

BLACK HORSE HILL INFANT SCHOOL



ENGLISH POLICY

1st November 2018

Approved by Committee _____

29th November 2018

Approved by Full Governing Body _____

Signed _____ (Chair)

Signed _____ (Headteacher)

BLACK HORSE HILL INFANT SCHOOL

ENGLISH POLICY DOCUMENT

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BLACK HORSE HILL INFANT SCHOOL

ENGLISH POLICY DOCUMENT

1. Statement of Principle

The English language is the main instrument of learning throughout the school curriculum.

Children come to school with a diverse range of early language development. Some may have experience of one or more spoken language of which English may not be the first language of choice. Respect must be paid to all of these experiences, and each pupil is to be offered an 'entitlement curriculum'. i.e. one that builds on early experience and provides the pupil with opportunities to extend and develop his/her use of English.

We agree with the emphasis in the programmes of study for English in the National Curriculum 2014 and the Foundation Stage Curriculum 2012 and that there should be enjoyment and pleasure in language. There should be opportunities for children to respond to stories (both oral and written), share books they have chosen, and to talk and write for purposes they have devised themselves.

Children's knowledge about language is increased by discussion and reflection on their own use of language. Therefore children should be encouraged to develop critical awareness of how they, their peers and adults use language in verbal and written form.

2. Aims

We aim to help each child to the best of his/her ability to communicate with others verbally and in written form; to express their thoughts and feelings and to become enthusiastic and discerning readers for the advancement of their own learning and personal fulfilment.

Through the practices detailed below, we are fulfilling the requirements of the National Curriculum 2014 and the Foundation Stage Curriculum 2012.

Communication and Language

We aim to help children to interact in a positive way with their peers and adults as appropriate, to be able to verbalise their ideas and to listen to and appreciate the ideas of others - thus developing their thinking and reasoning skills. Opportunities arise and are planned for throughout the curriculum for children to become articulate and considerate communicators. At Black Horse Hill Infant School, Standard English will be spoken and modelled at all times in front of learners.

Reading – Word reading / Reading comprehension

Using a structured approach, we introduce children to a wide range of written works and encourage them to take an active part in their own learning, becoming

enthusiastic, fluent, independent and contextually aware readers. The children are specifically taught the skills of reading during shared reading times in English lessons and in Letters and Sounds lessons. Further skills will be taught during guided reading sessions as is appropriate to the group of learners or individual learner. Practising of key skills will be evident throughout every guided reading session with an increased comprehension focus as children move up through the school. In addition to reading opportunities at school, children are encouraged to read at home with their families and there is a large selection of graded Home Practice Reading books and online reading books from which they can make their daily choice. The Home Practice Reading Record booklets provide useful ideas and prompts in order to help parents/carers to help their child when reading at home. The Home Practice Reading books were updated in 2018.

Within English lessons, there are opportunities for children to read as a class, as a group and/or individually. Teachers use their professional judgement to tailor these opportunities to develop individual pupils' confidence and enthusiasm. These reading sessions may also take place outside a literacy based lesson. A reading diary kept by each teacher records the children's reading progress.

Each class has the opportunity for a weekly visit to the school Library and children can select a book to take home to read. In addition to the school library, each class has a selection of suitable reading books.

Every class has a reading area and children are encouraged to read a range of non-fiction and fiction texts.

We encourage parental involvement at all stages of development. At the Foundation 2 Curriculum Evening in September and a phonics workshop in October, parents/carers are introduced to the school's approaches to reading, phonics and writing as well as national initiatives like Letters and Sounds.

In every year group at Black Horse Hill Infant School, weekly homework activities keep parents/carers informed of the English based activities which are taking place in the classroom.

Writing

We aim to give children the opportunity to express themselves in written form, thereby providing a necessary tool for future learning right across the curriculum.

We adopt an eclectic approach comprising the following:-

- a. Writing – composition – taught through literacy based lessons.
- b. A structured approach to phonics and spelling (Letters and Sounds) which runs alongside 'whole word' recognition.
- c. An awareness that vocabulary, grammar and punctuation are necessary parts of writing which have to be taught and practised.

Writing – transcription/Letters and Sounds

We aim to foster a positive approach to spelling and encourage the children to "have a go" at unknown words. At the same time, we encourage them to make informed choices using their prior knowledge of both phonics and spelling patterns and rules that have been taught. High frequency words and common exception words are taught in a variety of ways. School tracking sheets monitor the progress children make towards securing the spelling of these key words.

The use of word lists and dictionaries is encouraged.

The teaching of phonics is discretely taught during Letters and Sounds sessions, which take place across the whole school from Foundation 1 to Year 2. Children are taught in their "phase" groups which are streamed when appropriate within the year group. In the Foundation Stage, literacy skills are taught through lessons, directed tasks and also through continuous provision areas. Phonic skills are not stand alone however, and use of phonic skills should be a part of teaching across the curriculum.

In Key Stage 1, literacy skills are taught mainly during English and guided reading sessions; however, many skills are reinforced and modelled during the entire day.

Handwriting

Penpals Handwriting Scheme is used throughout the school and we aim for children to practise handwriting on a daily basis. A more detailed, taught session will take place at least once a week in Key Stage 1.

