



Brimington Manor Infant & Nursery School

English Policy

1. **Aims and objectives**

The English curriculum develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations. They learn technical language, such as, verbs, nouns and adjectives.

The aims of our Literacy curriculum are:

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama literacy activities;
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers through contact with challenging and varied texts;
- to instil in children a love of books.
- to help children enjoy writing and recognize its value;
- to enable children to write with accuracy and meaning in a variety of formats;
- to increase the children's ability to use planning, drafting and editing to improve their work.
- to develop handwriting skills.
- to apply the children's literacy skills across the whole curriculum.

2 Teaching and learning style

At Brimington Manor School we use a variety of teaching and learning styles in literacy lessons. Our principal aim is to develop children's knowledge, skills, and understanding in literacy. We do this through a daily lesson that has a high proportion of whole-class and group teaching. During these lessons children experience a wide range of shared, guided and independent activities. They have the opportunity to experience a wide range of texts and use a range of resources to support their work. Children use ICT in literacy lessons where it enhances their learning, as in drafting their work and using multimedia to study how words and images are combined to convey meaning. Wherever possible we teach a cross-curricular or thematic approach and we encourage children to use and apply their learning in other areas of the curriculum.

There are children of differing ability in all classes at Brimington Manor School, including SEN and more able. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support some children and to enable work to be matched to the needs of individuals.

3 English curriculum planning

English is a core subject in the National Curriculum. We use the National Curriculum 2014, EYFS (September 2012) and Letters and Sounds as the basis for implementing the statutory requirements of the programme of study for English.

We carry out the curriculum planning in Literacy in three phases (long-term, medium-term and short-term). The National Curriculum 2014 and the EYFS details what we teach in the long-term.

Our medium-term plans give details of the main teaching objectives for each term relating to our topic. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The Literacy Co-ordinator overviews the plans for the whole school.

Class teachers complete a weekly (short-term) plan for the teaching of Literacy. This lists the specific learning objectives for each lesson. It also includes details of what each ability group of children will be learning. It states expected outcomes from the lesson too. These plans are kept on the school server, the class teacher and the literacy co-ordinator informally discuss them at regular intervals.

Reading - Our core reading scheme is Oxford Reading Tree. Reading books are organised into colour book bands and incorporate a range of other reading schemes too which gives the children more choice. Children can change their own reading books as often as they wish from their book band box. We encourage parents to read regularly with their child and share information through the reading diary. Reading targets used in guided reading sessions are shared with parents through the reading diaries. The children also have a book band reading bookmark which gives useful information to the parents about that level. Children are encouraged to take home a library book from the well stocked book areas that each classroom has.

Writing - We encourage children to have a go at writing and to sound out unknown words. KS1 children have an independent writing session each week which incorporates writing targets and marking feedback. In EYFS mark making activities are available daily and have a go writing encouraged. All classrooms have a writing table. Children have a handwriting practice lesson each week in addition to literacy sessions. KS1 children also have spelling lists which go home and are tested each week.

Phonics sessions are well established throughout school. FS use a combination of approaches which includes Jolly Phonics, Big Cat Phonics and teacher led multi-sensory activities. These sessions move on to more focussed phonic phased groups in FS2.

KS1 children work at their appropriate phase in small phonics groups 4x weekly. These groups are planned in accordance with Letters and Sound guidance. There is a statutory phonic screening test during the summer term in year one. Children who do not achieve the threshold are carefully monitored and retake the check in the summer term in year 2.

Guided Reading groups are established in FS2 and KS1. Visual targets are shared and assessments are ongoing. Visual targets used in these sessions are shared with parents through the child's reading diary.

4 The Early Years Foundation Stage

In the 'new' EYFS (Sept 2012) 'Communication and Language' is a PRIME area and underpins all other areas. Literacy is a SPECIFIC area which incorporates Reading, Writing and phonics.

A key area is the work on Letters and Sounds, (linking letters and sounds). We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen

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carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words, text and writing in a range of situations.

ECAT

The EYFS also take part in the Every Child a Talker (ECAT) programme. This is designed to improve the skills and expertise of the early year's workforce in early language. It works well within the Revised Early Years Foundation Stage with its Prime Area of Communication and Language for all children from birth.

It increases practitioners' knowledge and understanding of early language development and supports best practice, leading to improvements in children's language acquisition. It raises the understanding and expertise of early year's practitioners across the whole setting and equips them with the (different) skills and knowledge needed to work with both children and with parents. As well as creating an enriched language environment within the setting, the programme increases the involvement of parents in their children's learning and helps to develop stronger home learning environments.

5 Contribution of Literacy to teaching in other curriculum areas

The skills that children develop in Literacy are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

Mathematics

English contributes significantly to the teaching of mathematics in our school. Children in the EYFS develop their understanding of problem-solving, reasoning and numeracy by talking about these areas with adults and other children. Children in Key Stage 1 experience stories and rhymes that rely on counting and sequencing. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

ICT

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT as a source of information. We encourage all children to use ICT as a resource for learning, whenever they feel it is appropriate. Children access a variety of software that is linked to the literacy curriculum. Children also access mathematics

homework using a computer programme which they have a password for. This is carefully monitored by staff.

Personal, social and health education (PSHE) and citizenship

Literacy contributes to the teaching of personal, social and health education and citizenship. We encourage younger children to take part in class and group discussions on topical issues. They discuss lifestyle choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views. Circle time is well established to develop better speaking and listening skills.

Spiritual, moral, social and cultural development

The teaching of Literacy develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

6 English and Inclusion

At Brimington Manor School we teach literacy skills to all children, whatever their ability. Literacy forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities carefully matched to the needs of all pupils including those with Special Educational Needs, Disabilities, English as an additional Language or more able children. Work in Literacy takes into account the targets set for individual children in their Individual Education Plans (IEPs). Teachers and teaching assistants may provide help with communication and literacy through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using ICT, other technological aids and taped materials;
- using alternative communication such as signs and symbols;
- using outside agencies inc. Speech and Language therapist.

7 Differentiation

We plan for differentiation so that pupil's interest is maintained, their individual needs are met and to ensure that all pupils are challenged and achieve success. This adaptation may be to record their work in a simpler form or to work on a selected aspect of a task. Children may require extra support, time or resources to enable them to access the Literacy

curriculum fully. Children who require extension will be asked to develop and transfer their skills through more open-ended tasks and cross-curricular activities.

We use Learning Mentor sessions, BRP, Every Child a Talker and we target specific groups of children for extra input.

8 Assessment and recording - KS1

Teachers assess children's work in Literacy in three phases. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. Each term children are assessed for reading and writing, then targets for the following term are given.

Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. Assessments are made using tests and teacher assessments. Teachers meet to review individual examples of work against the national exemplification material produced by the QCA and the DCFS and work sampling is carried out jointly with the local junior school.

In KS1 one piece of writing is assessed each term. Two pieces of writing of different genres are put into a year book for each child.

Children undertake the national tests at the end of Year 2. In June, Y1 children take the National Phonic Screening test.

Early Years Foundation Stage

In EYFS samples of work are kept at regular intervals throughout the year. Literacy in the FS is continually assessed against the objectives in the new EYFS framework.

9 Resources

There is a wide range of resources to support the teaching of Literacy across the school. All classrooms have dictionaries and a range of age-appropriate small apparatus. Each classroom has a reading area where children can access good quality books, fiction and non-fiction. Children have supervised access to the Internet through their classroom computers. There is a school reading leaflet available for parents giving advice and guidance on reading at home.

Curriculum 'open' sessions are held which enable s parents to observe phonic sessions and guided reading sessions in school. These are followed immediately with an information meeting for parents.

10 Targets

Visual targets are used throughout the school to improve reading and writing skills. Visual writing targets are used in lessons and are put at the top of a piece of writing both as a reminder and to help children to self assess their work. Staff refer to these targets whilst marking to further improve writing skills. In KS1 children work towards setting their own writing targets.

Visual reading targets are used in guided reading sessions and are shared with parents in individual reading diaries.

11 Monitoring and review

Monitoring of the standards of the children's work and of the quality of teaching in Literacy is the responsibility of the Literacy subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Literacy, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. Staff regularly have work scrutiny sessions. Writing is also moderated with Brimington Junior School and Henry Bradley Infants.

Governors monitor literacy progress, particularly in areas of literacy identified in the school development plan. There is a named literacy governor who meets regularly with the subject co-ordinator.

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