk and communicate in a widening range of situations.
- Exploring, enjoying, learning about and using words and text.
- Experiences that develop gross and fine motor skills through play and handwriting activities.
- Sharing and enjoying a range of rhymes, songs, stories and books.
- Focus activities that teach children early communication language and literacy skills.
- Big book activities with a shared reading and writing focus each week.
- Daily phonics sessions (Nursery- Phase 1 and Reception- Phases 2-5)

Key Stage 1:

English is primarily delivered through the English Curriculum 2014. All pupils take part in a daily English lesson, which covers the programmes of study for English as set out by the National Curriculum.

The teaching of English in KS1 will include:

Reading

Word Reading (Phonics)

At Kenmore Park Infant and Nursery School, phonics is taught daily for 20 minutes using 'Letters and Sounds'. This systematic programme encapsulates the reading review recommendations led by Jim Rose, (refer the Rose Report for further details). Phonics is taught explicitly in Foundation Stage and KS1. Pupils are grouped according to their reading ability across phases.

Year 1

During year 1, teachers build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils are encouraged to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This is supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time, pupils hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Year 2

By the beginning of year 2, pupils should be able to read all common graphemes. They should also be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. During year 2, teachers continue to focus on establishing pupils' accurate and speedy word reading skills.

Reading Comprehension

At Kenmore Park Infant and Nursery School we have developed a reading culture throughout the school by creating welcoming book areas in classrooms, a new school library, home reading trolleys and raising the profile of reading through a print rich environment, attractive book displays and promoting the written word at all times.

Reading is taught and developed through:

- Developing pleasure in reading, motivation to read, vocabulary and understanding.
- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Being encouraged to link what they read or hear read to their own experiences.
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Recognising and joining in with predictable phrases.
- Learning to appreciate rhymes and poems, and to recite some by heart.
- Discussing word meanings, linking new meanings to those already known.
- Guided reading that targets children's reading skills. Guided reading takes place in small groups with teacher input using a levelled text. In Foundation and KS1, sets of guided reading books are book banded and stored together in the library.
- Independent reading in school and at home. Books are sent home with a reading record log for communication with parents. Books are sent home on a weekly basis.
- Opportunities for children to select additional home reading books themselves, on a more frequent basis.
- The reading environment- Books are displayed and promoted around the classroom and the whole learning environment of the school. Book and audio tapes along with story props and puppets enhance the reading environment and process.
- The school library provides reference and reading materials for children and teachers.
- The school encourages all children to join and use their local library.

Writing

Writing transcription (spelling and handwriting)

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

Writing Comprehension (articulating ideas and structuring them in speech and writing)

Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, speedy handwriting.

Writing is taught and developed through:

Writing sentences by:

- Saying out loud what they are going to write about.
- Composing a sentence orally before writing it.
- Sequencing sentences to form short narratives.

- Re-reading what they have written to check that it makes sense.
- Discussing what they have written with the teacher or other pupils.
- Reading aloud their writing clearly enough to be heard by their peers and the teacher.
- Shared writing that is modelled by the teacher as the expert writer with contributions from the children.
- Guided writing that targets children at their point of writing. Guided writing takes place in small groups with a teaching focus using targets and writing already modelled. Each guided group writes with a teacher at least once a week.
- Independent writing. Throughout the school children need opportunities to develop their confidence and practise their writing skills.
- Writing environment. The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms should have attractive and well-equipped resources for writing that children can access.

Handwriting

Year 1 pupils are taught to:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Year 2 pupils are taught to:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

Spoken Language:

(Article 12- You have the right to give your opinion, and for adults to listen and take it seriously.)

Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. In Kenmore Park Infant and Nursery School Teachers ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They are be assisted in making their thinking clear to themselves as well as to others. Pupils should also be taught to understand and use the conventions for discussion and debate.

Planning

Planning is completed using the guidance of the English National Curriculum 2014 as the basis for implementing the statutory requirements of the programme of study for English. We



carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). Our yearly teaching programme identifies the key objectives and genres in English that we teach each year.

Teaching English to children with special needs

At Kenmore Park Infant and Nursery School we teach English to all children, whatever their ability. We recognise this fact and 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. In some lessons differentiated group work is used while in other lessons, children work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support some children to achieve the lesson's learning objective.

Work in English takes into account the targets set for individual children in their Individual Education Plan (IEPs). Teachers provide help with communication and English through:

- Using texts that children can read and understand.
- Using visual and written materials in different formats.
- Using computing, other technological aids and taped materials.
- Using alternative communication such as signs and symbols.

Assessment

The children are assessed against age-related expectations (ARE) in reading and writing using our in-house assessment proforma, each half-term. Individual targets are then set and discussed with children so that they are clear how they can make progress across the next half term. These targets are displayed in all classrooms. They are also shared with the parents.

Signed: A Bennett

Date: September 2017

Date of next review: Summer 2020