

Learning for Ourselves, Respect, We Can



ENGLISH POLICY

Reviewer: Liz Holland - March 2022

Reviewed and Approved on behalf of Full Governing Body by Curriculum Committee:

Next review date: March 2025

Lyndhurst Infant School English Policy

- At Lyndhurst Infant School we believe that literacy and communication are key life skills and that through the English curriculum we should help children develop the skills and knowledge that will enable our children to communicate effectively and creatively with the world at large, through spoken and written language. We will also help children to enjoy and appreciate literature and its rich variety.
- Our English policy refers to Reading, Writing, Spelling, Speaking and Listening
- English skills will be taught both discretely and through a creative cross curricular approach. High standards of English will be expected in all areas of the curriculum and in all activities and tasks set.

Intent

- To provide a language rich environment that promotes a culture of reading, writing, speaking and listening (including role play and drama).
- To have high expectations of spelling, taught through our phonic programme and learning to spell common exception words.
- To develop an interest in, and a love of books and literature that will not only support learning across the curriculum but also enrich children's lives.
- To teach children the craft of writing in order to develop the confidence and skills to write well for a range of purposes and audiences.
- To teach the basics – spelling, handwriting and punctuation – to liberate creativity
- To teach children how to form letters correctly and to have high expectations of handwriting.
- To teach the technical vocabulary so that they can succeed in their next stages of learning.
- To ensure that children can communicate effectively both with individuals and in groups. To understand the conventions of speaking and listening and be confident in expressing their views and opinions in a positive manner both verbally and non-verbally.
- To understand that English skills are an important life skill and how they may be used to support their lives.
- To make links – using ICT.
- To value and celebrate diversity in culture and language.

Implementation

- At Lyndhurst we use a variety of teaching and learning styles to develop knowledge, skills and understanding.
- English strands are taught throughout the day with a daily focus on phonics, reading, writing and spelling. In the Foundation Stage this is linked to the Communication and Language strand of the Foundation Stage curriculum. In key Stage 1 this is linked to the National Curriculum.
- Children have access to a variety of reading books. In the Foundation Stage the children can take home a 'phonic' reading book and a 'comprehension' reading book. The

comprehension books can be borrowed from the class library that consist of a variety of authors and genres. At Lyndhurst we follow the Little Wandle phonic scheme and predominantly use the Little Wandle phonic books. However, other books are used to supplement the scheme but are consistent with the Little Wandle progression document for phonics and reading. After the children have completed the Little Wandle scheme they will revert to using our Book Band colour code for borrowing books and will be reading books from Orange, upwards. See Phonics and Reading Policy.

- Children are also encouraged to choose books from our school library and can borrow books every two weeks.
- Children are taught how to form their letters correctly, use black pen to mark-make and write and join in a cursive manner as soon as they ready.
- Presentation is a key focus throughout the school.
- Children are taught in a variety of arrangements - ability groupings, phonics groups, guided reading groups, whole class and in intervention groups.

Impact

Children will:

- Be able to participate in a conversation or discussion, listening to others, respond appropriately and take turns to speak. To use language to explain their thinking.
- To be able to use language to communicate their feelings and opinions confidently
- Develop the confidence and ability to speak appropriately and perform in front of varying sizes of audience.
- To acquire an increasing vocabulary.
- Be able to sustain concentration in a range of listening situations.
- Know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot.
- Develop powers of imagination, inventiveness and critical awareness in all areas of English.
- Know, understand and be able to write in a range of non-fiction genres and structure text in a style suited to its purpose.
- Use grammar and punctuation accurately.
- Have an interest in words and their meanings and a growing vocabulary.
- Plan, draft, revise and edit their own writing.
- Understand the phonic system and spelling conventions and use them to read and spell accurately.
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing.
- Express opinions, articulate feelings and formulate responses to a range of texts.
- Be interested in the written word (books, comics, ICT etc), read for enjoyment and evaluate and justify their preferences.
- Be able to work confidently and with increased independence in all areas.

Assessment

- Children will be assessed and tracked in phonics using the LW assessment guide, see Phonics and Reading Policy.
- Children are assessed and tracked in all other areas of English in accordance with the school's Assessment Policy.
- Children who are identified as not making as much progress as expected are assessed and discussed with the SENDCo. Some children may have IEP targets for English and receive appropriate support from groups within school or from outside agencies. Parent/Carers will always be involved in the monitoring of their progress.
- Children who are exceeding expectations will be identified and placed on the AMA register. These children will receive an appropriate curriculum through differentiation, group work and attending courses and enrichment activities.
- Children with EAL are identified by our specialist EAL teacher, who will assess each child's needs and support children either individually or within a focused group.
- Marking and Feedback of the children's work is in line with the school's Marking and Feedback policy.
- Analysis of Assessment data is used to set whole school, group and individual curriculum targets.

Expectations

By the end of the EYFS children should reach GLD (Good Level of Development)

By the end of Key Stage 1 the majority of children will be working at the Expected Level.

More Able children will be working at 'Greater Depth'.

Equal Opportunities

All children are given equal opportunities to access the English Curriculum. See our Disability and Equality Duty.

Policies that support our English Policy:

Phonics and Reading Policy

Handwriting Guidelines

Disability and Equality Duty

Inclusion Policy

SEND Policy

Teaching and Learning Policy

Assessment, Marking and Feedback Policy

Monitoring and Evaluation Policy