

RIVERVIEW INFANT SCHOOL



English Policy

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**Riverview Infant School
English Policy**

Vision

'Growing together for the future'

Ethos & Common purpose

'All children will reach their academic and personal potential irrespective of gender, race, disability or background'

Rationale for English

English unites the important skills of reading, writing, speaking and listening. Through these skills children learn to express themselves creatively and imaginatively, to communicate effectively with others and make sense of the world in which they live.

"English is a vital way of communicating in school, public life and internationally...the study of English helps pupils to understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations." DCSF

Aims

At Riverview Infant School we strive for excellence and we aim for every child to be able to:

- take pleasure in all aspects of Literacy;
- read and write with confidence, fluency and understanding, developing a range of independent strategies to self-monitor and correct;
- develop the powers of imagination, inventiveness and critical awareness;
- have an interest in books and read for enjoyment;
- have an interest in words and their meanings allowing them to develop a growing vocabulary in spoken and written forms;
- understand a range of text types and genres allowing them to write in a variety of styles and forms appropriate to the situation;
- have a suitable technical vocabulary to articulate their responses.

Teaching and Learning

Writing

We recognise the role that 'talk' plays in our understanding of the written word and so, through 'Story Telling,' children are regularly given opportunities to listen to and retell stories and non-fiction texts. Through retelling texts, using actions or drama to help internalise patterns, children are able to first imitate, but then innovate and invent their own version of a text; these stages of writing form the basis upon which all of our writing units are taught. Children are supported in their ability to innovate upon a known text through shared and guided writing, whilst the invention stage teaches children the subtleties of an author's craft. Staff set individual targets from writing activities which show precisely what children are already able to achieve; when combined with effective feedback

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marking, these targets directly involve pupils in their continued progress whilst informing future planning for individuals and groups. Children are encouraged to reflect on their own learning, and the learning of their peers, and to edit and improve their writing as a direct result.

We believe that all children should take pride in their learning and so we ensure that children have opportunities to show what they can really do, providing them with the opportunity to create a piece of learning which they can be truly proud of. A totally independent 'Hot Task' at the end of a unit of writing allows children to demonstrate all that they have learned. Our displays serve as an exhibition of the very best learning, allowing children to share what they have achieved with the rest of our school community.

Throughout the stages of Story Telling, modelled, shared and guided writing are vital. This teaching approach occurs across the school from year R to year 2 and is differentiated to suit the needs of the pupils.

