

Pinewood Infant School and Foundation Unit

English Policy

January 2017

Introduction

We aim to help children to develop a love for the English language through the spoken and written word. We recognise that English is a core subject within the national curriculum and a pre-requisite for educational and social progress. Mastery over language empowers children to communicate creatively and imaginatively as well as allowing them engagement with the world at large.

Aims

Our aim is to provide a stimulating and motivating curriculum that promotes interest and enjoyment and takes into account a variety of learning styles. We aim to do this through the provision of a wide range of literature and different stimulus for writing, that pupils can enjoy and learn from. We aim to develop pupil's abilities within an integrated programme of speaking and listening, phonics, reading and writing. Pupils will be given the opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the whole curriculum.

The new National Curriculum 2014 informs teachers' planning, enabling them to make cross-curricular links within the whole school curriculum plan. The principles of talk for writing and providing children with as many real experiences as possible to act as a stimulus for purposeful writing permeate all year groups at pinewood.

We strive for each child to become a 'literate' pupil

At Pinewood Infant School and Foundation Unit we strive for children to be 'literate pupils'.

By the end of Key Stage 1 we aim for children to be able to:

- Read and write with growing confidence, fluency and understanding
- To monitor and grow in independence with correcting and editing work
- Develop a love of books and read for enjoyment
- Have an interest in words and their meaning, developing a growing vocabulary in spoken and written forms
- Understand a range of text types and genres- to be able to write in a variety of styles and forms appropriate to the situation
- Express themselves clearly and Listen to and consider the views of others
- Formulate and answer questions comprehensively.

Time allocation

There are 5 allocated Literacy sessions per week, a 20 minute daily phonic session in addition to daily reading sessions and handwriting activities. The mediums of drama, talk for writing and speaking and listening activities are highly valued and are used within literacy teaching and/or class topics whenever appropriate. Other intervention programmes such as 'Read Praise Prompt' and 'Ten Minute Read' are used as appropriate to further develop literacy skills.

Curriculum Content

The National Curriculum sets out the programmes of study into 4 areas, spoken language, Reading, Writing and Spelling, grammar, vocabulary and punctuation. The attainment targets are worked on throughout Literacy teaching, cross-curricular activities and other events within school.

Planning

The planning process starts from a knowledge of the pupil's existing literacy knowledge, skills and understanding and is built around learning outcomes which cover the National Curriculum. Teachers

have autonomy to decide the order and priority of genres and which genres fit in best with cross curricular learning. There is an expectation that KS1 will cover, instructions, recounts, non-chronological reports, stories and poems. Class teachers are responsible for weekly planning following whole school planning formats. Planning is completed in year group teams to ensure coverage of objectives, balance and progression and differentiation. Staff plan together in their year group teams on a half termly, weekly and daily basis as appropriate. Teachers:

- Identify the appropriate teaching and learning strategies required;
- Provide a balance and variety within the classroom of content and organisational opportunities for children;
- Assess and plan for the specific needs of children within their own class whilst adhering to the progression laid down in the curriculum ;
- Recording planning e.g. weekly grid, guided reading planning.

Planning incorporates the following:

- ✓ Clear objectives that adhere to the needs of the children and provide challenge.
- ✓ Success Criteria which shows the steps in which the children need to go through in order to achieve the objective.
- ✓ The identification of activities which match the objective and which engage and interest the children.
- ✓ Activities which show differentiation in a range of ways.
- ✓ Where appropriate planning contains evaluations to inform future planning.

The Literacy co-ordinator monitors planning to ensure progression and coverage and is available for help at the planning stage if needed.

Planning is collected as part of the monitoring cycle and matched alongside a work scrutiny to check coverage, balance, continuity and progression.

Learning and Teaching Strategies

A variety of teaching strategies are used throughout literacy sessions ensuring all types of learners are challenged.

Sessions are short challenging and stimulating and there are opportunities for children to work independently, in pairs and in groups.

Time is given for children to reflect on their learning.

Writing

We view writing as a developmental process so that what the child produces at each stage is highly valued. Children learn to write in order to communicate meaning to a wider audience. They need the writing to be coherent and we help them to understand that correct punctuation, spelling and grammar help make the writing clear to the reader.

Children write for a variety of purposes, which we plan to cover throughout their time at Pinewood, in line with objectives set out in the National Curriculum. We endeavor to make writing as purposeful as possible at Pinewood. We value emergent writing and understand that the feedback we give to children during the writing process is critical for progress and success.

