



PARKLANDS INFANT AND NURSERY SCHOOL

ENGLISH POLICY

Approved by the Governing Body of Parklands Infant & Nursery School

Date: Tuesday 15th October 2024

Signed: _____

Mrs K Merriman (Chair of Governors)



Parklands Infant and Nursery School
English Subject Policy – October 2024

Section 1: Introduction to the Policy

Purpose

The purpose of this policy is to describe our practice in English and the principles upon which this is based.

Aims

This policy sets out to ensure consistency in the teaching and learning within English across the school. This is to ensure that pupils are equipped with the skills to communicate effectively and express themselves through speech and writing; communicate through drama; read a range of texts fluently; understand texts and be able to answer inference and deduction questions; listen with understanding. We aim to foster in children a love of literature and equip them with the lifelong literacy skills they will need to be successful in their future lives.

This policy supports our school mission statement of: "To establish a life-long love of learning within a caring environment, in which we encourage all children to fulfil their potential through enjoyable and enriching experiences".

It also supports our whole school ethos of developing the Parklands Person.



Consultation

The policy was put together by Abby Etchells (English Leader) in consultation with teaching staff, pupils, parents/carers and school governors.

Intent, Implementation and Impact

Intent

At Parklands, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes literate and progresses in the areas of reading, writing, speaking and listening.

Staff at Parklands feel it is seminal to highlight and be aware of the differing groups of learners and vulnerable children in their class. Once this information is acquired, teachers can plan and teach English lessons which focus on the particular needs of each child and reasonable adjustments can be made so all children can access the learning. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success.

English at Parklands will not only be a daily discrete lesson, but is at the cornerstone of the entire curriculum. It is embedded within all our lessons and we will strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring new curriculum expectations and the progression of skills are met, the children at Parklands will be exposed to a language heavy, continuous English curriculum which will not only enable them to become literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

Implementation

Phonics and Reading at Parklands are taught through the Read Write Inc programme which is followed rigorously by all staff with fidelity to the programme. These lessons are taught daily allowing for consistent, well-planned practice. Children read books that closely match their phonic knowledge with words they can decode.

English is taught through the Pathways to Write scheme which provides high-quality literacy lessons which are expertly adapted to suit all learners. Reading and Writing are developed in Early Years and Key Stage One through the use of quality texts, which expose the children to inference, high-level vocabulary, a range of punctuation and characterisation. Each text is purposefully selected in order to promote a love of reading, engagement and high quality writing from each child. Vulnerable children are highlighted to ensure a personalised approach that leads to rapid progress.

As we believe consistency and well-taught English is the basis of a valuable education, at Parklands we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. In line with the National Curriculum, we ensure that each year group is teaching the explicit grammar, punctuation and spelling objectives required for that age groups. As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities and ensure that most children are achieving the

objectives at the expected level and that some children can achieve at a greater depth standard.

Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. Children are becoming more confident readers and writers, and are able to transfer their skills across the wider curriculum.

Teaching of reading and writing are robust. Close monitoring of the teaching of English ensures that lessons are planned and taught to allow for maximum impact on children's early reading and writing development and the progression of skills.

Section 2: Procedures and Practice

Roles and Responsibilities

The English leader is responsible for providing an overview of the subject across the school, to inform staff planning and to offer advice in which the curriculum can be delivered in an effective and engaging way. They should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school, as well as having an overview of assessment. They are responsible for ensuring that an overview of the subject is available on the school website. The English leader also has a sound knowledge of the resources which are available within school and they ensure that resources are replenished and updated as necessary. The English leader is responsible for the planning and implementation of any subject specific events which are run in the school.

Individual teachers are responsible for the day to day planning, delivery and assessment of the English curriculum.

The governor for English is responsible for ensuring there is a good professional dialogue with the subject leaders throughout the school year.

Section 3: Aspects

Planning

English lessons will be planned using the Pathways to Write programme for Key Stage One and carefully prepared lesson in EYFS. The programme covers the reading, writing, communication and language and drama aspects of English within the 2014 National Curriculum.

Class teachers should ensure that English basic skills are insisted upon within the wider curriculum.

Our planning will have documents for the Long, Medium and Short Term. Long Term planning shows the whole school overview of which texts will be used and links to Early years topics. Medium Term planning shows a half term and breaks down which Learning Objectives will be taught in which week ensuring full coverage of the Early Years Framework and the National Curriculum. Short Term

planning is weekly and includes more detail around Learning Objectives and how they will be taught.

