



Newton Solney Church of England (Aided) Infant School

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ENGLISH POLICY

Introduction

English permeates all aspects of our work in school. It is essential that children are encouraged to acquire the basic skills and understanding of the language to enable them to be independent learners and successful communicators in all spheres of everyday life.

Why we teach English

Our school policy is matched to the requirements of the National Curriculum 2014 and the EYFS. English is a core subject so all children, therefore, need to be provided with a thorough grounding in all aspects of the subject at Foundation Stage and Key Stage One.

Our Aims in Teaching English

- develop the necessary skills to use the English language confidently and appropriately
- be able to speak clearly, fluently and confidently
- be able to listen attentively with understanding
- be able to read and understand a whole range of materials both for enjoyment and information
- be able to write clearly and effectively for different purposes using spelling and punctuation accurately

The Teaching of English

English teaching and learning goes on through the whole curriculum and it is difficult to estimate the time allocated per week. With cross-curricular links a rough guide is that approximately 8 hours per week is spent on English.

English is delivered in each class on a daily basis but with a degree of flexibility. There is now, for instance, a greater emphasis on speaking and listening and drama and on developing early mark making skills in the EYFS.

Teaching Methods

All areas of the English curriculum are interrelated and the mode of working differs for each.

The class teachers work, as appropriate, with the whole class, smaller groups and individual pupils.

Classroom assistants, parent helpers and students work under the direction of class teachers to:

- hear children read on a one-to-one basis or in focused groups
- work in the library
- assist on visits by encouraging discussion among small groups
- provide other help such as support for word processing, drama groups

Speaking and Listening are developed through:

- class/group shared sessions during and outside of Literacy
- formal and informal situations during which children talk and listen to each other, the class teacher and other adults
- class/group discussions and interviews linked with topic work and involving local and worldwide situations
- drama and role play
- word games
- story and poetry sessions
- the class teacher or other adult reading aloud to the class
- news and “show and tell” sessions when children are encouraged to speak and listen to classmates and ask relevant questions
- the use of CD stories, radio broadcasts, TV programmes and the Internet
- rhythm work in music

Reading is developed through:

- shared class/group work in Literacy
- the provision of a wide range of fiction and non-fiction books which children are encouraged to select for enjoyment and information
- the use of a structured reading scheme (New Way and Oxford Reading tree) with support material for all pupils until they are independent readers (parallel schemes are also available)
- a dedicated 20 minute phonic session each day
- quiet reading sessions for the whole class
- regular one to one reading support, wherever possible, for pupils not yet able to read independently
- home/school liaison

Writing is developed through:

- shared class/group work in Literacy
- the teacher modelling writing
- providing a wide range of stimuli and contexts for writing
- encouraging a process of drafting and redrafting including the use of word processors
- encouraging children to organise pieces of writing through personal “thinking time” talking in pairs, in small groups or with the class
- providing opportunities for individual and collaborative writing using appropriate and varied genres
- providing opportunities for extended writing in Years 1 and 2
- the teaching of punctuation, grammar and spelling

- Talk for Writing – Pie Corbett

Spelling is developed through

- daily phonics session
- specific work during Literacy
- the marking of children’s work
- the use of individual word books, class word banks and dictionaries
- the formal teaching of spelling including blends and strings
- home/school liaison
- Individual spelling targets

Handwriting

Please see separate policy.

Resources.

A selection of Big Books, guided group reading books, pictures and posters and story sacks are kept centrally.

Other picture books, pictures, fiction and non-fiction books also are held centrally with each class having its own collection in a kinder box.

The main commercially available reading scheme used is New Way and Oxford Reading Tree. Parallel schemes are kept in school.

Computer programs are available.

CDs, TV programmes and the internet are used to support classroom work.

Equal Opportunities

Every effort is made to ensure English activities are equally interesting and accessible for all. Our aim is to meet the needs of all pupils.

Children of all abilities benefit from the study of English. Those with special needs receive the appropriate support and resources required. More challenging work is provided for the more able.

Assessment

Please see ARRA policy.

Role of the English Co-ordinator

Davinia Gamble as English co-ordinator encourages and supports colleagues in their teaching of English. She has the responsibility to ensure that the policy is implemented, used and reviewed and that resources are regularly monitored and evaluated. Lessons are monitored and evaluated each year.

Up to date information is received through LA Literacy bulletins and staff training.

This policy was reviewed and amended in October 2015. The policy was reviewed by the Teaching and Learning committee in October 2015 and by the Full Governing Body on 5th October 2015.

Davinia Gamble