

Waterthorpe
Nursery Infant school



English Policy

February 2013

Approved by: Curriculum Committee

Date: November 2013

Next Review Date: Autumn 2016

Waterthorpe Nursery Infant School

Aims and objectives

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

The aims of English are:

- To enable children to speak clearly and audibly in ways which takes account their listeners
- To encourage children to listen with concentration in order to be able to identify the main points of what they have heard
- To enable children to adapt their speech to a wide range of circumstances and demands
- To develop children's abilities to reflect on their own and others' contributions and the language used
- To enable children to evaluate their own and others' contributions through a range of drama activities
- To develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge
- To encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts
- To help children enjoy writing and recognise its value
- To enable children to write with accuracy and meaning in narrative and non-fiction
- To increases children's ability to use planning, drafting and editing to improve their work

Teaching and Learning Style

At Waterthorpe Nursery Infant School we use a variety of teaching and learning styles in English lessons, as recommended by the Primary Framework and the Early Years Foundation Stage Curriculum Guidance (EYFS).

Our principle aim is to develop children's knowledge, skills and understanding in English:

At Key Stage 1 we do this through a daily lesson. These lessons may include a whole class shared reading, writing or drama activity, a whole class focused word or sentence activity, a guided group or independent activity and a whole class session to review progress and learning. Children have opportunity to experience a wide range of text and use a range of resources. Children use ICT in English lessons where it enhances their learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum. A discrete phonics lesson is taught daily using, Jolly Phonics, Letter and Sounds and or Support for Spelling.

In the Foundation Stage we teach English as an integral part of the school's work. We relate the English aspects of the children's work to the objectives set out in the EYFS Curriculum Guidance as part of Communication, Language and Literacy (CLL). We give all children the opportunity to talk and communicate in a wide range of situations, to respond to adults and to each other, to listen carefully, and to practice and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations through continuous provision and play.

There are children of different abilities in all classes at Waterthorpe Nursery Infant School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. Where possible we use Classroom Assistants to support some children and enable work to be matched to the needs of individuals.

English Curriculum Planning

We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The Primary Framework and the EYFS Curriculum Guidance support what we teach in the long term.

Our Medium-term plans, for which we also refer to the framework and guidance, give details of the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and distribution of genres across each term. The English subject leader is responsible for reviewing these plans.

Class teachers complete a weekly (short-term) plan for teaching of English. This lists the specific learning objectives for each lesson and gives details of how the lessons are to be taught. It also includes details of what each group of children will be

learning. The class teacher keeps these individual plans and the class teacher and subject leader often discuss them on an informal basis.

Phonics lessons are planned using a combination of Letters and Sounds, Jolly Phonics and Support for Spelling.

Contribution of English to teaching in other curriculum areas

The skills developed in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their schoolwork.

Assessment and recording

Teachers assess children's work in English. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives and use them to inform future planning.

Assessment of children's progress is ongoing; through observations, marking and questioning. This ongoing assessment is recorded through teacher comments, records and observation notes on children's work and in Journals.

Children's progress and attainment is recorded termly on progress grids against EYFS profile and National Curriculum levels. Teachers set end of year targets for reading and writing.

Children's progress in phonics is tracked from Nursery to Year 2 using the Letters and Sounds Phonic Phases. Children in Year One take the statutory Phonics Assessment Test during the summer term.

The Key Stage leaders keep samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in English. Teachers meet regularly to review individual examples of work against the national exemplification material produced by the QCA and the DfEE.

Resources

There is a range of resources to support the teaching of English across the school, all classrooms have dictionaries and a range of age appropriate small apparatus. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computer. Access to the Internet is also available in the computer suite. Audio-visual aids are also available in each classroom. The library contains a range of books to support individual research. Resources include reading pathway, guided reading pathway, big books and teacher/class shared resources.

Monitoring and review

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the Key Stage Leaders. This involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Key Stage Leaders write an annual action plan for English and an annual monitoring report in which the strengths and weaknesses in the subject are evaluated against the action plan. This information informs the School Improvement Plan. The Key Stage leaders have specially allocated regular leadership time in order to review samples of the children's work and undertake lesson observations of English teaching across the school. The named governor responsible for literacy makes visits to school and meets with the subject leader to review progress.

Date: February 2013

Review Date: Spring 2016

Equality Impact Assessment Template

Name of policy or project being assessed?	Date
English	15/1/13

Priority Level	
High	
Medium	
Low	X

Lead Officer: Helen Stokes
Members of the assessment team: Helen Stokes & Suzanne Marriott
Others involved in the assessment peer review/external challenge through Steering Committee members

What are the aims of the policy or project?

- To enable children to speak clearly and audibly in ways which takes account their listeners;
- To encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- To enable children to adapt their speech to a wide range of circumstances and demands;
- To develop children's abilities to reflect on their own and others contributions and the language used;
- To enable children to evaluate their own and others contributions through a range of drama activities;
- To develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- To encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- To help children enjoy writing and recognise its value;
- To enable children to write with accuracy and meaning in narrative and non-fiction;
- To increases children's ability to use planning, drafting and editing to improve their work.

Who is the intended customer/service user of this project or policy? Children and staff

What are the desired outcomes from this project or policy? To provide a clear approach to the learning of English

List any other key policies, procedures, projects or strategies that this policy/project has implications on:

Curriculum, Equal opportunities

What are the racial, disability and gender equality implications of the policy or project? To ensure that all groups are given equal opportunities to access this area of the curriculum	
Does the policy or project have any significant positive impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	Yes
Does the policy or project have any significant adverse impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	NO
Do you have any evidence?	
Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?	

Action to take			
If you have indicated there is a negative impact, can it be justified?	n/a	YES	NO
If you have indicated there is a negative impact and it cannot be justified, is it discrimination?	n/a	YES	NO
If you have answered YES, please list all the changes that you have made to eliminate this discrimination: n/a			
Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy			

Signed (Person completing the form):	Date: 15/1/13
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