



Inspire Learning, Ignite Curiosity

Marlow C of E Infant School English Policy 2023

Then God said, “Let us make humankind in our image, in our likeness”

Genesis 1:26

Rationale

At Marlow Church of England Infant School our curriculum vision is to inspire learning and ignite curiosity within a welcoming Christian and spiritual community. We embrace the uniqueness of everybody and are inclusive of all. Our values of respect, kindness, perseverance, forgiveness, thankfulness and service guide all that we do and our aim is for every child to feel nurtured, supported and safe.

Our belief is that every individual is created in God's image and therefore is precious and valuable. We believe in treating everybody with respect and dignity because we acknowledge everyone's God given value and unique identity.

We aim to achieve this by providing children with the opportunity to work towards achieving their full potential by:

- Embracing the uniqueness of everybody and be inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet

As a school we support the rights of children and these rights are encompassed in the UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 28 *All children have the right to a good quality education*

English Curriculum Intent

At Marlow Church of England Infant School our English curriculum encompasses the essential skills of reading, writing and communication.

We ignite a love of literacy for our learners by putting story telling at the heart of our English curriculum. This gives children the opportunity to develop their ability to listen intently and develop great oral communication skills while mastering the language in order to imitate and innovate the stories that they hear. They are exposed to texts from around the world with a variety of genres and narratives of diverse compositions. Allowing the children to begin to understand how the audience and purpose affects the language choice of the author.

The stories are also chosen as the centre of the topic for each year group across a half term. Each subject is then linked to the chosen topic. This provides further opportunities for the children to have hands-on, meaningful experiences exposing them to a vast amount of rich vocabulary while still having fun. Our constantly developing literacy skills are applied across all areas of our curriculum.

Through systematic, daily phonics teaching we create children who are confident to utilise letters and sounds which form the fundamental building blocks for reading and writing.

We understand that reading opens many doors for children to develop emotionally, intellectually, socially and spiritually. Therefore, we offer our children a wide range of reading opportunities through whole class reading, group reading and individual reading to read for both purpose and pleasure.

We aim to develop thoughtful, sensitive listeners who are also keen to communicate their thoughts, ideas and emotions respectfully and with confidence.

We work together to ensure our children leave our school as independent learners, with a love of reading, writing and language ready for their journey to Key Stage 2 and beyond.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

The *statutory framework for the Early Years Foundation Stage (2021)*

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Reception

The Reception curriculum is founded on the principles and practice laid out in the Statutory framework for the Early Years Foundation Stage. The requirements for English are in the Prime area of Communication & Language and in the Specific area of Literacy.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

EYFS Framework 2021

The area of Communication and Language covers 2 aspects:

- Listening, attention and understanding
- Speaking

As part of this area children are taught to:

- Talk confidently and clearly
- Understand different elements of language (understanding questions, prepositions and following instructions)
- Develop their spoken language
- Build listening and attention skills
- Enjoy listening to stories, songs and poems

The area of Literacy covers 3 aspects:

- Comprehension
- Word reading
- Writing

As part of this area children are taught to:

- Demonstrate understand of what has been read to them
- Anticipate events in stories
- Use new vocabulary when discussing texts
- Say sounds for each letter of the alphabet and some digraphs
- Use blending to read words containing sounds they know
- Read simple sentences and books that match their growing phonics knowledge
- Learn to use a pencil effectively
- Write recognisable letters
- Spell words using their phonics knowledge
- Write simple sentences that can be read by others

KS1

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum Document (2014) for KS1. English is a core subject in the National Curriculum which states that:

“English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.”

The KS1 curriculum is planned around 4 strands of the National Curriculum:

- Spoken Language
- Reading
 - Word Reading
 - Comprehension (both reading & listening)
- Writing
 - transcription (spelling and handwriting)
 - composition (articulating ideas and structuring them in speech and writing).
- Spelling, vocabulary, grammar, punctuation

In Key Stage 1, the English lessons cover the 4 strands of the National Curriculum but the aim is to ensure that the skills are taught not in a standalone nature but as part of a topic or genre related lesson.

Spoken English

Both planned and unplanned opportunities for a range of spoken English and listening tasks are provided. This ensures the continual development of pupils' confidence and competence in spoken language and listening skills. Children then develop as fluent, confident and competent speakers who are also able to listen with interest and understanding for sustained periods. It also encourages pupils to work co-operatively and to listen to the views of others.

Reading

Pupils are encouraged to become confident, enthusiastic, critical and independent readers. They are given opportunities to experience print produced in a variety of forms and for a variety of purposes and to read for information, interest and enjoyment. Daily phonics and guided reading lessons are planned and delivered which focus on the key skills and knowledge needed to allow children to progress through the curriculum. This is in addition to any reading skills and knowledge covered during the English lessons.

