

MANOR FARM INFANT SCHOOL



ENGLISH POLICY

Philosophy

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction texts. Children gain an understanding of how language works by looking at its patterns, structures and uses. Children use their knowledge, skills and understanding in speaking and listening, reading and writing across a range of different situations.

Aims

The National Curriculum states 'the overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.'

- In reading, to develop enthusiastic, confident, fluent and independent readers with a focus on word reading and comprehension through:
 - Shared and group reading
 - Independent reading
 - The teaching and learning of phonics and common exception words
 - Home reading
 - Use of the school library

Home reading books are organised by phonic level and matched to an individual child's phonic ability. Paper 'Minibooks' consolidate the children's phonic learning for each week and are sent home weekly. Our library provides a wide range of books which include fiction, non-fiction and poetry which children are encouraged to enjoy.

- In writing, to develop confident, fluent, independent and legible writers, with a developing understanding of transcription, handwriting, composition, vocabulary, grammar and punctuation through:
 - Mark making
 - Shared writing
 - Guided writing
 - Independent writing
 - Extended writing

The above will be delivered using the 'Talk for Writing' scheme as a basis.

- The teaching and learning of phonics, spelling and handwriting is taught through the use of the Twinkl schemes.
- In spoken language, to communicate effectively by expressing themselves clearly and creatively, and to listen carefully with thought and understanding through:
 - Listening to and responding to stories, rhymes, poems, singing games and songs from various cultures.
 - Responding to visual and aural stimuli – e.g. pictures, paintings and sounds from the environment.
 - Discussing, expressing opinions, reflecting with other pupils and teachers.
 - Giving and receiving simple instructions, information or explanations.
 - Talking partners
 - Co-operative work, planning and investigating.
 - Telling stories and reading aloud.
 - Imaginative play – e.g. role-play, use of puppets, improvised drama.
 - Circle time and P4C.
 - Assemblies and other performances.
 - Weekly drama sessions
 - ‘Helicopter’ stories in EYFS.

Statutory Requirements

EYFS – In the Foundation Stage we relate the literacy aspects of the children’s learning to the Statutory Framework for the Early Years Foundation Stage Curriculum. Within the EYFS curriculum, Communication and Language is a prime area of learning and children have the opportunity to develop their skills in listening, attention, understanding and speaking. Literacy in EYFS is divided into comprehension, word reading and writing. Children learn through play, speaking and listening activities, teacher modelling, group work and independent learning.

Key Stage One - English is a core subject in the National Curriculum. We use the Programmes of Study as the basis for implementing the statutory requirements of the National Curriculum. A wide variety of high-quality texts and resources are used to support the study of English.

Cross Curricular Links

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

Assessment

Work will be marked and assessed in line with the Assessment policy including:

Formative assessment e.g. verbal feedback and the use of the agreed marking symbols, including marking a piece of writing in greater depth once per half term.

Summative assessment e.g. reading levels, end of KS1 teacher assessment, phonic testing and EYFS profile

Phonics assessment happen as levels are completed, including a baseline and final assessment. Children undertake the year one phonics screening each June.