

Caister Infant, Nursery School and Children's Centre

English Policy

THIS DOCUMENT IS a statement of the aims, principles and strategies for teaching and learning of English at Caister Infant, Nursery School and Children's Centre.

Caister Infant and Nursery School is currently working towards the UNICEF Rights Respecting School Bronze award. Opportunities to teach the children about the United Nations Charter for the Rights of the Child will be sought wherever possible.

IT WAS DEVELOPED through a process of consultation with teaching staff and governors.

THIS POLICY WILL be reviewed on a regular basis.

Person responsible: Diane Brooks

What is English?

English is the basic language of communication in this country and much of the western world and its mastery is a prerequisite for educational progress.

English is important because:

- it is the basic language of communication in our society
- it is the foundation for almost all learning which takes place in our school
- its mastery empowers the learner and is essential for independent learning, the world of work and most other aspects of life

Documentation

- 2014 National Curriculum
- Read Write Inc Teaching Materials
- Letters & Sounds materials – Nursery
- Materials from Inset
- Revised EYFS

Aims and Philosophy

The school believes that English is a subject in its own right and that it is also a means of learning throughout the whole curriculum. We aim to give each child the opportunity to develop their speaking and listening, reading and writing ability through a structured approach, also by creatively developing meaningful and challenging learning experiences across the curriculum.

Contribution to subject

We intend that the children will realise that English is not just a subject but also a tool with which they can access all areas of the curriculum. The school aims to help children develop

- confidence across a range of speaking and listening skills
- an increasing range of phonic and whole word skills
- an increasing ability to read independently with pace, understanding and enjoyment
- an understanding of how texts are organized
- a range of writing strategies and its significance to the reader
- a purpose for writing
- a sense of fun and enjoyment of language
- a love of reading and writing

The school intends to provide a range of learning experiences, which meet the requirements of the English National Curriculum, RWI and Big Write schemes, the EYFS and creative, cross curricular links across the curriculum.

Teaching and Learning Styles

All of our English is delivered through the school's Teaching and Learning Policy. Children access the English Curriculum by taking part in Read Write Inc lessons 4 days each week. The children are ability grouped and assessed every 6 weeks. They also follow Big Write daily skills lesson which lead to a Big Write task that has a cross curricular theme linked to topic work. Opportunities for handwriting and drama are also embedded within this. A focus for KS1 is to embed meaningful opportunities to read and write involving such opportunities as outdoor learning, out of school visits etc.

In the Foundation stage the outdoor learning environment is a valuable opportunity to develop language and writing skills and is a key area being developed. Using language for different purposes is planned throughout the curriculum to give children meaningful learning experiences. RWI lessons take place 4 days each week in FS2 with children being ability grouped as in KS1.

In FS1 the children are introduced to the first set of speed sounds using RWI materials together with letters and Sounds games and activities. Opportunities to read and write are also planned into indoor and outdoor learning.

The children develop their understanding of language through reading and analysing a variety of texts. This develops their word, sentence and text level skills and gives them the tools with which to write. Speaking and listening activities provide an opportunity to enhance and extend the children's learning beyond the text and are considered to be a powerful tool to inspire their writing.

It is important to include a range of teaching strategies in our English planning in order to achieve these aims.

- Show me activities
- Get up and go activities
- "Perfect partners"
- Speaking and listening
- Drama
- Shared reading
- Modelling writing
- Guided writing
- Individual and group activities
- Use of the Prowise board, iPads, cameras etc.
- Regular handwriting and word work practice outside the RWI lesson
- Use of the Magpie Wall
- Kung Fu punctuation
- Purposeful praise
- Pace and challenge
- Self and peer assessment
- Marking code
- Quick recall
- Weekly spelling quizzes in KS1
- Champion readers and writers

- Celebrating achievements with buddy classes, in class assemblies etc.
- Shared reading with Y5 at Caister Junior School

Planning and Preparation

Each teacher follows the RWI teaching manuals, which set out specifically, lesson plans for sound work, spelling and reading and relate to the scheme's reading materials. Teachers and Teaching Assistants are responsible for planning and preparing their lessons on an individual basis in line with the RWI level they are working on. Language and Literacy is used for children that are off the programme in Year 2.

Weekly plans are in place across the school for Big Write. Teachers plan together in year groups. These plans are shared with Teaching Assistants and their contributions are highly valued. Each teacher annotates the short term planning to meet the specific needs of the class and evaluates the effectiveness of the lesson.

Planning is also shared with all teaching staff across the school.

In Year 2 the children are taught strategies to improve and edit their work through self and peer assessment.