Fine and gross motor controls are developed throughout the Foundation Stage in daily structured and free play activities. Children are encouraged to develop a pincer grip when using writing tools and also to have a strong posture.

Initially, we help the children to improve their hand eye co-ordination and control. This leads to practice in an agreed style of letter formation in order to develop a clearly legible, well-formed, flowing style of print. Letters are taught through the Letters and Sounds programme. In Years 1 and 2 the children are taught to join letters. There are dedicated opportunities for the children to practise their handwriting.

The children have access to a range of writing materials including paintbrushes pencils of various widths, felt tips etc. and both lined and unlined books.

A pamphlet about correct letter formation is given to all parents/carers when their child starts in Foundation 2, or as they join the school.

3. Objectives

The specific learning outcomes for individual pupils are set out in the National Curriculum 2014 and the Foundation Stage Curriculum 2012. All new guidance will be used to inform and develop good practice throughout the school.

4. Special Educational Needs

Daily work is differentiated to meet the needs of all children. Independent, paired or group tasks are designed to meet the needs of all learners. Additional support is given where children are functioning below the average level of the class. This may be within the class or children may be withdrawn to work in small groups or individually on teacher prepared work. If concerns continue about an individual's progress, the support of the Special Needs Co-ordinator (SENCO) will be sought and Personal Learning Plans (PLP's) will be written.

Advice from Special Needs Advisory Teachers (SENAAT) can be sought for help with these children with learning difficulties. Authority support will also be sought for exceptionally able children.

Extra support will be given to targeted children by Teaching Assistants who have received training in the following national initiatives.

Wise Owls – Foundation Stage

Squigglers – Foundation 2

Wellcom – Foundation Stage

Communication and Language – Foundation 1

SRP (Successful Reading Partnership) – Year 1/2

Direct Phonics – Year 2

Socially Speaking – Year 2

Speech Therapy – Year 1

Phonics Booster Groups – FS/Y1

Assessments will be made and records kept in order to evaluate the effectiveness of these initiatives.

There is close liaison between school and the Speech and Language Therapy Service. The Speech Therapists send in blocks of work for selected children in order to complement the work being done in the clinics.

5. Equal Opportunities/Inclusion

The school is an inclusive community where all members are given equal access to all aspects of the curriculum and school life. The school aims to nurture a respect for others - for their sex, their culture and their individuality. All these are considered when choosing appropriate resources. Our approach to creative writing is aimed to interest both girls and boys. We monitor the progress and attainment of the children in vulnerable groups, compared to that of their peers.

6. Organisation of the Curriculum

There is a whole school approach to planning, which is a constant cycle of planning and evaluation. The National Curriculum 2014, and the Foundation Stage Curriculum 2012 are used to support the planning process.

English lessons are usually taught following a whole class approach.

Every English lesson should state the learning intention and steps to success. A working wall should be clearly evident in all classrooms, that is used by teacher, TA, and most importantly the learners themselves.

7. Organisation of Human Resources.

Teachers are a resource in themselves and by adopting a team approach to teaching, both formal and informal opportunities are used to make sure that optimum use is made of this valuable resource. Foundation Stage have an agreed planning format and KS1 also have an agreed format that all teachers should use. Each class teacher is responsible for the delivery of the curriculum and will work together with colleagues from the same year group to plan, deliver and moderate children's work in a consistent way.

Teaching assistants should add value to lessons by having clear guidance as how to move learners on or support them.

8. Role of the Subject Leader

Mrs Eccles is the English Subject Leader for the Foundation Stage. Miss Murphy is the English Subject Leader for KS1. Both teachers are responsible for all areas of English within their Key Stages.

Responsibility includes:

1. Keeping themselves and their colleagues abreast of changes in the curriculum through training, and cascade to the rest of the staff
2. Providing support for all colleagues within the curriculum area
3. Ensuring resources are maintained and renewed when and where necessary
4. Monitoring and evaluating standards of teaching and pupil attainment throughout the school
5. Helping set targets for standards of pupil performance
6. Organise and jointly monitor the English Intervention Strategies throughout the school
7. Plan, organise and co-ordinate a variety of events for World Book Day/Literacy Week.
8. Co-ordinate links with outside agencies e.g. West Kirby Library – Summer Reading Challenge and Literacy Week events
9. Organise the school library
10. Reporting to governors on the progress within this subject area

To fulfil these roles both teachers will need Leadership and Management time.

9. Organisation of Resources.

Every child will have an equal access to a wide range of resources including:-

i. Resources Based Within The Classroom.

Age appropriate Books (fiction/non Fiction
Dictionaries/Thesaurus
Writing Materials - pens, paper etc.
Home Practice Reading Books
Big Books

Laptops
iPads
Interactive Whiteboards
Phonic based games.
Whiteboards and pens

ii. Shared Resources

Graded Home Practice Readers
Bug Club Books
School Library
ICT Suite
iPads

10. Organisation of Assessment , Recording and Reporting

At the end of each year, staff will provide written reports to parents/carers about their child's progress. Details of assessment and recording are to be found within the schemes of work for each area of English.

- 11. Risk Assessments are written for individual activities where necessary.
- 12. Role of Parents/Carers – see individual policies for details.
- 13. Links with other Subjects – see individual policies for details.
- 14. Marking Policy- see individual policy for details

Mrs Eccles Miss Murphy
September 2018