



Woodgrange Infant School English policy

Introduction

English is defined as the combined skills and knowledge of reading, writing and oral language. The English curriculum is divided into main areas of Reading, Phonics, Writing, Spelling, Handwriting and Speaking and Listening. We provide a varied and creative approach to the teaching of English and developing a love of the subject.

This policy sets out how Woodgrange School enables its pupils to make progress in English.

Aims

At Woodgrange Infant School we aim to develop in all the children:

- A positive attitude towards all aspects of Literacy.
- The ability to communicate and respond effectively.
- The competence to produce work of high quality.
- As much independence and confidence as possible.
- A keen awareness of audience in all areas of English, across the range of Literacy skills.
- Persistence and resilience.
- The confidence to tackle and solve problems through the application of knowledge and the use of skills across the curriculum

Objectives

- To provide a language rich environment that promotes a culture of reading and writing;
- To develop in children an interest in and a love of books and literature that will not only support their learning across the curriculum but also enrich their lives;
- To value and use books as a basis for learning, pleasure, talk and play;
- To teach children the craft of writing in order to develop in children the confidence and skills to write well for a range of purposes and audience;
- Teach the basics – spelling, grammar, handwriting and punctuation
- To foster in children the confidence, desire and ability to express their views and opinions both orally and in writing;
- To value and celebrate diversity in culture and language.

How we support Speaking and Listening

If children can't speak a sentence, they can't write a sentence.

Speaking and Listening forms a key element of the teaching sequence for writing and is incorporated throughout the teaching phases. Children are introduced to some of the main features of spoken standard English and they are taught how speech varies according to circumstance and audience.

At Woodgrange we encourage the children 'to think it, say it, write it, finish it, and check it'. This strategy supports the link between the spoken and the written word.

In every classroom you will see LOLLY STICKS and LEARNING PARTNERS and opportunities for children to talk and listen to one another. It is the teacher's responsibility to plan for these times and to evaluate the impact of this.

Other Speaking and Listening strategies demonstrated at Woodgrange include:

- Drama lessons and role play areas
- Circle time
- Oral Storytelling
- Book talk
- Language and Word Games
- Chanting, Rhymes and Songs
- Peer marking

How we Teach Reading

Reading into writing

Shared reading takes place within the Literacy lesson; the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and

sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The children join in, where appropriate with the reading of the core text. The texts selected are high quality texts that reflect the teaching objectives, genre or classroom topic.

Reading Gym

Guided reading takes place in differentiated groups every day as part of Reading Gym in KS1.

In EYFS Guided Reading is introduced at an appropriate time.

During guided reading the responsibility for reading shifts to the learner. Guided reading takes place with a group of children, of similar ability. During a guided reading session the children read and respond to a challenging text with the teacher supporting. Teachers use a planning grid to plan each guided reading session and reading objectives are shared with the children at the start of the session.

Texts of graded difficulty are carefully chosen and matched to the reading ability of the group. It is intended that guided reading provides a forum for children to demonstrate what they have learned about reading and to further develop and extend their reading and comprehension skills. A guided reading session should be followed by a reading comprehension activity where children share their understanding of the text independently.

Independent Reading

Children have access to a range of book banded appropriate texts to support their reading at home.

Teachers are responsible for:

- Ensuring that children are taking home books appropriate to their reading level regularly
- Communicating effectively with parents about the children's progress.

Book areas

Every classroom at Woodgrange will have an inviting area to share books and stories. Books on display here will reflect the needs and interests of the class.

Library

Our library provides a wide variety of books, texts and other printed materials in a range of genres including fact, fiction and poetry. All classes are timetabled to use the library and borrow books of their choice once per week.

How We Teach Writing

Writing is closely related to reading, with the two activities reinforcing each other. Similarly we aim to develop a positive attitude to writing and to extend the children's abilities to express their thoughts and ideas on paper, thus enabling them to communicate clearly through the written word. We use core texts that link to the topic in order for children to experience the link between reading and writing.

To enable children to develop as effective writers we will teach them to:

- Write for a range of purposes and genres
- Plan, draft, revise and edit their own writing
- Organise and structure sentences grammatically and whole texts coherently
- Use accurate punctuation and spelling
- Have fluent and legible handwriting.

The role of the adult is to:

- Support the child to structure their ideas
- Revise, edit and improve, giving feedback during the process and encourage this amongst pupils during peer marking sessions
- Provide differentiated support and a writing outcome
- To address children's individual learning targets whilst working with children at a similar stage (i.e. similar targets)- agreeing success criteria and giving feedback on progress

Vocabulary

Learning vocabulary is key to 'learning and progress across the whole curriculum' since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Display of key words linked to topics and subjects.
- Using the correct vocabulary orally.
- In-depth word based lessons looking at patterns.
- Using dictionaries, thesaurus and similar programmes.

How we teach Phonics

Letters and Sounds is a focused teaching strategy that teaches children how the alphabet works for reading and spelling. Letters and Sounds is taught through 6 phases.

Phase 1 supports the development of listening and speaking skills.

Phase 2-5 is a systematic approach to phonics teaching and word recognition skills

Phase 6- focuses on word- specific spellings and the rules for spelling alternatives.