We introduce lines for the children to write on as soon as they are ready and encourage this in all English sessions be it phonics, handwriting or in literacy books.

Children from Foundation stage are given writing targets (in the form of writing target pencils) and these are developed throughout school and used daily at the point of writing.

Children are encouraged to assess their own writing from a young age and are supported in editing and making corrections to their work with clear success criteria to check against as they move up through KS1.

Children are encouraged to give care and attention to presentation of work which is modelled continually by staff.

Equal opportunities

Our school ensures that all children cover the content made statutory by the programmes of study within the national curriculum; children access the appropriate level, thus ensuring progression and differentiation; suitable resources and learning environments will be available to enable children access to the learning required. We set high expectations and provide opportunities for all pupils to achieve, including boys; girls; pupils with SEN or disabilities; pupils from all social, cultural and linguistic backgrounds; more able pupils.

Special Education Needs

- All children will have full access to Literacy sessions. Any intensive additional support that is required will take place, either during the independent session of the literacy hour or at another time in the day.
- Differentiated activities will be given to support the less-able and extend the more-able pupils.
- Teaching assistants are used to support targeted children either individually or on a group basis.
- Parents will be kept informed and encouraged to assist in helping their child.
- Adult helpers are used within school to support groups or individual children.
- Targeted children in Year 2 are invited to breakfast club.

Assessment, Marking and Recording

Formative assessment, carried out by the class or support teacher, is an integral part of their role and is used on a daily/ weekly basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what a child has achieved and moving them on to the next stage of learning. This process is linked to the whole school assessment arrangements for marking pupil's work and target setting. Summative assessment occurs half termly and our data system updated termly with independent work assessed against our school assessment system and moderated between classes and year groups.

The school assessment policy defines specific assessment tasks to be carried out in each year group, per term.

For marking - please see marking policy.

Parents receive an annual written report, an additional interim report and are invited to attend 2 parental meetings throughout the academic year. At the beginning of each term parents also receive a booklet informing them of the terms expectations and a weekly account of what the children are learning.

Moderation

Moderation in writing occurs termly within school and at least annually with other schools. Evidence of such moderation is kept by the English Co-ordinator. Continual professional dialogue occurs regarding assessment, progress and targets.

Monitoring and evaluation

The Head Teacher and literacy Co-ordinator as part of our whole school arrangements monitor the following:

- monitoring of medium/short term plans
- work scrutiny
- classroom observations and feedback
- data analysis
- assessment levels
- marking and feedback

- work analysis
- appropriateness of objectives and match with year group expectations
- use of additional adults
- pupil interviews
- monitoring literate environment
- Supporting colleagues

ICT and Literacy

Our school follows the Nottinghamshire scheme of work for the teaching of ICT. Opportunities are provided within the literacy lessons for the teacher/pupil to use ICT in relation to literacy objectives in the curriculum, but only when the use of ICT is the most effective way of children reaching literacy objectives. Interactive white boards are an integral part of literacy teaching as are the use of IPADs and resources such as cameras, videoing opportunities.

Role of Co-ordinator

- The Literacy co-ordinator will set up an action plan and develop an overview of the strengths and areas for development of the school
- Have a clear understanding of school data in regards to the subject, data over time and current progress data across school
- Carry out the tasks identified in the Literacy Action Plan
- Provide support to teachers
- Work with the Head to monitor and evaluate progress
- Identify any INSET needs for the school's training plan
- Co-ordinate workshops for parents in relation to the subject
- Keep up-to-date with subject developments
- To meet with lead governor once a term
- Undertake work scrutines and lesson observations alongside the Head Teacher

Partnership with Parents

We aim to:-

- Keep parents informed about the school's approach to Literacy through meetings and workshops, as well as informal discussion.
- Keep parents informed about children's progress including what they are good at and what they need to improve.
- Encourage parents to support children throughout homework activities, and developing positive attitudes to Literacy.

Role of Governors

Governors are informed about standards in English and about targets we set. They undertake learning walks within school, are present in work scrutines and attend workshops for parents. They meet with subject co-ordinators to discuss progress within the subject and key areas for priorities.

Role of the Head

- The Head Teacher ensures that there is a whole school approach and keeps Governors, staff and parents well informed.
- The Head Teacher uses assessment and other data to set statutory and school targets.
- The Head and co-ordinator monitor teaching and learning through observation and discussion.
- The Head Teacher acts as a critical friend for all subject co-ordinators to support their practise.