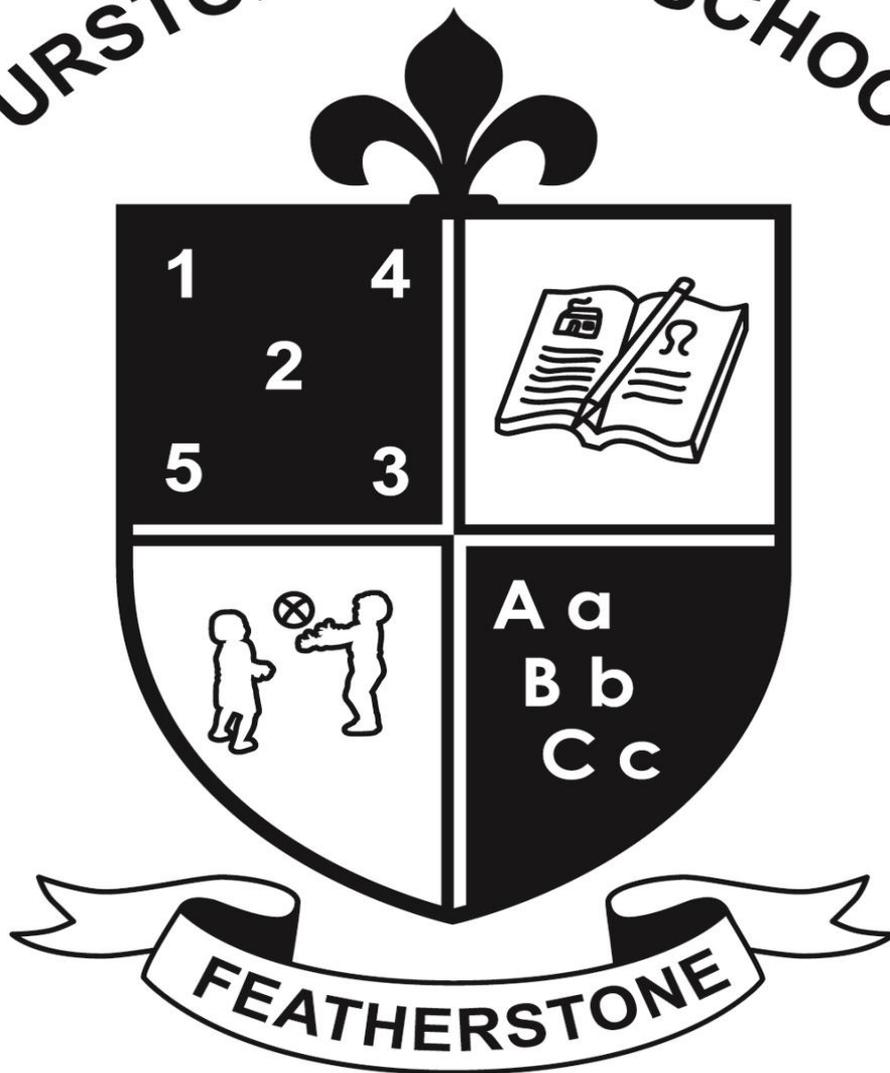


PURSTON INFANT SCHOOL



English Policy

At Purston Infant School, we believe that literacy and communication are key life skills. Through the English Curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills required to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children's learning. It enables children to both communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Literacy is central to children's intellectual, emotional and social development and therefore has an essential role across the curriculum, helping pupils' learning to be coherent and progressive. At

Purston Infant School we work to ensure that all children develop the ability to communicate effectively and that any barriers to learning are swiftly identified and addressed.

Aims and objectives

To encourage children:

- to be effective, competent communicators and good listeners; (See Appendix 1 Speaking and Listening)
- to express opinions, articulate feelings and formulate responses to a range of texts, both fiction and non-fiction, using appropriate technical vocabulary
- to foster an interest in words and their meanings and to develop a growing vocabulary in both written and spoken form
- to become confident, independent readers through an appropriate focus on word, sentence and text level knowledge
- to read with enjoyment, fluency and understanding
- to develop their decoding skills through phonic programmes of work (see separate Phonics and Reading Policy)
- to understand spelling conventions and use grammar and punctuation accurately
- to be able to write in a variety of styles and genres, showing awareness of audience and purpose, including links with other subjects across the curriculum
- to develop powers of imagination, inventiveness and critical awareness in all areas of literacy
- to produce effective, well presented written work
- to improve their writing skills by planning, drafting and editing their own work
- to develop a neat style of handwriting (See Appendix 2 Handwriting)

