

## **Cottesbrooke Infant School English Policy** **Written June 2017**

To be read in conjunction with the Read Write Inc. Policy.

Cottesbrooke Infant & Nursery School's aim is to provide a Caring, Inspiring and Successful school. In doing so, we strive to develop positive life skills for everyone to enjoy taking an active and effective role in our changing world.

In order to play an effective role in our changing world the acquisition of literacy skill is vital. Speaking and listening, reading, and writing allow individuals to express themselves and communicate with others.

### **AIMS**

Cottesbrooke Infant & Nursery School aims to develop pupils' abilities in English within an integrated programme of speaking and listening, reading, and writing. Whilst doing so, we seek to foster pupils' enthusiasm and enjoyment of English.

By the time pupils leave Cottesbrooke Infant & Nursery School at the end of Year 2 we aim for children to be able to:

- speak clearly and confidently, for a range of purposes
- read and write with confidence, fluency, and understanding, employing a range of independent strategies to self-monitor and correct
- employ a range of vocabulary in spoken and written forms
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation
- be developing the powers of imagination, inventiveness, and critical awareness

### **STATUTORY REQUIREMENTS**

Statutory requirements for the teaching and learning of Literacy in Early Years and Key Stage 1 are laid out in the 'Communication and Language' and the 'Literacy' sections of the Curriculum Guidance for the Foundation Stage (2012), and in the 'English' section of the National Curriculum (2014).

In the Foundation Stage (Nursery and Reception) children should be given opportunities to:

- experience a rich language environment
- develop confidence and skills in expressing themselves
- speak and listen in a range of situations
- link sounds and letters
- begin to read and write
- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;

## Cottesbrooke Infant School English Policy

- become immersed in an environment rich in print and possibilities for communication

At Key Stage One (Years 1 and 2), children should be given opportunities to:

- speak confidently and listen to what others have to say
- read and write independently and with enthusiasm, using punctuation and spelling knowledge
- use a range of vocabulary in discussion and writing
- develop compositional skills including knowledge of writing styles and of structuring sentences grammatically
- develop confidence in, and enthusiasm for, reading
- develop the ability to read a wide genre of books with assurance, fluency, independence, enjoyment, excitement and satisfaction

## **PROVISION**

### **Speaking and Listening**

Throughout the Foundation Stage and Key Stage 1 pupils are given regular opportunities to communicate thoughts, ideas, and feelings through talk. Strategies include adults taking advantage of each and every opportunity for talking with children, modelling language whilst valuing their contribution, however small. Non-verbal communication is as valuable as spoken language for young children, learning to listen, take turns, maintain eye contact with the person speaking and respond with the appropriate facial expressions are the building blocks of effective communication. More sustained listening is encouraged through story –telling. The school also encourages the use of talk partners and discussion groups to develop pupils’ listening and social skills.

### **Writing and Spelling**

In the Foundation Stage pre-writing activities, such as mazes, dot to dots, tracings and free-writing in the role-play area form an integral part of our work. Children are encouraged to trace their names and, when appropriate, copy-write these and other important words. Pupils see adults writing for a variety of purposes, including making lists, labels, and scribing for them when they have finished a painting or picture. As the children develop fine motor control, correct letter formation is encouraged. Emergent writing is encouraged through role-play, with pencils, pens, paper, forms, and envelopes being made available to the children.

In Reception and Key Stage 1, pupils are taught writing and spelling through daily, differentiated lessons based on the read Write Inc scheme (See Read Write Inc policy for further detail). In Key Stage 1 this is supported through Literacy, and handwriting sessions.

From Reception onwards, children develop a printed handwriting script. Handwriting lessons are taught discretely in Key Stage 1. In Year 2, the children begin to learn joined handwriting based on the Nelson scheme.

### **Reading**

In the Foundation Stage pupils are given plenty of opportunities to learn about and use words and text in a broad range of contexts and to experience a wide range of books, poems, rhymes and songs. Throughout their time in Foundation Stage the children are encouraged to make sense of the written word, from finding their own name cards to choosing a book from a book box.

In Reception and Key Stage 1 pupils are taught reading through daily, differentiated lessons based on the Read Write Inc scheme (See Read Write Inc policy for further detail). Pupils engage in regular shared reading across the curriculum and also have class based Guided Reading sessions to explore different texts and further develop comprehension skills.

### **PLANNING**

**Medium term** planning for reading is taken from the Read Write Inc Handbook (see Read Write Inc policy for further detail). Writing across the school is planned using objectives and units from the National Curriculum (2014) and using the Talk for writing scheme. Texts are carefully chosen and key skills are mapped out for children to develop their skills in writing in an innovative and exciting way.

