Halfway Nursery Infant School

English Policy

Date Policy Written / **Updated**:	November 2023
Date Policy accepted:	
Date of Next Review:	November 2024
Signed (Headteacher)	
Signed (Chair of Governors)	
Minute Number	

HALFWAY NURSERY INFANT SCHOOL

LITERACY / ENGLISH POLICY

Philosophy

Language is the means of learning throughout the school curriculum. It is central to the development of knowledge and understanding, effective communication and receptive skills.

General Aim

Our aim is for each child to become confident and independent in using language. We aim to build on the child's early language experiences by providing opportunities which emphasise the enjoyment and pleasure of language, through the sharing of books and purposeful writingand talking.

Summary of Aims

1. Speaking and Listening: to develop children's understanding of the spoken word and enable them to express themselves effectively in a variety of speaking and listening activities, matching style and response to audience and purpose.

2. Reading: to develop competent and independent readers by stimulating and motivating children to acquire the necessary skills. We aim to provide a rich variety of reading materials in the hope that each child will eventually view reading both as a useful tool for further learning and as a source of enjoyment.

3. Writing: to develop confident and independent writers by developing the child's skills in constructing and conveying meaning in written language. We aim to provide purposeful activities which provide opportunities to write for different audiences and purposes.

Planning for English

The National Curriculum 2014

The National Curriculum creates a clear set of objectives and outcomes to support planningand progression in Literacy.

It aims to raise the attainment of all children, personalise learning and give extra support forchildren who need it.

The Framework increases the momentum in Literacy by increasing expectations and progression through a teaching sequence, which may cover a number of weeks.

It further supports pace and progression by implementing the recommendations of the Rose Report, through the provision of high quality teaching of phonics and early reading.

With the introduction of the National Curriculum in September 2014, there is a stronger emphasis on the following aspects of English:
- Grammar
- Speaking and listening – debating
- Spelling

Further Planning

The curriculum requires that children are exposed to the vocabulary and terminology used in English and the technical aspects of writing are taught discreetly and thoroughly. There are set word and vocabulary lists for each year group and expectations that the children will understand their meaning and use these in the classroom. Teachers will plan lessons and text types which will give opportunities for children to experience, learn and use these and which will prepare children for possible testing in Year 2.

Teaching and learning style

We have developed a curriculum which ensures children are able to develop mastery in English. All age related punctuation and grammar objectives from the National Curriculum will be taught in the first half termof the year and will be practiced and consolidated until all children have a firm understanding of how to applythem in to their own work. Each learning sequence will have a focus on narrative or non-fiction, providing opportunities to embed skills in a range of contexts. All staff reinforce an expectation that all pupils are capable of achieving high standards in English. The majority of pupils progress through the curriculum content at the same pace. Differentiation is achieved through tailoring learning objectives to address any gaps in learning and encourage individual strengths and creativity.

Teaching and learning sequence

- English sequences of learning will be taught over 3 weeks.
- Sequences of learning will focus on fiction or non-fiction, and will also include poetry.
- English sequences will identify clear learning objectives in relation to the above areas, but also very clear success criteria.
- Plenaries will no longer be used at the end of lessons. They will be replaced with 'revisit/reshape'times, which will be used by the teacher as and when necessary to move learning on or address misconceptions.
- English should still be taught though topics/themes and stories wherever possible and reading and writing should still be made relevant to the children and meet their needs and interests.
- See Appendix 1 for long term literacy plans for Key Stage One.

STRUCTURE FOR ENGLISH PLANNING/DELIVERY
Week 1: Immersion (Often through the use of Reading for Inference)
This is a vital part of the teaching sequence as it separates *what* to write from *how* to write. VAK infused and immersive activities provide the context for writing and opportunities for talk and oral rehearsal. Children will be immersed in the story for their teaching sequence though a variety of creative experiences.

> **Week 2: Skills Development – Analyse, SPAG, Plan**
> Children will identify the success criteria needed for their writing, making the SPAG skills meaningful and relevant. They will practise and apply these skills in small group adult led activities and also independently when accessing enhanced provision.

> **Week 3: Write**
> Children will write independently, using their experiences, knowledge and skills from theprevious two weeks of the sequence. Work may be shared with Parents via Tapestry to celebrate achievements.

Parental Involvement

Parents are strongly encouraged to be involved in their children's learning. Booklets for newparents outline the best ways to support literacy development. Each child is issued with a Book Bag, home learning pack, Tapestry and Active Lean (Bug Club) logins. We encourage parents to add their own comments and observations to Tapestry to share the children's achievements outside of school. Following appropriate training by school, parental help in the classroom is used to support English activities.

Resources

School based resources:

Most resources to support the teaching of English are stored centrally.

The school has a reference library. The books are coded according to subject/topic areas andthe children are encouraged to select and return books themselves.

Class based resources:

Each class has a set of English resources which includes some generic equipment, phonetically decodable books, IPad's, a wide variety of books, a Listening Centre, Core Stories, and a selection of literacy games. Classteachers produce additional resources for supporting literacy activities with the children.

Computing

Each class has computers, an interactive whiteboard and a range of software including shortcuts to Active Learn (Bug Club). These are used to support and develop language activities.

