

STANNINGTON INFANT SCHOOL

Policy for English

January 2020





Stannington Infant School Policy for English

Stannington Infant School Vision:

- To encourage a caring and positive attitude amongst the children towards all others and their environment.
- To provide a challenging, creative and rich curriculum which will develop curiosity, confidence and independence.
- To provide an inclusive, safe, secure, healthy and happy environment.

Philosophy

At Stannington Infant School we consider the teaching and learning of English as a child's key to the wider world of learning and a fundamental educational process. Through the matching of high quality teaching techniques and strategies we strive for an enriched and inclusive English education which meets the needs of each individual child. From this strong foundation our children can develop skills across the wider curriculum and equip themselves to be lifelong learners.

This policy outlines our aims and our practice by building on integrated experiences of speaking and listening, reading and writing.

Aims

- Develop children's speaking and listening skills, to enable them to communicate confidently and effectively in a variety of circumstances.
- 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 an interest and love of books and literature which will stay with them for life.
- Develop children's confidence and encourage them to see themselves as readers and writers for pleasure and purpose.

- Equip children with the range strategies necessary to develop reading fluency and accuracy.
- Give opportunities to express their creativity and explore their imagination through drama, play and in written forms.
- To personalise learning and support to ensure all pupils acquire and develop basic skills in literacy.
- Provide an enriched, structured and enjoyable teaching sequence.
- Equip children with the presentational skills necessary to develop effective writing (i.e. handwriting, spelling and punctuation).

Planning – Teaching and Learning Strategies/Organisation

Stannington Infant School uses a Mastery in English approach to the teaching of Literacy across school. Children focus on one narrative text each first half term of a term. All age appropriate Spelling, Punctuation and Grammar National Curriculum objectives are covered during this time so children can apply and master these skills as the year progresses.

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. Learning partners are embedded throughout the school. At different times, children work in different groupings using Collaborative Learning Strategies to discuss, debate, think, share ideas and present. This may be one to one with an adult, in pairs, small groups, with the whole class and with the whole 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.

In the Foundation Stage

From the very beginning 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.

Children will be made aware that print in the environment and in texts carries meaning. Stories will be re-read and retold to give opportunities to experience reading and associate spoken with written word.

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

In Key Stage One

At Stannington Infant School English teaching in Key Stage One is guided by the objectives in the National Curriculum.

A clear teaching sequence, using a mastery approach, 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 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.

Literacy planning is organised into three main blocks: narrative, non-fiction and poetry. Year groups plan a sequence of work informed by the needs of their learners and based on formative and/or summative assessment. A narrative block is taught during the first half term of each term, followed by non-fiction and poetry block in the second half of each term.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All children experience new learning at Age Related Expectations. Appendix 2 National Curriculum. Genre – Narrative (retell a story)	Begin to apply learning in previous term to a different context. Genre – Non – fiction (non-chronological reports) / poetry	Learning is beginning to be embedded – direct progress from Autumn 1. Genre – Narrative - focus on raising vocabulary (retell a story but change an aspect)	Embed learning to a different context. Genre – Non-fiction (persuasion)/ poetry	Learning is mastered – direct progress from Spring 1. Genre – Narrative (creative writing)	Mastery demonstrated through different contexts. Genre - Non-fiction (recount) / poetry

Planning is identified at three levels in KS1:

- Long Term-taken from the National Curriculum
- Medium Term-Half-termly overviews to include any texts.
- Short Term – weekly plans annotated and evaluated.

During Literacy teaching we aim to get an appropriate balance of shared and guided reading and writing.

Guided reading sessions with a teacher and/or a teaching assistant take place on a daily basis. This will be at Instructional level (90-94% accuracy). Home reading will be at Independent level (95-100% accuracy). This is regularly monitored through running record assessments. Reading book marks are completed weekly, encouraging children to read at home 3 times a week with an adult. An online reading library linked to our reading scheme has been introduced to parents in KS1.

Shared reading sessions take place twice weekly providing children with the opportunity to study a book in depth and use it to develop comprehension skills. This is supported through the introduction of the Stannington Reading Friends characters that are linked to specific reading focuses.

