



Bellfield Infant School

English Policy

At Bellfield Infants School we encourage our pupils to become lifelong learners. We want to give children an education of the highest standard, we aim for excellence in all our school activities and encourage all pupils, whatever their ability to achieve the best they possibly can.

Aims

- To ensure that all pupils are receiving a well-balanced literacy curriculum
- To ensure that each teacher is providing pupils with a consistent approach to literacy teaching
- To ensure that all pupils are given the opportunity to extend their knowledge and skills
- Build on pupils' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively
- Provide a rich language environment that promotes and celebrates a culture of reading and writing
- Develop children's confidence and encourage them to see themselves as readers and writers for pleasure and purpose
- To personalise learning and support to ensure all pupils acquire and develop basic skills in literacy
- Give opportunities to express their creativity and explore their imagination through drama, play and in written forms

Speaking and Listening

Opportunities are provided for the children to learn speaking and listening skills from one another. A high value is placed on listening respectfully, as well as expressing oneself thoughtfully. Talking partners are embedded throughout the school. Opportunities for speaking and listening in all curriculum areas are identified by staff. Links between speaking and listening, reading and writing are recognised as crucial for all children.

Talk for Writing Aims

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is clear and which engages the interest of the reader.

Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. To support our teaching of writing, staff refer to Pie Corbett's strategies (Talk for Writing) in Foundation Stage and KS1. Talk for writing allows developing writers at Bellfield Infants School to explore the creative thinking processes in writing through talk. The talk allows the children to begin to think and talk like a writer.

The talk for writing (story telling approach) includes:

- Learning and repeating oral stories
- Extending the oral stories into writings
- Creating new stories orally

The benefits of the talk for writing approach are that the pupils will build a bank of good vocabulary and narrative patterning. It will also help build confidence so that children can build their own creative stories. The talk for writing approach also gives opportunities for class teachers to build in role play/drama and to build in different word games. Class teachers apply their own creativity to cover the objectives stated in the National Curriculum.

Teachers model writing skills and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length in extended independent writing sessions at the end of each unit; applying their taught skills to an unsupported piece of writing.

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Extended writing is expected to be produced in Topic and Science; to showcase the children's transferable literacy skills.

Foundation Stage

From the beginning of each child's learning we establish links between experience, speech and the written word. Children will learn nursery rhymes, poems and songs and listen to stories with predictable and patterned language to build up vocabulary and to increase phonological awareness.

Picture books, rhymes and oral stories will be used to introduce vocabulary and to teach children the pattern of stories. They will listen to a wide range of stories and traditional tales and they will celebrate and share stories with staff, parents and one another.

The Read Write Inc. scheme is used daily from September each year to introduce letter sounds and names.

Key Stage One

A clear teaching sequence has been developed to ensure coverage and depth of teaching. Learning objectives are aligned to the aims of the National Curriculum.

- read easily, fluently and with good understanding

- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in an for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Planning

Literacy planning is organised into three main blocks: narrative, non-fiction and poetry. Each year group plans a sequence of work informed by the needs of their learners and based on formative and/or summative assessment.

All teachers should use the Bellfield Infants planning pro-forma. Class teachers are responsible for completing medium term plans (Curriculum Map) to show what genres, specific objectives and key skills will be covered during each half term. The Curriculum Map will ensure there are as many cross-curricular links as possible. Class teachers will also be responsible for using weekly plans to show what each daily literacy lesson will entail. Teachers should be making assessments after a lesson has been completed on what went well, difficulties and specific pupils that will need extra support in the following lesson.

Differentiation

To ensure all of our pupils are making the most progress they can within a lesson the work must be clearly differentiated using AFL via a variety of methods e.g. resources, adult support and level of thinking skills required. Class teachers will be required to show their differentiated activities on their weekly planning. Differentiated questioning and high expectations during the main teaching can be used to stretch the more able pupils and develop other pupils.

Handwriting

Teachers need to have high expectations of children's handwriting, and will need to show this expectation in the their own modelling.

In the Foundation Stage children will use the Read Write Inc. programme to learn letter formation, all teachers will follow the Handwriting Policy and encourage pupils to take pride in their work.

Reading at Bellfield Infants School

We use the Read Write Inc. programme to deliver daily phonics lessons in Foundation Stage and Key Stage One, enabling children to decode effectively.

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop their own reading strategies and to discuss texts in

detail during guided reading time. From Foundation Stage to Year 2, children have the opportunity to read with an adult weekly. In Key Stage One, children have an additional guided reading session with a particular focus on questioning to promote an in-depth understanding of the text. Questions progress from literal to inferential as the children move up throughout the school.

When teaching guided reading to EAL and SEN pupils, it is important to use pictures and visual cues to support discussion in order to aid comprehension. In addition, time should be spent discussing and defining new and unusual words. Class teachers will need to consider IEPs when planning effective guided reading sessions to ensure SEN pupils are being supported appropriately.

Children take home a banded book, from a variety of reading schemes, which is appropriate to their level of ability. Each child has a Reading Diary that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. These banded books should be changed weekly, once the child has had sufficient time to read the book at home. Children can also choose a book from the school library to read for enjoyment.

Children that are grouped in Read, Write Inc. ability sessions will also have a RWI book to take home, practise with their parents and extend their learning.

Class teachers provide pupils will daily read aloud sessions where pupils will be encouraged to respond to the text in a variety of different fashions.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

Grammar and Spelling at Bellfield Infants School

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum. Our expectations are outlined in the 'Talk for Writing Progression Grid'. It details the expectations for the teaching of grammar and the terminology which must be used for each year group. Grammar is timetabled to be taught for at least one session per week in Key Stage One. Of course, grammar skills are also embedded within English lessons where appropriate.

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Confidence in spelling can have a profound effect on the writer's creativity. As a school we use Oxford Owl's 'Read, Write Inc.' spelling programme and each classroom is equipped with a 'word wall', which is regularly referred to throughout each day.

Evaluation and Monitoring

Monitoring of the standards of the children's work and the quality of the teaching in English is the responsibility of the English Subject Lead and Senior Leadership Team.

The work of the Subject Leader also involves supporting colleagues in the teaching of English, being informed about the current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Subject Leader has allocated time, to review samples of the children's work and undertake lesson observations of English teaching across the school. Meetings to review progress will be held with the Senior Leadership Team and Governors.

Marking

Marking in English is in accordance with the school's Marking Policy.

Parents/Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parent's evening to discuss children's progress
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can further their learning
- holding workshops to engage parents with the methods we use in the classroom and the high expectations we expect

Written by: L Slater

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