Individual writing targets are set linked to the children's level of attainment. These are used to help children understand what they are expected to learn and involve them in self assessment. Once a target has been achieved 3 times a new target is agreed with the child.

In FS1 and FS2 weekly plans are in place which identify English opportunities across all areas of learning, identifying both adult lead and self initiated learning opportunities.

Reading Cafes are run within FS1 and 2, as part of our parent partnership work and as a tool to promote the love of reading and associated skills. Each class holds a Reading Café for family and friends at least once every term. We offer the opportunity to share a book as a class with parents/carers/younger siblings and to spend time working on an art/design and technology based activity together.

In KS1 opportunities are planned to share aspects of learning during parent celebration events on Friday mornings.

Equal opportunities

Caister Infant Nursery School and Children's Centre offers equal access to the curriculum as appropriate to individual needs with reference to the school's Teaching and Learning Policy and Special Needs policy. The majority of children have English as their first language but non-English speaking issues will be addressed as they arise.

Special Education Needs

As the children are ability grouped for RWI and taught by teachers and teaching assistants, their specific needs are more easily met within their small group. Teachers are however responsible for sharing specific targets with their RWI teacher.

A planned programme of intervention is in place across all year groups to identify gaps in learning. This will often be carried out in class supported by the teacher or teaching assistant.

Small group phonics intervention is in place in KS1 to support those children that do not make satisfactory progress over an assessment period or that did not pass the Year 1 phonics check.

Catchup has been introduced to those children in Year 2 who, it is considered, will struggle to achieve the expected standard at the end of KS 1.

Speech and Language intervention is an area for development focusing on the Foundation Stage to have maximum impact.

Staff Roles and Responsibilities

- The English Leader aims to provide the resources to support the development of the English curriculum, whether it is directly in BW or RWI sessions or through other subjects. Liaison with subject leaders, class teachers, pre-school providers and Junior school teachers is very important in our aim to provide continuity and improved provision and experiences for our children.
- The RWI manager co-ordinates the assessment and organisation of the RWI groups on a half termly basis.
- The RWI manager provides a programme of support for all staff in order to ensure continuity of approach.
- The class teacher and teaching assistants plan and deliver the RWI lessons and liaise with the RWI manager.
- The RWI manager analyses the assessments.

- Class teachers are responsible for delivering and evaluating BW lessons with a responsibility to feedback at year group meetings to inform future planning.
- Class Teachers are responsible for ensuring that creative opportunities to write are planned across the curriculum.
- The English Leader, Year Group Leaders and members of the Leadership Team will carry out monitoring of planning, children's work and views plus classroom practice at specific times in line with the school's Monitoring Policy and Timetable.

Assessment and Recording

Reference is made to the school's Assessment, Recording and Reporting Policy. KS1 teachers write an annual report on the child's progress in English based on their achievements throughout the year. Reference is made to aspects of English as part of the FS end of year reports to parents.

Feedback to pupils about their own progress in English is achieved through the marking of work and through assessment for learning strategies following the school's marking code. Also termly targets are set and reviewed at Pupil Progress Meetings.

Each year group moderates independent writing on a half termly basis and this is recorded using Pupil Asset. Reading judgements are also agreed using RWI levels, the child's individual reading level and through individual reading. In Year 2 reading comprehension tasks also feed into this evidence. Individual RWI assessments take place half termly, the children are then regrouped according to ability. The data is collated and new targets set.

In KS1 the children have weekly spelling quizzes. These incorporate the common exception words and spelling expectations for that year group. These are recorded in the child's spelling record book.

Each class teacher is expected to read with all children 3 times each half term using a range of strategies to develop fluency, pace and understanding.

Additional reading support will be given to those children that do not read at home regularly or are on the Pupil premium register.

In FS2, achievements and progress over the year are tracked against 'Development Matters'. During the final term in FS2 the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels,

and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development is assessed against the Early Learning Goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

Pupil Asset is used to collate attainment and progress in English across the school. This data is then used to identify specific intervention as part of the termly PPMs.

At the end of Y1 a National phonics check is completed with all children where an agreed national pass mark has been set. These results have to be reported to parents indicating a pass or fail mark. Those children that do not pass in Y1 have to be retested at the end of Y2.

End of KS1 SATs assessments are completed at the end of Y2 in reading, writing and maths. National SATs materials are used alongside teachers' ongoing assessments to agree a level. All assessments are moderated internally each year and verified externally every 4 years. Cluster moderation also forms a crucial part of this process. End of KS1 results must then be reported to parents.

Individual reading books are changed daily when the parents have commented that they have read together at home. Teachers assess when they think children are ready to move on to the next level.

Safeguarding

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Date agreed by staff: 17-4-18