



'I can do all things through *God*, who gives me strength'

Philippians 4:13

Newton Solney C of E (VA) Infant School

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. At Newton Solney CofE (VA) Infant School, the highest priority is given to children becoming confident in these core skills, and our curriculum and day-to-day activities support children in gaining these vital skills.

'Newton Solney C of E (VA) Infant School is a friendly, caring and happy family, where children learn in a creative environment to reach their full potential within the love of Jesus.'

Our school vision is evident in our English Policy and English curriculum. With the love of God, children are nurtured and supported to achieve their full potential to fly high, from their own individual starting points.

Why we teach English

Our school policy is matched to the requirements of the National Curriculum 2014 and the EYFS (Early Years Foundation Stage). 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

Children will:

- 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, punctuation and grammar 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. Some weeks will have more of a topic focus for English work, other weeks may be more focussed around Spelling, Punctuation or Grammar in pure English lessons.

Teaching Assistants, parent helpers and students work under the direction of class teachers to:

- hear children read on a one-to-one basis
- complete phonics and writing interventions
- support groups of children with a set task

Reading

Reading skills are developed through:

- children being heard read on a 1:1 basis by the class teacher or TA
- the use of a structured reading scheme (Dandelion Readers, New Way, Oxford Reading Tree and Lighthouse Books) with support material for all pupils until they are independent readers (parallel schemes are also available)
- Library time each week with a school governor, where children are encouraged to browse books, talk about what they have read, and are supported in choosing a new library book for the following week
- the provision of a wide range of fiction and non-fiction books which children are encouraged to select for enjoyment and information
- discrete comprehension lessons each week (Year 1 and 2)
- shared class/group work in English
- a dedicated 30 minute phonic session each day following the Sounds Write Phonics Scheme
- whole class story times using high quality texts
- the use of home/school reading records that act as a liaison between school and parents, passing on targets for reading e.g. words for practice or that children struggled with when reading the book
- regular updates for all classes sent to parents and videos on Tapestry for Reception.

Reading for Pleasure

It is the aim of Newton Solney C of E (VA) Infant School to create a love of reading in all our pupils. Reading areas throughout the school are presented as comfortable and desirable places, encouraging children to spend time there and enjoy a wide variety of stories, poems and non-fiction texts. Talking books are available for the Reception children, to enable stories to be heard and enjoyed before children can confidently read for themselves. All classes take it in turns to take home the class mascot bag which includes a choice of books and a hot chocolate sachet to encourage children and parents to enjoy reading together at home. Fun events such as sponsored reads and 'bedtime stories' raise the profile of reading within school and support children in developing a love of language and a desire to read for pleasure.

Writing

Writing skills are developed through:

- shared class/group work in writing sessions

- the teacher modelling writing
- providing a wide range of stimuli and contexts for writing
- picture prompts at the top of work which display individual targets for children - these can then be used as a self-evaluation by children and assist in the editing process
- encouraging a process of drafting and redrafting including the use of typing on a Word style programme
- 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
- the use of some Talk for Writing techniques - Pie Corbett

Cross-Curricular Writing

Children write across the curriculum, from historical and geographical accounts, to writing about how they have made something using clay in Art. They write up experiments and information in Science and re-tell stories or events in R.E. They write within Computing sessions learning about the keyboard and writing instructions on how to program. They label designs and write evaluations in DT as well as recording their emotions in PHSE sessions. They also use writing to explain their answers in Maths. Children may wish to write their own prayers in the prayer/reflection area within their classroom. All writing is expected to be of the same high quality as it would be in a designated 'English' writing session.

Speaking and Listening

Speaking and Listening skills are developed through:

- class/group shared sessions during and outside of English sessions
- 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
- language and 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
- circle times
- the use of appropriate apps, internet sites and audio books.
- whole class snack times (EYFS) where children are encouraged to engage in conversation with each other, listening carefully to what others have to say and responding appropriately

- rhythm work in music
- role play areas (EYFS)
- reflection times/ pupil voice opportunities

Spelling

Spelling is developed through:

- daily phonics sessions for all children
- Year 1 and Year 2 children have set spellings for the term which are practised in morning challenges and phonics lessons
- specific work during English
- the marking of children's work
- the use of class word banks and dictionaries
- home/school liaison

Handwriting

Please see separate policy.

Phonics

Please see separate policy.

Resources

A selection of Big Books, pictures, posters and story sacks are kept centrally. The library stores high quality children's texts that can be used for story times or key teaching. Each classroom has a shelf of the core texts used in teaching.

Other picture books, pictures, fiction and non-fiction books are also held centrally, with each class having its own reading corner with age appropriate books.

The main commercially available reading schemes used are Dandelion Readers, New Way and Oxford Reading Tree. Parallel schemes are kept in school.

Tablets with age appropriate apps for phonics and reading are stored in the main office.

Equality

The English curriculum adheres to our school Equality Information and Objectives Policy. It is the responsibility of all staff to ensure that all children access the English curriculum and are treated equally, regardless of race, gender, gender reassignment, disability, age, religion or belief, socio-economic backgrounds and sexual orientation. We are an inclusive school and teach English to all children respecting individual needs. The English curriculum takes into account issues of difference including: gender, race and ethnicity ensuring literature/characters/events/settings from across a wide range of genres and cultures is taught and key features shared and explored.

Assessment

Please see ARRA policy.

Role of the English Co-ordinator

Victoria Allan, 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 September 2024. The policy was reviewed by the Teaching and Learning committee in October 2024 and by the Full Governing Body in October 2024.

Next review October 2027