

Glendale Infant School

Policy for English

Rationale

- To provide a nurturing environment that allows the delivery of a quality, text-based curriculum that develops a love of reading, writing and discussion.

Aims

- To provide rich learning activities and experiences to promote the acquisition of the necessary skills in all areas of English.
- To match activities and teaching methods to suit individual needs and abilities to ensure that each child reaches their full potential.
- Enable children to develop vocabulary, articulate thoughts and ideas, ask and answer questions and formulate arguments.
- Develop a love of reading.
- Read accurately, fluently and with expression.
- Develop comprehension skills.
- Write fluently and for a range of purposes and develop stamina.
- Spell with increasing accuracy.
- Develop clear and fluent handwriting.

Organisation

- English is taught through cross curricular text-based topics to encourage and stimulate interest and enjoyment.

Speaking and listening.

- Opportunities for speaking to be presented in all literacy lessons and in cross curricular work wherever possible.
- Clear expectations for a good listener.

Reading.

- KS1 children, and from October half term FS children receive a readwriteinc speed sound and reading session daily.
- Regular opportunities to develop comprehension skills.
- Long and medium-term plans for reading for children who have completed readwriteinc and to further develop reading skills in a wider curriculum.
- FS Weekly nursery rhyme.
- Daily story time.
- Reading spine books to be read regularly and displayed in the classroom.

Writing.

- Long and medium-term plans for writing.
- Short term planning within year groups.
- KS1 children to have a minimum of 4 sessions of writing per week.
- Planning is matched to the EYFS framework and National Curriculum.
- Planning incorporates different writing styles and genres and provides opportunities to develop skills in reading, writing, speaking and listening across the curriculum.
- Spelling taught in readwriteinc sessions will be further developed and extended in literacy lessons through specific and continuous objectives.
- Teachers mark consistently against LOs and continuous objectives.

Assessment and recording.

- Half termly assessments made in readwriteinc to inform groupings.
- NFER assessment Autumn and Spring for Y2 and Spring and Summer for Y1.
- Assessments recorded on trackers to monitor progress.
- In KS1 a piece of independent writing to be levelled and moderated each term.
- Assessment and moderation within year groups and whole school.
- key stage consortia/county moderation where available.
- Termly assessment of reading/spelling of common exception words for KS1.....
- Writing is tracked on grids each term.
- Co-ordinator will attend English courses and feedback to staff.
- FS use National Reception baseline assessment on entry, enhanced baseline for key skills and continue internal tracking for assessment.
- Pupil progress meetings termly.
- Two parent/teacher consultations per year. Informal consultation if the need arises.
- Written reports to parents in July will include teacher assessments and next steps/targets.
- SAT's results and phonic test results are reported annually.

Monitoring and review.

- Book trawls.
- Lesson observations and drop ins.
- Pupil voice.
- Learning walks.
- Planning is reviewed annually.

Equal opportunities and SEND

- Regardless of age, gender, religion, ethnic origin or disability children will read, write and communicate effectively, confidently and with enjoyment.