**Short term** planning is carried out weekly by class teachers. These plans include learning objectives, the whole class work and the guided groups as well as resources to be used and differentiation.

### **CROSS-CURRICULAR LITERACY OPPORTUNITIES**

Teachers take advantage of opportunities to make cross-curricular links. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons in other areas of the curriculum.

### **ICT**

Opportunities to use ICT to support teaching and learning in literacy are planned for and used as appropriate.

### **ASSESSMENT RECORDING AND REPORTING**

Work is assessed in line with the Assessment Policy. At Cottesbrooke Infant & Nursery School we recognise that Assessment for Learning lies at the heart of promoting learning and in raising standards of attainment. We further recognise that effective assessment for learning depends on using the information gained. Assessment for learning (AfL) is integral to the daily teaching of literacy, with adjustments being made to the planning and teaching as the week progresses. Staff make assessments of the children's learning on a daily basis through observations, listening to the children, engaging them in conversation about what they are learning, asking open ended questions and checking understanding.

In Key Stage 1 children's progress in literacy is assessed using Target Tracker. Class teachers carry out their own assessments throughout each half term in order for them to level the children and plan next steps in learning. Teachers liaise with the English Leads to identify any gaps in learning that need to be readdressed.

In Foundation Stage assessments are made against the Early Years Foundation Stage framework using Development Matters and half termly assessments are made on Target Tracker. All assessment tools are used to identify strengths and next steps for individuals and groups of children's learning to inform planning accordingly.

Assessment levels are updated each term to show individual children's attainment. The Assessment Leader holds a Pupil Progress Meeting each half term with each class teacher and year group to discuss the progress of the children in their class/group. Appropriate intervention is put in place to support vulnerable learners and suitable challenge is planned for children exceeding in objectives. Teachers keep a copy of these sheets as a record of the children's achievements to inform planning and record progress. Time is set aside to moderate assessments made each term.

All parents receive an annual written report on which there is a summary of their child's effort and progress in English over the year. At the end of KS1 each pupil's level of attainment against national standards is included as part of their annual written report. In Foundation Stage each child will be given an annual report detailing the level of attainment in terms of ages and months the children are working at in Development Matters.

### **EQUAL OPPORTUNITIES**

All pupils, irrespective of ability, gender or background are fully involved in literacy lessons. We understand that children originate from a variety of cultures and have a wide range of skills. Talk partner work helps them to develop respect for the ability of other children and encourages them to collaborate and co-operate across a range of activities and experiences. Children with English as an additional language (EAL) are supported through small group/1:1 work and are targeted through specific EAL interventions.

### **Most Able Pupils**

Most Able pupils are catered for as groups are based on ability and there is the flexibility to accommodate gifted younger pupils within groups of older children. If necessary, EYFS children can work with KS1 children within Reading.

### **PARENTAL INVOLVEMENT**

Parents are encouraged to support pupils' literacy through attending workshops, regular reading with children at home and the completion of homework. Homework is designed to encourage interaction between children and parents, and to develop a partnership in learning between home and school. Parents are key in the success of their child's learning. Currently at Cottesbrooke Infant & Nursery School, the Literacy leader a reading meeting for Reception Parents and various workshops throughout the Year to make parents aware of how Phonics and Talk for Writing approaches are using within the school. Children also take home a Phonics book and a home readers book every week.

### **MONITORING AND REVIEW**

The implementation and progress of English teaching is monitored by the governing body and Literacy Leader. The Literacy Leader is given management time to monitor and evaluate the quality and standards of English throughout the school and support colleagues. The school has a named governor for Literacy and they attend termly meetings with the subject leader to work together to monitor and evaluate the teaching and learning of English at our school. The governor nominated reports back to the governing body on a regular basis.

## Cottesbrooke Infant School English Policy

Amendments to this policy are made as necessary in consultation with other members of staff.

### **FUNDAMENTAL BRITISH VALUES AND UNIVERSAL VIRTUES**

Cottesbrooke Infant & Nursery School promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We also promote the universal virtues of courage, compassion, self-discipline, justice and humility. Where relevant, these values and virtues should form part of the teaching of English.

Actively promoting these values and virtues means challenging opinions or behaviours in school that are contrary to fundamental British values.

It is not necessary for staff to 'promote' teachings, beliefs or opinions that conflict with their own, but it is unacceptable for staff to promote discrimination against people or groups on the basis of their belief, opinion or background.