Writing

To allow pupils to develop as independent, enthusiastic and expressive writers, who are able to write in a meaningful way we give them a range of writing opportunities – through the daily English lesson,

cross curricular writing and weekly writing workshops. In the workshops, children work in smaller groups led by either a teacher or teaching assistant.

Handwriting

It is important for pupils to be able to write clearly and develop a fluent and legible handwriting style. As a school we believe that the skills of handwriting and spelling are inter-dependent and consequently these are often taught together. This is done in order to reinforce the visual and motor elements of both skills. Therefore, handwriting lessons and activities are discreet lessons.

Handwriting is taught through phonics lessons as well as handwriting lessons. In Year 1, Handwriting lessons take place 3 times a week and in Year 2, 5 times a week.

Spelling, Punctuation and Grammar

The teaching of spelling, punctuation and grammar spelling is embedded within English and phonics lessons. There are occasions, when a standalone grammar lesson, for example, will be required but most of the time we endeavour to teach this type of skill in a way that the children will be able to see the application of the skill. Links will also be made with other areas of the curriculum, as the understanding of spelling, punctuation and grammar is intrinsic to our understanding of language whenever we are reading or writing.

Organisation of teaching and learning

English is taught throughout the school in line with the relevant curriculum (EYFS framework/National Curriculum). Cross curricular links with English are developed wherever possible. Pupils are therefore given opportunities to communicate and discuss ideas and apply their skills in a variety of contexts and subjects.

Reception

Our language rich environment allows children to practise and consolidate taught skills independently and carefully planned adult focussed activities help all learners to progress rapidly.

Each week there are 2 English lessons which serve as the focus for an entire morning's learning. Once the main teaching has been delivered, each child has an adult focused activity as part of a group during the morning. In addition to this, there are daily English activities which form part of the provision which the children can choose as part of their play learning.

In Reception, the daily routine will include planned and spontaneous activities that include:

- A wealth of opportunities to develop and experience speaking and listening
- Experiences that develop gross and fine motor skills both indoors and outdoors
- Sharing and enjoying a range of rhymes, songs, stories and books
- Immersion in a print rich environment with opportunities to see a variety of written communication
- Focus activities that teach children early communication language and literacy skills
- Daily guided reading or individual reading sessions
- Daily phonics lesson in line with Essential Letters and Sounds
- Key word practise sessions
- Home reading books linked to current reading ability to take home to share

KS1

Year 2: English is taught 5 times a week.

Year 1: English is taught to all pupils twice a week in focus groups of 15 pupils. In addition to the taught lessons, there are a variety of English activities provided for the children in continuous provision. Some of these are set as compulsory challenges for the children to complete.

Planning

Each year group uses Storytelling Schools at the centre of their planning. This is often linked to their current topic in order to make their knowledge acquisition both relevant and meaningful.

Progression, coverage and continuity in English is planned for by:

- following the objectives outlined in the National Curriculum 2014 in Key stage 1 and the statutory framework for the Early Years Foundation Stage (2021) in Reception which outline the concepts, competencies and knowledge to be developed in each year group
- producing long term plans, which identify genre and areas of learning
- producing medium term plans, which include curriculum objectives, show opportunities for cross-curricular work and identify teaching activities where the children can show evidence of mastery of the curriculum

- producing weekly short-term plans which detail progression across the English topic being studied. These identify the weekly focus in genre and text and the shared and guided activities that are related to the focus. Learning tasks, the deployment of extra adult support and the focus for the plenary are also identified
- separate short-term plans are written for guided reading
- the learning objectives, outcomes and success criteria for each lesson are clearly identified on planning and are shared with the children as part of the 'learning culture' created within our school
- regular monitoring/reviewing/revising of weekly and medium-term plans takes place, led by senior leadership team and the English subject lead

Meeting the needs of all learners

Teachers plan for the differing needs of the pupils to ensure their interest is maintained, their individual needs are met and to ensure that all pupils are challenged and achieve success. Children may require extra support, time or resources to enable them to access the English curriculum fully.

During English lessons pupils work within mixed attainment groups. They are given 2 or 3 challenges and are usually able to choose which challenge they would like to complete independently and pupils are taught that they won't learn as effectively if they aren't challenged. To ensure a child is working at the correct level of challenge, sometimes a teacher will direct the choice of challenge.

The children are encouraged to reflect on their learning throughout an English lesson and to move themselves onto the next level of challenge if they identify that their work is not hard enough. This allows the children to learn from each other and means that there is no 'lid' put on their progress and attainment in English. When the children's fluency in an area of English is evident, the teacher will plan further opportunities for the children to master the curriculum and then to work at a greater depth within the curriculum.