We aim to read for pleasure, in each class on a daily basis.

Literacy opportunities for speaking, listening, reading, writing and drama are developed and celebrated throughout the curriculum.

We aim to achieve an appropriate balance between whole class, focus group, paired and individual teaching and learning.

How is this achieved at Stannington Infant School?

- Quality First Teaching
- Reading to the class, for pleasure, every day
- Providing quality reading materials for all readers
- Accessing the school and local library
- Access to a book banded reading scheme with targeted texts, online and paper copies
- A range of reading initiatives (Book at Bedtime, Family Reads, Box Swap boxes, Y2/Y5 reading partners)
- Whole school approach to guided reading
- Daily phonics teaching in F2 and 3 times a week in Key Stage 1
- Personal reading records for home/school link
- Role play, drama performance
- Twice weekly shared reading
- Whole school approach to oral storytelling
- Listening to and participating in stories, poetry and songs
- Personal, Social and Health Education and Building Learning Power
- Encouraging questioning
- Philosophy for Children
- Appropriate and specific interventions
- Making things real (educational visits, making, playing, experiencing, enjoying)
- Writing for a purpose
- Creating a high quality reading and writing environment
- Opportunities for independent reading and writing in play
- Carefully planned units of work and learning opportunities which relate to children's interests
- 'A star and a wish' for peer, self and teacher assessment.

Phonics

Each child in F2 participates in a daily discreet phonics session following the structure set out in Read Write Inc. Teaching sessions for Speed Sounds Set 1 can be in mixed ability groups or through targeted teaching. Each session follows the same structure: letter and sound recognition, formation of letter, reading letter within a context, applying phonics knowledge to read a story. Speed Sound Set 1 activities continue throughout each day (eg clapping songs) to continue to improve auditory skills.

Phonics teaching in Key Stage 1 will be taught in specific groups three times a week using Read Write Inc. Each session follows the same structure: learn a sound, read words containing sound, spell words containing sound, application of phonics within a text, comprehension skills linked to the text.

Children are assessed every eight weeks using the Read Write Inc assessment materials. Data is collected and analysed by the Literacy Coordinator. Children are regrouped every eight weeks. Children who do not move for two rotations are offered additional 1:1 support with a teaching assistant.

Once children have completed the Read Write Inc. programme they begin the school's Spelling Programme – see separate policy and teaching document.

Spelling, Punctuation and Grammar

Spelling, punctuation and grammar is identified as part of the teaching sequence and taught as part of our literacy sessions. SPAG is also covered as part of our Shared Reading sessions so that it becomes part of children's everyday practice and vocabulary.

Handwriting (see separate policy for teaching of handwriting)

In F2 and Y1

- Children are involved in a Write Dance session every week to refine and develop their movements for their drawings and writing.
- Children access opportunities through continuous provision to refine their gross and fine motor skills (painting, threading, constructing) which will lead to more controlled handwriting.
- Adults model Stannington Infant handwriting scheme
- Children practise letter formation.

In Y2

- Twice weekly whole class handwriting sessions which follow the Stannington Infant handwriting scheme, leading to joined handwriting.
- Adults model Stannington Infant handwriting scheme

Inclusion

At Stannington Infant School we strive to provide as much challenge for our more able children, as we do support for our children with Special Educational Needs.

- We follow a clearly defined process for identifying children with Special Educational Needs at an early stage (see Inclusion policy)
- Children who need support with literacy skills are given support in the classroom and/or may be withdrawn for further differentiation (Fischer Family Trust and targeted interventions).
- Some children are supported through carefully planned programmes (School Support Plans).
- Children with SEND and those who are more able are supported by differentiated questioning and focus group teaching.
- More able children's learning is extended through projects such as working with the theatres and the Children's Book Award club.
- More able children are challenged in class through targeted teaching.

