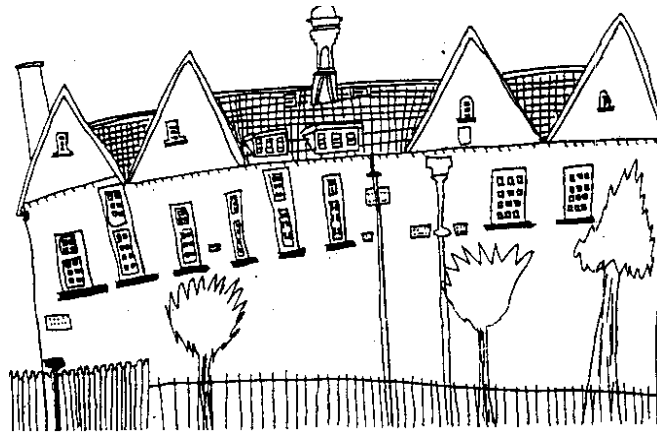


# Letchmore Infants' And Nursery School

## English Policy



**September 2024**

**Review Date - September 2026**

## **1. Introduction**

English is a vital way of communicating in school and public life. Through studying English pupils develop skills in speaking, listening, reading and writing. This enables them to express themselves creatively, imaginatively and effectively. Children learn to become enthusiastic and critical readers of fiction and non-fiction texts. Through the study of Literacy and its patterns and structures children begin to understand how the language works. Children can adapt this knowledge verbally and in writing in a variety of situations. Our school views the acquisition of Literacy skills to be of the utmost importance.

## **2. Aims**

The aims of studying English in our school are: -

### **1 Speaking and Listening**

- To teach children to speak clearly and confidently to different people
- To teach children to listen to, understand, and respond to others
- To teach the skills that enable children to join in as a member of a group in discussions
- To teach the skills that enable children to participate in a range of dramatic activities
- To introduce some of the main features of spoken English
- To enable children to adapt their speech in a variety of situations

### **2 Reading**

- To teach strategies including phonics that enable children to read with fluency, accuracy, understanding and enjoyment
- To develop children's reading comprehension
- To develop children's understanding and use of non-fiction texts including research skills, inference and deduction

### **3 Writing**

- To enable children to learn to communicate meaning in narrative and non-narrative forms
- To develop the children's ability to spell and punctuate accurately
- To help the children to develop a cursive style of handwriting and presentation
- To teach children some grammatical features of written Standard English
- To develop children's ability to write creatively

### 3. Entitlement

All children will be provided *with* effective learning opportunities and teachers will ensure they are setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

All children will have entitlement to continuous access to the National Curriculum programmes of study and the EYFS at the appropriate levels. The attainment targets in the National Curriculum are: -

- Spoken Language
- Reading
- Writing (including handwriting and spelling)

All children will be entitled to participate in special events to promote language specifically arranged for them (e.g. theatre visits, visiting performances).

### 4. Implementation

1. English will be taught both as a separate subject and across every curriculum area, enhanced by collaborative planning across classes and year groups.
2. All attainment targets will be addressed continuously throughout the school.
3. High priority will be given to all aspects of language in the Foundation Stage, particularly speaking and listening. (Wellcom)
4. Children will be taught in a variety of groupings including whole class, ability groups, friendship groups, collaborative groups, pairs, individually and across classes as well as during child-initiated learning.
5. Children will be taught by class teachers and support teachers, supported by Higher Level Teaching assistants, teaching assistants and voluntary helpers.
6. An English session will take place in all class, according to guidance in the National Curriculum. Children in Reception and key Stage One will also read in Whole class reading sessions, which take place on a regular basis. Children will also be heard reading individually with comments recorded in their home reading record when appropriate
7. Challenges and activities will be provided for children during child initiated learning.
8. Children with special needs in English will have activities planned as appropriate within their class, supplemented by small group work with LSAs where available. Intervention programmes are in place for identified children.
9. Regard will be given to advice from outside agencies when planning individual programmes for language development and the acquisition of English.
10. Pupils will be given opportunities to develop and apply their ICT capability skills in their study of English.
11. Whole class phonics will be taught daily with additional sessions for pupils who require it.
12. The lowest 20% of children will have additional regular 1-1 reading
13. Activities will be planned so as to encourage full and active participation by all children irrespective of ability, gender and ethnicity.
14. All activities will comply with school Health and Safety policy.

15. High priority will be given to the promotion of language development in liaison with parents, including the use of a reading record booklet. Homework for English will be given as detailed in the Homework Policy. Parent packs in the Nursery will be mainly English based.
16. Resources will be updated as appropriate, new materials to be considered by the Head and subject leader for English and their implementation evaluated by all staff.

## 5. Assessment

Assessment will be ongoing in accordance with any National Curriculum and EYFS requirements and will be planned as an integral part of the teaching and learning process, being used to inform future planning.

This school assesses English skills formatively in

- Whole Class Reading
- Whole Class Phonics
- Individual reading and comprehension
- Independent writing (narrative and non-narrative)
- Spoken Language

Summative assessments occur regularly and when appropriate

- In Foundation Stage in:
  - Reading
  - Writing
  - Phonics
  - Spoken Language
- In Key Stage 1 in:
  - Reading
  - Writing
  - Phonics
  - Spoken Language

Inclusion staff assess Intervention Groups and individuals regularly.

Records of assessments are kept within: -

- Planning documents
- Phonic checklists
- Reading record booklets
- Assessment files
- End of Key Stage assessment forms
- Foundation Stage - EYFS Profile
- Arbour

These will inform a statement of the child's progress in the annual report to parents in EYFS and KS1 and include a specific target in English.

## **6. Resources**

Each year group has a large collection of E Big Books, Big Books, Smartboard etc

Guided reading books are stored in the main corridor for use by each year group.

Home reading books are in book boxes in the main corridor for KS1 and in the classes in Reception.

A large fiction and non-fiction library is centrally positioned and serves as a lending library to children and as a central resource for the school.

We have a 'Twinkl Ultimate subscription' for our phonics scheme and Whole class reading books

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

**8. Equality statement** - The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

## **9. Background Information**

This policy was informed by reference to the National Curriculum and EYFS Development Matters.