Inclusion

Careful attention is given to meeting the needs of SEN at the planning stage. This can be assisted if the following are considered:

- the importance of relating the activities to the pupils' own experiences;
- emphasis on learning through visual, aural and tactile and expressions of that through non-verbal and creative media;
- the use of practical activities and learning through first hand experiences;
- opportunities for response and reflection and the use of self-evaluation and assessment;
- extension activities to enable those with developed skills.

Activities are matched to the children's abilities and teachers always carry high expectations of all children so that each child has equal opportunity to reach their full potential. Teachers annotate planning and use their professionalism to highlight any concerns.

Children's progress is regularly monitored at Key Stage meetings, progress meetings and Senior Leadership Team meetings. Where a child is showing concern or potential, necessary measures are put in place to enable personalised and focussed support.

In Reception intervention groups are introduced to offer focussed support in communication and language, physical development and literacy.

Please refer to the SEN policy for further information.

Supporting pupils' learning English as an Additional Language (EAL)

We recognise the need to provide extra support for pupils, where necessary, to maximise their access to the English curriculum and to develop their skills.

We do this by:

- Ensuring pupils learning English as an additional language spend most of their time in their mainstream class
- Using learning activities which involve practical activity and discussion
- Supporting understanding with concrete items, pictures, etc. so that understanding does not depend on oral language alone.

We aim to develop English as an additional language by:

- modifying pupil's inaccurate spoken English by example, not by correction alone;
- employing collaborative learning methods, where EAL pupils are hearing English and are motivated to express themselves in English;

- valuing their home language;
- making effective use of teaching assistants to support learning, especially in the English lessons.

Supporting Pupil Premium children

Pupil Premium pupils identified as needing extra support in English will be given the appropriate help, and where appropriate this will be in the classroom. As part of the school's assessment processes, any gaps in learning are identified and appropriate targeted support is put in place. The aim is to move these pupils so that they achieve at least in line with the rest of the cohort. Such support might take the form of specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty, learning planned and targeted by the class teacher for these individuals, additional reading sessions, Lexia Core 5 sessions with the support of an adult, focus writing groups etc.

Equal Opportunities

Please refer to the school's Equalities Policy.

IT and English

Children use IT in English where appropriate.

IT enhances the children's opportunities in the subject as follows:

- Use of the internet to research;
- Use of relevant IT software to support or extend learning;
- Use of camera and video equipment to record speaking and listening opportunities;
- Use of Learnpads and Chromebooks
- Use of visualisers
- Use of IWB resources.

Assessment

Summative assessments are an integral part of daily lessons and activities. We gather evidence in a number of ways including; observation, independent and guided work, professional judgement. More formal assessment takes place at the end of each half term. Both formative and summative assessments inform planning and target setting for individuals and groups. Children are also involved in the assessment process. This enables our children to be able to identify areas for development and talk about how they can improve their English.

Please refer to the school Assessment Policy for further detail.

Record Keeping and Tracking

Records are kept on all children in each year group these include

- Records kept on Learning Ladders
- Guided reading assessment grids
- Phonics assessments
- Y2 statutory assessments
- Individual reading records
- Individual reports to parents (October, February and July)

Teachers and SLT regularly monitor pupil progress and identify any concerns. These are shared with the teaching team during pupil progress meetings and class action plans are put in place to monitor gaps and progress and individual groups and pupils.

Staff development and training

Staff development and training is provided in the following ways:

- School based INSET led by English subject leader or outside agencies;(Delivery of distance training materials is included in this).
- Liaison with appropriate outside providers including the Oxford Diocese and local teaching schools;
- Working alongside other teachers or visiting other classrooms as an observer to share good practice.

The Role of the English Subject Leader:

The role of the English leader is to:

- Take the lead in policy development.
- Support colleagues in their implementation of the scheme of work and in assessment & record keeping activities.
- Monitor progress in English and advise the Headteacher of action needed.
- Take responsibility for the purchase and organisation of subject resources.
- Keep up-to-date with developments in English education and disseminate information to colleagues as appropriate.

The Role of Governors

Governors determine, support, monitor and review school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that buildings and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

Monitoring and Evaluation of the English Policy

The effectiveness of the policy will be monitored during the year through:

- monitoring of teaching and learning by the English Subject Leader and Senior Leadership team;
- visits from the inspectorate or advisory team;
- consultation with staff;
- sampling of pupil's work and target setting across year groups;
- English governor to monitor through discussions with subject leader.

The following criteria can be used as a measure of success:

- Have the learning targets been achieved?
- Have standards improved?
- Is there whole-school consistency?
- Has any part of the policy been difficult / impossible to achieve?

This policy is to be read in conjunction with:

Phonics Policy
Reading Policy
Handwriting Policy

Date of Review: January 2023

Next Review Date: January 2026