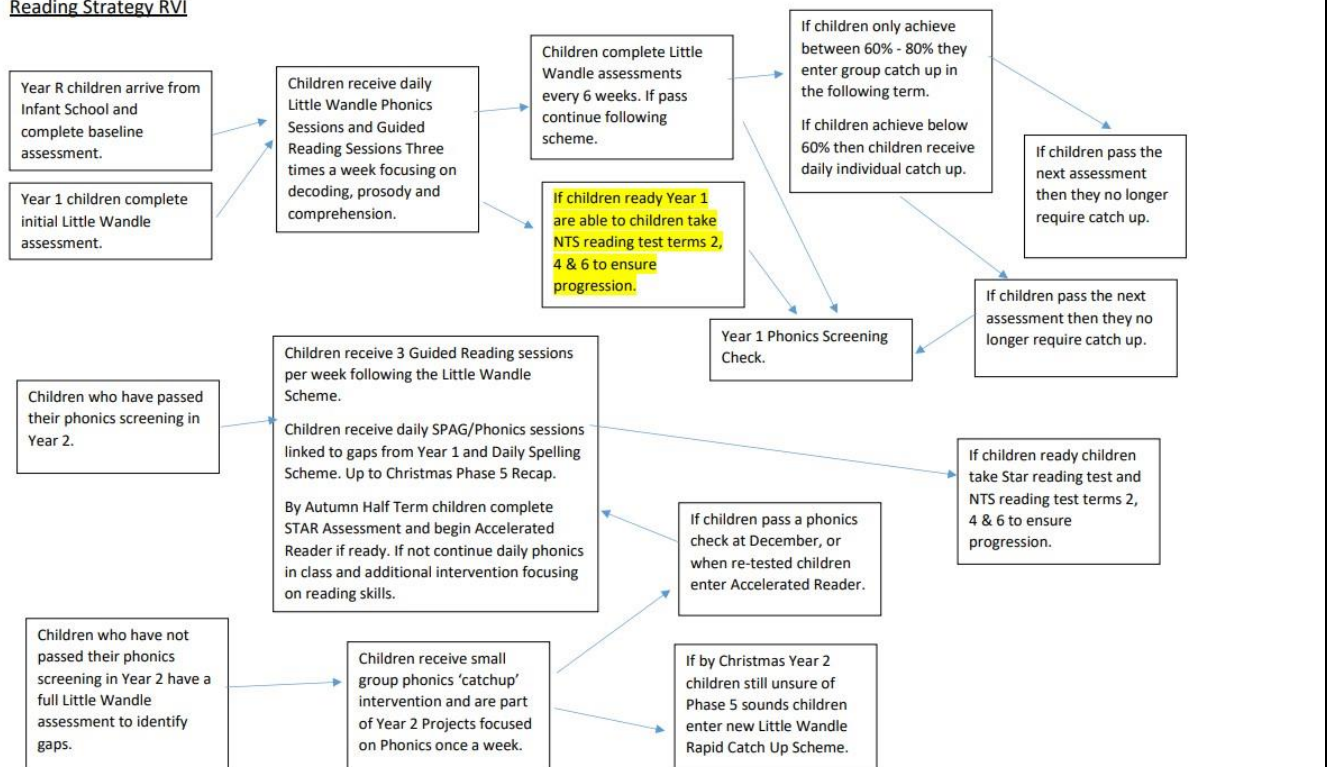
- Modelled Writing – where the teacher models and highlights the strategies used by successful writers.
- Shared Writing – a teacher-led, whole-class or group activity which draws pupils into the writing process.
- Guided Writing – where pupils use their new skills to complete the activity in pairs or a group, focusing on particular targets and analysing their progress through teacher guidance.
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Reading

Reading is an important part of the English curriculum in our School. The school uses the 'Little Wandle' phonics programme which starts in Year R and has a desired end point at the end of Year 1 culminating in the Year 1 phonics assessment. This is supported by all children receiving 3 x guided reading sessions a week. Children who fall behind are given additional support through individual and group catch up sessions, delivered in addition to the whole class phonics sessions. All children are given the opportunity to Home reading books through a digital library and take home stock. The books are banded to ensure children are reading at the appropriate level. are organised on a banding system ensuring the children read books appropriate to their level. These books will be provided and sent home on a daily basis for parents to read with their children. Once children have graduated from the Phonics programme they move onto the Accelerated Reader Scheme. Children who do not will take part in a specific Year 2 Phonic catch up programme provided by 'Little Wandle'. A copy of the reading strategy can be found below;

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Reading Strategy RVI



Spelling, Punctuation and Grammar

Spelling, punctuation and grammar forms an even more important role in the English curriculum than ever before. We believe that a secure understanding of these aspects is incredibly important to develop a true conceptual understanding of English. However, we also strongly believe that children are entitled to a rich, varied and stimulating learning experience and so our teaching of Spelling, Punctuation and Grammar is embedded *within* our teaching of writing. Through careful planning from the very beginning of the year, we introduce new punctuation or grammar concepts when it is best placed to support children's writing at that time, whilst spelling forms a constant and frequent part of our practice. Children are given creative strategies for learning how to spell new vocabulary, which forms an important part of our Home Learning.

Assessment for Learning

Teacher assessment takes place throughout each block of learning. At the end of each unit, assessment against specific criteria are completed within Sonar. The children's performance and achievement is measured as Below, Just At, Securely At, Above or significantly above. This assessment is recorded three times a year but formative assessment is on-going. (See Assessment Policy).

- Observations of pupils as they work
- Discussion as they work
- Oral questioning to encourage discussion
- Pupil voice
- Title pages.

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Differentiation

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities to access English. We recognise that our planning for English activities must allow pupils to gain a progressively deeper understanding as they move through the school to ensure all pupils are provided with the key tools needed to become confident within the English language. Careful thought is given to the provision of appropriately structured work for pupils with SEND, often through intervention groups or those exceeding age related expectations through enrichment.

Monitoring

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader has leadership and management time in order to enable her to review samples of the children's work and undertake lesson observations of English teaching across the school.