

Buttsbury Infant School



Together we grow

Aspiration, Respect, Resilience, Kindness

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E8 English Policy

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Signed	Ann Robinson Executive Headteacher

Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims of English

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 word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- 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 and 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.

Curriculum Intent

At Buttsbury Infant School the intent of our English curriculum is to offer rich and vibrant opportunities which draw upon children's experiences. The curriculum is designed so that it is ambitious for all learners; with knowledge, skills and concepts outlined in an age-appropriate and progressive way. We intend for the children to become confident readers, writers and users of language in all its forms.

Curriculum Implementation

We encourage a healthy growth mindset by promoting social skills including good manners, resilience, perseverance, self-awareness, consideration and cooperation. The curriculum supports children to become fantastic role models and the very best versions of themselves.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning. Strands in English include: Reading (word reading and comprehension). Writing (composition, transcription, GPS and handwriting).

At Buttsbury Infant school, English lessons may include:

- Active promotion of a love of reading.
- Core texts that cover a wide range of genres, carefully selected to challenge the children and to expose them to a variety of high-quality books. These texts are used for the children to write for a range of purposes and within a range of genres.
- Explicitly taught guided reading lessons which help children develop the reading skills needed to allow them to develop pace, fluency and their understanding of texts.
- Pupil talk opportunities which give opportunities to speak and listen with a partner, small group and to the wider class.
- Spelling, punctuation and grammar taught implicitly through core texts.
- Handwriting taught explicitly daily.

Curriculum Impact

Our curriculum embeds a lifelong love of reading with language and vocabulary being improved and new interests being fostered. Children use books to inspire their imaginations and spark their curiosity. Children can read books

appropriate to their level and our phonics results are above the national average. Children can write for a variety of purposes and their creative voice is respected. As a result of our English curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at junior school.

Early Years Foundation Stage (EYFS)

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

English in relation to the National Curriculum

The curriculum is organised to ensure that children's experience of English is developed through activities that bring together requirements from the Key Stage 1 programme of study.

Children are taught:

- Spoken Language
- Reading
- Writing
- Spelling, punctuation and grammar

Planning of English

English planning is based on the National Curriculum alongside the CLPE Power of Reading and Reading Vipers.

Relationships with other subjects

Children are given opportunities, where appropriate, to develop and apply their English skills.

Inclusion:

- There will be opportunities in English for all children to both practise skills and extend their English talents.
- The programme of study for EYFS and KS1 will be taught in ways appropriate to children's abilities.
- There will be equal access to all lessons.
- Participation in a wide variety of English activities will be encouraged.

Assessment and Recording

Recording children's English achievements and progress can be accomplished in a variety of ways-

- Work recorded in books (English and Foundation)
- Visual recordings - photographs
- Sound and visual – videos or iPads
- Year 1 children complete the statutory phonic screening check in the summer term (any Year 2 children who did not meet the threshold will also resist)
- Year 2 children complete the non-statutory end of key Stage One SATs assessments in the summer term

Children's progress is measured against descriptions in the Early Learning Goals and the National Curriculum

Role of the English Subject Leader

The music subject leader will:

- Monitor policy and teaching and learning in English
- Provide assistance to all staff when requested, in order to implement the English policy consistently throughout the school

- Organise resources to support the school English policy and teachings
- Co-ordinate purchasing, organisation and distribution of resources
- Arrange in-service support
- Liaise with outside agencies, other schools and colleagues