Teaching and learning style

At Purston, we use a variety of teaching and learning styles in English lessons. Our principal aim is to develop children's knowledge, skills, and understanding. This is done primarily through whole class teaching before splitting into smaller groups to work on specific skills. We use Jane Considine's 'The Write Stuff' after having staff training on this method. We intend to make our English lessons meaningful and fun, thus the children engage in a wide variety of activities following a 'hook' to entice them into their learning. To do this, class teachers choose specific books or film clips linked to topics being taught within class. A small part of each book/film clip is revealed every day, which leaves the children, excited to find out what is going to happen next. Role-play and 'Experience Days' are also planned into each unit of work. From this, children work on specific skills within their writing as well as being encouraged to try out and learn new vocabulary.

We recognise that there are children of widely different English abilities in all classes, therefore, we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are differentiated by outcome
- setting tasks which challenge our more able pupils
- grouping children by ability in the room and setting different tasks for each ability group
- providing resources to support or challenge individuals or groups of children
- using classroom assistants to support the work of individual children or groups of children.

English Curriculum Planning

Key Stage 1

We use the National Curriculum for English as the basis of our planning. We carry out our curriculum planning in English in three phases (long-term, medium-term and short term/weekly planning). The long-term plan maps the genres and texts studied in each term during the key stage.

Our medium-term plans give details of the programmes of study. These plans can be found in the staff shared planning file.

The class teacher is responsible for the short term planning where the weekly lesson plans are written. These plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans readily available in their classrooms.

At Purston we plan the writing genres in English so that there is a range of writing styles which reinforce and extend prior learning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit. Continuity and progression are

built into the English scheme of work so that the children are increasingly challenged as they move through the school.

Foundation Stage

At Purston we teach English in the foundation stage as an integral part of the topic work covered during the year. We relate the English aspects of the children's work to 'Communication and Language' and 'Literacy' detailed in the document 'Development Matters', which underpins the curriculum planning for children aged three to five. English makes a significant contribution to the ELGs of developing a child's language and literacy skills. English learning experiences are provided for through continuous provision both indoors and outdoors.

Other Curriculum Areas

Mathematics

English contributes to the teaching of mathematics in a number of ways. In our Maths lessons we actively promote the skills of reading, writing, speaking and listening. Problem solving in Maths requires reading skills and drawing up tables/graphs requires writing skills.

Science

English contributes significantly to the teaching of Science in our school. As with Maths, Science requires communication, reading and writing skills. Writing up experiments or investigations needs English skills, as does the understanding of some scientific concepts.

Spiritual, Moral, Social and Cultural Development

The teaching of English supports a child's social development in that it gives them the skills to communicate with each other and to have empathy with one another. Children are actively encouraged to speak kindly to each other and to be well-mannered. Children are encouraged to take each other's views into consideration and to voice these sensitively.

Visits and Visitors

At Purston Infant School great value is placed on outside visits, whether it be in the local environment or further afield. The visits are designed to contain a wealth of stimulating material linked with the topic being covered or a specific curriculum area. Children are encouraged to observe, ask questions and record their visit in a variety of ways. Work in the classroom can be reinforced by the visit or it can be a starting point.

SEND

At Purston we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Our work in English takes into account the targets set in the children's one page profiles.

Assessment and Recording

In Key Stage 1 we assess children's work in English by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work s/he makes a summary judgement about the work of each pupil in relation to the National Curriculum. This is then used to make a formal judgement and saved on O'Track. Teachers make an assessment of the children's work in English at the end of Key Stage1. We report teacher assessment results to parents at the end of the year and forward the information to the LA.

In the early years we assess children against the Early Learning Goals, this informs the Early Years Profile.

Resources

We have sufficient resources for English teaching in school. Writing aids, including word banks, letter formation sheets and spelling reminders are kept in individual classrooms.

Health and Safety

At Purston we try to maintain high safety standards. Risk assessments are carried out for outside visits or 'Experience Days' - see policy for outside visits.

Monitoring and review

It is the responsibility of the English leader to monitor the standards of children's work and the quality of teaching in English. The English subject leader is also responsible for supporting colleagues in the teaching of English, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The English subject leader gives the head teacher an annual summary report in which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement. The English leader has specially-allocated time for fulfilling the vital task of reviewing samples of children's work and visiting classes to observe teaching in the subject.