Each class has a set of tablets for independent use by the children. These are used to support skills based learning through the use of games, and text generation through the use of word processing and emailing applications. These can also be used as a resource for research and reading.

Assessment and Tracking

An initial assessment is made of all children on school entry, to ensure that the developmentof their learning is meaningful and relevant to their individual needs. In Foundation Stage 2 classes an additional assessment following the government guidelines takes place, The Reception Baseline Assessment.

Termly assessments are carried out by class teachers and are directly related to the learning objectives. Teacher observation and interaction form the main method of on-going assessment and teachers plan activities which allow them to concentrate on groups of children engaged in literacy activities.

Further assessment and tracking of pupil progress in English is undertaken at the end of each term. This year the National Phonics screening test is taken by all Year 2 children in the second half of the Autumn Term and by Year 1 children at the end of Summer Term 1, and these are used as a diagnostic tool as well as an assessment of them reaching age related expectation for reading. Any Y2 children who do not pass the screening test will resit in Summer Term 2022 and any Y1 children who do not pass will resit in Summer Term 2023.

Year 2 SATs are to continue.

Levelling descriptors are no longer being used and the school will use an assessment framework that will suit the individual needs of the school, while still allowing children's progress to be understood should the child move to another establishment.

The Learning Environment

The school aims to provide a print-rich environment in a variety of ways. Notices, labels, posters and purposeful displays stimulate and encourage interaction. Children's contributions are valued and positively encouraged by the staff.

Where possible the majority of text used in displays will show print and semi-cursive fonts, but a mixture of fonts, and handwriting in displays, notices and labels is encouraged.

Teaching Methods

As in the Primary Framework we believe that children learn best through relevant and first-hand experiences and teachers aim to plan and provide activities which encourage the development of all areas of English in this way. Children engaged in language tasks work either individually, in pairs, in small groups or as a whole class.

Equality of Opportunity and Special Educational Needs

All children are entitled to an equal opportunity to study English and to make progress, irrespective of gender, race, ability or other educational needs.

We aim to ensure that provision is made for the individual needs of all children. Where children are identified as having specific needs they receive additional support from the class

teacher, the SENCo, the Headteacher and outside agencies if necessary. Detailed programmes of work are planned and each child's progress is monitored on a regular basis. Teachers involve parents inactivities to support the specific needs of their child and give advice where necessary.

The Role of Subject Leader

The Subject Leader and the Headteacher have responsibility for the co-ordination of the teaching of English in the School Curriculum.

The Subject Leader should keep abreast of any developments in English, report back and provide support for colleagues wherever possible.

They are responsible for ordering, monitoring and maintaining resources on a day to day basis.

This policy was drafted by the Subject Leader for English to meet the requirements of the National Curriculum and Development Matters and has been discussed and amended after consultation with all staff. It will be formally reviewed every two years and amended as necessary. It will be reviewed informally each year by the Subject Leader.

Y1 Literacy

Concept	Safety and Well Being	Community and Culture	Innovation and Imagination	Time and Change	Conservation	Enterprise
Sentence objectives	How **words** can combine to make **sentences** Joining words and joining clauses using and Punctuation Separation of words with spaces					
Text objectives	Text Sequencing **sentences** to form short narratives					
Punctuation objectives	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** I					
Text type	Narrative (1)	Recount	Narrative (2)	Narrative (3)	Non-chronological report	Persuasion
Writing outcome NC Reference / STAT KPI Write sentences by: sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense.	Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.	Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that' *first, next, after, when.* ; listen to other's recounts and ask relevant questions. Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.	Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.	Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.	Find out about a subject by listening and following text as information books are read, watching a video. Contribute to a discussion on the subject as information is assembled and the teacher writes the information. Assemble information on a subject in own experience, (e.g.) food, pets. Write a simple non-chronological report by writing sentences to describe aspects of the subject.	Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.
Writing	Story/section (re-tell)	Recount	Story (innovated)	Story (creative)	Non-chronological report	Simple letter
See 'Text Types and Genres Structure' for further writing opportunities						

Concept	Safety and Well Being	Community and Culture	Innovation and Imagination	Time and Change	Conservation	Enterprise
Sentence objectives	**Subordination** (using when, if, that, because) and **co-ordination** (using or, and, but) Expanded **noun phrases** for description and specification [for example, the blue butterfly, plain flour, the man in the moon] **How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command**					
Text objectives	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive form** of verbs in the **present** and **past tense** to mark actions in progress [for example, she is drumming, he was shouting]					
Punctuation objectives	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name					
Text type	**Narrative (1)**	**Recount**	**Narrative (2)**	**Narrative (3)**	**Non-chronological report**	**Persuasion**
Writing outcome NC Composition reference; STAT KPI Develop positive attitudes towards and stamina for writing by writing for different purposes. Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar	Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) *she couldn't believe her eyes.*	Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like *first, next, after, when.* Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.	Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) *she couldn't believe her eyes.*	Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) *she couldn't believe her eyes.*	After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. *There are two sorts of x...; They live in x...; the As have x..., but the B's* etc. Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present, and categorise ideas	As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV adverts would make them want to buy something, and why) Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.
Writing	**Story (re-tell)**	**Recount**	**Story (innovated)**	**Story (creative)**	**Non-chronological report**	**Letter**
See 'Text Types and Genres Structure' for further writing opportunities						