Letters and Sounds are taught as a discrete 20 minute sessions. Each lesson follows the structure of review, teach, practise and apply.

Foundation Stage focus on the teaching of Phases 1-4

Year 1 - Phases 4-5

Year 2 - Phases 5-6

Nursery and Reception teach Letters and Sounds everyday.

KS1 teach Letters and Sounds at least 4 times per week.

Further opportunities for application are given during Reading Gym sessions.

How we teach Spelling

Spelling enables us to become more effective writers. Put simply, the less thought we have to put into spelling, the more thought we can put into what is said. Children can labour under the pressure to spell and Woodgrange Infant School aims to support the development and skill set of the children as spellers from an early age.

Children are encouraged to develop their Spelling skills alongside their decoding skills in phonics. Children are taught that fingers are for spelling and classroom displays help to reinforce this.

Reading Gym carousel activities often provide opportunities to apply spelling rules introduces. Occasionally we send spellings home for children to practice their skills at home.

How we teach Handwriting.

Letter formation and pencil control is developed in the EYFS curriculum as part of learning in Physical Development and writing (linking the letters formation with the letter sounds).

In Year 1 these skills are embedded and developed further through the use of the Pen Pals Handwriting scheme.

By Year 2 a discreet session, delivered at least twice a week to help children develop a cursive style.

Classroom organisation and the role of adults

In our organisation for English activities we provide opportunities for children to work:

- Independently or collaboratively
- In large or small groups either independently or with an adult
- As a whole class

Adults support learning in a variety of ways:

-questioning, scribing or recording, modelling, listening, challenging, observing, assessing and planning next steps etc...

Each class has its own resources which should be accessible to all children.

English in the Early Years Foundation Stage

All children in the EYFS follow a broad-based curriculum and have a wide range of opportunities to communicate and develop early reading and writing skills.

Resources are used imaginatively and creatively to stimulate curiosity and excitement about the world around them.

Assessments are observation based and inform planning to build on prior knowledge and understanding.

Supporting all learners

All children should have full access to a full and stimulating curriculum. We aim to achieve this through differentiation; providing either support or extension as appropriate. We try at all times to ensure our curriculum and resources reflect our pupils' interests and experiences and differing learning styles.

Supporting Bilingual Learners

In our teaching we place particular emphasis on the teaching and development of key and topic related language and use a wide range of strategies to support all pupils including those who speak English as an additional language. We do this through using visual and practical resources and explanations. Where possible we use a child's home language. Key vocabulary is emphasised in whole class sessions and

children are encouraged to use this vocabulary in their recorded work and when they are verbally explaining their ideas. Any classroom displays incorporate key vocabulary and questions.

Assessment

Progress is tracked and evaluated to

- Identify pupils in need of either support or extension
- Identify areas of difficulty or areas of strength
- Set new targets

All of this evidence contributes to the overall picture of achievement for each child. All of our assessments inform future learning.

Parents

- We work closely with parents to inform them of their child's next step.
- We organise Parent Workshops to support the development of Reading and Writing at home
- Our weekly homework in Year 1/2 will often ensure some form of research to promote Speaking and Listening.
- When pupils require Reading Catch up, parents are required to work with the teacher in order to maximise the learning.
- Our MLE underpins our commitment to developing literacy skills are parents are able to access this in order to support learning.
- We organise an ESOL class for our parents who are new to English
- We welcome home language story tellers to work with us in school.

English as Basic Skill

Teachers will plan and provide opportunities for developing literacy skills across the curriculum.

Speaking and listening is taught partly via the writing session and partly through activities such as Circle Time. Teachers are aware of and capitalise on opportunities, which arise every day, for children to develop their speaking and listening skills across the curriculum.

Drama is taught where applicable and where opportunities arise. The shared or plenary sessions offer excellent opportunities for Drama. Teachers plan carefully to ensure that opportunities for Drama occur in a variety of subject areas e.g. History, Geography.

Independent and Individual reading opportunities are given during topic sessions. This is a particularly effective way of teaching non fiction and poetry. Book areas will reflect this also.

Spelling is taught within the writing lesson but spelling investigations are offered as part of Reading Gym. Teachers correct misspelled work in all areas of the curriculum at a level appropriate to the child's learning. Peer assessment opportunities for marking spelling are also given.

Phase 6 of Letters and Sounds gives additional time to spelling and also spelling rules to support grammar.

Different types of writing are taught to children across all areas of learning. Teachers carefully plan their approach to all subject areas in order to ensure that structured opportunities for writing are provided, thus stimulating the development of pupils' independent skills.

Monitoring and evaluation

The effectiveness of this policy and of practice will be monitored and evaluated by the coordinator and the Headteacher through:

- Lesson observations
- Scrutiny of children's work and planning
- Tracking of pupil progress data
- Discussions with pupils

The governing Body will receive annual reports on findings.

How will we know that the policy has been effective?

- Teachers will ensure good to outstanding outcomes for pupils (teaching and attainment)
- Children will achieve targets set for EYFS and KS1 national assessments
- Parents will feel supported in understanding their child's next step
- SLT and Governors will have a clear picture of the attainment of pupils across the school in all areas of Literacy

Date of this Policy: February 2015

Date to be reviewed: February 2017