Resources

- We have a range of fiction, poetry, and non-fiction in our school library. Each child can access the school library on a weekly basis.
- For shared reading, we have a range of resources including big books and interactive texts.
- Phonics resources are stored in a central area with each member of staff having their own set of teaching resources.
- For Guided Reading, sets of graded books are kept in a central resource.
- For Home and Individual reading, each class has sets of graded books kept in boxes in the classroom. These books are a combination of reading schemes and children and parents choose from these boxes with appropriate teacher guidance.
- Each child has an individual reading record for parents/carers to record home reading. Class teachers record progress and next steps in the reading record each half term.
- Each class has a book area with a range of familiar and unfamiliar books which can be accessed at different times during the day.
- Each term every year group has a focus author and read books by that author.
- Books linked to the school themes are readily available too.
- Each class visits Stannington Library once each half term to choose books, become familiar with how to use a library and receive instruction from one of the librarians.
- Each classroom has access to computers with a range of programmes which allow children to support and develop their literacy skills.
- All children have access to a listening centre and CD's with read aloud stories and poems.
- We have resources to support role play, small world and drama in school.
- Puppets provide natural opportunities for talk.
- Each class has access to an IWB, visualiser, interactive speech bubbles and story boards, iPads and laptops to support literacy teaching and learning.
- Language and spelling games are available in each class.

Assessment

As well as regular ongoing formative assessment, these measures are employed to assess children's progress:

- Annual reports to parents about overall progress in English incorporating development in speaking, listening, reading and writing. They also include individual targets set for pupils.
- School Tracking and Assessment Tools (STAT) Planning and Assessment grids are used in KS1 to assess reading, writing and SPAG Evidence is collected to support children meeting the assessment focus statements.
- Children in Year 2 are being assessed against the End of Key Stage 1 Interim Assessment Framework document.
- Children in F2 Foundation Stage Profile for Communication Language and Literacy.

- Guided Reading Records.
- Running records with individual children to determine level of accuracy.
- Individual reading diaries.
- Phoneme and key word checks.
- Read Write Inc phonics assessment every eight weeks.
- Whole school moderation / inter school moderation of reading and writing based on National Curriculum levels and Foundation Stage Profile.
- Joint planning and assessment in year group teams.
- Common marking policy for whole school. (see separate document)
- In each year group, teachers make end of KS1 and end of year forecasts which informs planning, grouping and provision.
- Children are given a reading and writing level at the end of each term based upon whole school agreed level descriptors.
- Children are encouraged to self assess using 'A star and a wish'.
- 'A star and a wish' is used in annual reports to parents for them to share with their child their achievements and next steps.

Using the Mastery in English approach allows teachers to make direct comparisons within their class each term when teaching narrative. Each term the literacy lead can look at progression across the schools all year groups teach the same genre at the same time.

Monitoring

The Literacy Lead monitors and evaluates systems, practices and standards, through a range of methods, on multiple occasions across the academic year. Monitoring is often driven by and supported by data. Locality Literacy meetings are attended termly which provides support from Literacy consultants and other colleagues.

Multicultural and Equal Opportunities

- Every effort is made to give equal access to the curriculum to all children.
- Books and other resources are selected to present positive images of all sections of society and from a variety of cultures.
- Some dual language books are available which illustrate a variety of texts.
- We recognise the particular language needs of individual children for whom English is not their first language and will seek additional support to accommodate their needs.
- Dual language Communicate in Print is used around school to label key areas.

Parental Involvement

- All parents are invited to attend a curriculum evening to help them understand and support our aims in literacy acquisition.
- Parents are given written information about reading in school and how it can be supported at home. Parents are encouraged to read with their child at

home and write comments in their reading diary. This forms part of our Home-School agreement.

- Reading Volunteers are given 'training' on how to support children's reading in the classroom.
- Parents are involved in supporting their children with reading initiatives (eg Book at Bedtime).
- Reading bookmarks are sent home to encourage regular reading at home, with a sticker incentive for those that do this.
- Curriculum leaflet on website
- Reading, handwriting, spelling and phonics workshops held for parents.
- Reading, handwriting, spelling and phonic information on website

Updated by Liz Harris: January 2020

Approved by staff:

Approved by governors: