



English Policy

Introduction

At Broadway Infants we firmly believe that English in all its forms should be at the centre of children's learning. High quality teaching and learning in all aspects of English should enable children to read, write and speak fluently therefore allowing them to communicate their ideas and emotions to others. English is a key skill which is essential for all aspects of everyday life including independent learning and the world of work. Children should develop a love for English through their enjoyment of reading, writing, speaking and listening.

We encourage children to develop skills to communicate effectively in speech and writing, to listen with understanding and to be responsive, enthusiastic and knowledgeable readers. We will enable children to achieve this passion for English through providing stimulating and exciting experiences based around high quality materials and opportunities for learning which will lead to every child reaching and fulfilling their full potential.

Curriculum Aims

Broadway Infant School aims to deliver a curriculum which is broad, challenging and creative; a curriculum which encourages children to learn through seeking solutions to problems and finding answers to their own questions.

The Statutory Framework for the Early Years Foundation Stage aims to ensure that:

- **Communication and Language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

The National Curriculum for English has the overarching aim 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



Teaching and Learning of English

English lessons at Broadway will be built on quality texts, with children enjoying a wide and varied range of texts and genres. Key skills in reading, writing, speaking and listening will be developed and consolidated upon, before children are then stretched and challenged through a range of exciting learning opportunities.

Teaching and learning styles will reflect and support the overall development of English with a great emphasis on modelled, shared and guided writing. A variety of teaching and learning strategies will be used to give all children the opportunity to develop their literacy skills. Children will be given a chance to work within a variety of learning situations including: whole class, guided work, independent work, group work, paired work, problem solving, hot seating, discussing, risk taking and investigating. Differentiated and challenging activities will be given to support and extend. Drama and role play may be incorporated to widen understanding in English and across the curriculum.

Key areas within English

Phonics

All pupils within the Early Years Foundation Stage and Key Stage 1 receive daily phonics teaching in line with the 'Letters and Sounds' document forming the main spine of learning progression. Other schemes and materials, including online resources are used to consolidate learning.

Pupils who have been identified as needing further support in phonics are quickly provided with phonics intervention sessions, in addition to the regular phonics lessons. Children take home reading books which are fully decodable and match the phonics phase being taught. Children also take home reading books that are colour coded according to book bands, and individual assessment using the PM Benchmarking program identifies the correct book band colour for each child.

Any pupil, who has not reached the expected phonics level by the end of Year 1, as assessed by the national screening check, receives additional phonics intervention within Year 2.

Reading

We aim to foster a love of reading at Broadway Infants and we encourage children to read a wide range of books both at school and at home. All children have access to our school library which they are able to use to extend their independent reading, as a research tool or just to enjoy a good story.

We have high expectations of children and the progression of their reading skills. Therefore we offer as many opportunities for reading as we can. This may happen in the English lesson or across the curriculum.



Whole class reading.

Children are given opportunities to listen to, read, and comment on, books and stories during whole class sessions. This is teacher led and the children interact and respond to differentiated questions, often during English lessons but also across the curriculum.

Shared reading.

During English lessons the children are given a variety of text types as a stimulus for writing. The teacher and children share the text, and the teacher models as an expert reader, drawing out the key elements of the content.

Guided reading takes place regularly in the class, where small groups read the same text together with the support of a teacher or teaching assistant. These sessions often focus on grammar and deeper understanding of the text.

Home school Reading

Home school links are very important in reading. Children take books to share with parents/carers at home, and we expect children to read daily at home. Parents/carers use the Reading Record to add comments and record reading. We encourage children to read a wide variety of books, including their own books at home, and children who read 5 times or more at home each week are awarded a Champion Reader stamp in their Reading Record. A weekly class competition for the most Champion Readers is announced in our weekly celebration assembly.

Writing

We aim to foster a love of writing at Broadway Infants. This is achieved through many different teaching and learning strategies.

Foundation Stage

We believe that communication and language, with opportunities to explore reading and writing underpins the future learning of our children. Within our reception class children have access to planned group writing activities but also many opportunities for child initiated writing activities.

These may include the following:

- Opportunities to develop and experience speaking and listening skills
- Experiences that develop fine and gross motor skills through play and mark making activities.
- Sharing and enjoying a range of rhymes, songs, stories and books.
- Immersion in a print rich environment with opportunities for oral language and written communication.
- Whole class shared text activities
- Computing opportunities on ipad and smartboard.
- A daily phonics session which provides opportunity for children to practise the cursive script.
- Literacy integrated throughout the Early Years curriculum.



Key Stage One

Clear assessments from the Early Years team create a smooth transition into KS1 where children continue to develop their love of writing. Building on a quality text, carefully planned lessons will include:

- Extended opportunities for discussion of writing, e.g. role play, pair talk, drama and hot seating to prepare children for the writing process.
- Modelled, shared and guided writing examples.
- Opportunities for children to write for and share their writing with different audiences.
- Songs, rhymes and games to develop English skills.
- Spelling and grammar work building on and deepening key skills across different year groups. In Year One there is a focus on phonics which then develops into spelling rules and strategies by the end of Year Two.
- Text level work using a range of genres and texts which will develop comprehension skills and understanding and enjoyment of books, helping to promote a love of writing.
- Immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication.

Handwriting

Handwriting is an important skill to learn, as it enables others to read the work done and for children to feel a pride in their sense of achievement. Handwriting is a developmental process with its own distinctive stages of progression from readiness for handwriting, through to letter joins, practising speed and fluency and higher presentation skills.

Children will:

- Develop fine motor skills
- Understand the importance of the correct posture and paper position, whether left or right handed
- Hold a pencil effectively
- Learn how to form letters correctly, ensuring ascenders and descenders are clear
- Form letters of consistent size and shape
- Use regular spaces between words
- Form upper and lower case letters correctly
- Learn how to join letters in **Year 2** using a cursive (lead in) script.

Spelling and Grammar

Spelling

Within Reception and KS1 the focus is on phonics. All children within Reception and KS1 access a daily lesson of phonics. In Year 2 there is a deeper focus on specific spelling rules as part of the phonics lesson. The children in Years 1 and 2 also learn the common exception word lists for their year groups. Parents are informed of these words, and they will be sent home to learn as a homework task.



Grammar and Punctuation

Explicit lessons teaching elements of grammar and punctuation in line with the National Curriculum are planned and taught, with opportunities provided for children to apply and consolidate their learning.

Speaking and listening

Spoken language underpins the development of reading and writing. The quality and variety of language which pupil's hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Assessment for Learning

All children are assessed on a day to day basis through observation, questioning, discussion and feedback. This ensures teachers have a full understanding of learning and progress.

See Feedback policy for further information.

Parent/Carer contribution to learning

Parent/carer involvement is highly valued. We aim to promote their participation through invitations to school events such as 'stay and read' or 'stay and write' sessions that inform them how they can support the English curriculum. Teachers also set English targets for children which they then formally share as part of parent/carer evenings. These targets also form part of the end of year school report.

This policy will be reviewed at least every three years.

Signed: J. Tumelty

Date: March 2021

Headteacher: Jodie Tumelty

Review: March 2024