



# Newton Solney Church of England (Aided) Infant School

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**"I can do all things through God,  
Who gives me strength."**

## 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 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
- 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 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 (Dandelion Readers, New Way, Oxford Reading Tree) with support material for all pupils until they are independent readers (parallel schemes are also available)
- a dedicated 25 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

- 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 English
- 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

**Handwriting**

Please see separate policy.

**Phonics**

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 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.

Computer programs/tablet Apps are available.

The internet is 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

Vicky 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 March 2021. The policy was reviewed by the Teaching and Learning committee in March 2021 and by the Full Governing Body in March 2021.