Spiritual Moral Social and Cultural Development

We promote spiritual values by encouraging the children to appreciate the power and beauty of language. We encourage children to express their creativity through reading, writing and drama activities.

We promote moral development by allowing children to access a range of stimuli which focuses on the consequences of right and wrong.

We promote social developments by allowing children to develop confidence with both written and spoken language as this is an important part of their individual and social identity and it allows them to build self-esteem and confidence.

We promote cultural development by allowing children to share and access a wealth of texts from their own and other cultures.

British Values

Democracy

All children are given equal opportunities and treated fairly regardless of race, gender or ability.

Individual Liberty

Children are encouraged to take risks and challenge themselves in a safe, controlled environment. They have the opportunity to select their own level of challenge and are encouraged to independently select when to progress their learning to the next step.

Mutual Respect and Tolerance of Different Faiths and Beliefs

Children are expected to demonstrate the behaviour and attitudes of a "Parklands Person" in their Literacy sessions. They learn the importance of being respectful to others including those of other faiths or religions. In Read Write Inc and Literacy sessions children access books and texts from other cultures.

Teaching and Learning

Following the introduction of this policy, teaching staff will strictly adhere to the format of RWI Phonics and Reading sessions, separate English lessons and the inclusion of English objectives within the wider curriculum. Staff will also approach the English leader should they require any support.

In Phonics sessions, children are taught in class groups beginning in EYFS. In Foundation 1, children are taught in small groups and are introduced to Set 1 sounds as and when they are ready. From Foundation 2 onwards, children are taught in ability groups and the lessons adhere to a consistent structure.

These lessons should be taught with strict fidelity to the scheme. They are quick-paced and do not allow for lots of 'teacher talk'. Time must be used to its full potential to allow for maximum learning.

English in the EYFS

In the EYFS, teachers plan and create a developmentally appropriate, supportive, and stimulating environment in which children can enjoy experimenting with and learning language. Teachers and teaching assistants provide children with vocabulary in a meaningful context. They use a range of strategies to support language development. After initial Baseline assessments, children develop their fine motor skills for writing. Finger Gym and Dough Disco activities help children's muscle development in their hands. Write Dance helps children to develop their gross and fine motor skills. Children are given a range of different opportunities to practise their writing through continuous provision. Each week they are encouraged to access the independent 'Puff the Magic Dragon' activity where they answer a question of the week in their independent writing books. They also have a weekly teacher led topic / literacy writing session in a small group. This will follow on from a shared input during a whole class session. They are given the opportunity to write about what they choose to throughout continuous provision, including at the Mark Making area where a range of writing materials are always available. These are enhanced with further writing activities linked to the weekly focus. Children are taught to form their letters correctly using a comfortable pencil grip as part of their daily RWI session. Letter formation and handwriting activities are also completed first thing in the morning during registration.

English in Key Stage 1

English in Key Stage 1 is taught using the framework of the Pathways to Write Scheme. This scheme was chosen for its rich texts and flexible planning approach allowing teachers to plan lessons which meet the needs of all pupils.

The aim of the scheme is to support teachers and leaders with planning to guarantee there is continuity and progression in the teaching of English and to support pupils in mastering and deepening learning.

The curriculum is based on the use of high-quality texts which provide the driver for the unit. Across each year group, texts from classic to current authors are used to ensure that pupils experience a wide and rich reading curriculum to promote a life-long love of reading. Similarly, a range of poetry is fully integrated.

Each unit is broadly 6 weeks with flexibility built in to extend, adapt activities or introduce alternative activities based on rigorous on-going assessment. Outcomes and objectives are clearly identified, and activities planned to ensure that they are based on the year group learning.

Attention has been paid to looking at progression within each objective, breaking them down into steps towards achieving the end of year learning.

There is a sharp focus on reading and the units offer questions and activities which may be used in whole class or guided reading lessons. The beginning of each unit

concentrates on understanding, responding to and deepening understanding of the text. This focus continues with on-going reading activities matched to the identified reading objectives. Word detective work should be a focus throughout.

Suggested incidental writing opportunities are identified throughout which includes working with vocabulary and sentences as well as responding to the text so that children have many opportunities to practise and consolidate writing skills. Each unit ends with a bigger writing opportunity, bringing together skills learnt throughout the unit and in prior units. This piece of work will be independent.

Grammar work is clearly identified with all grammar being taught purposefully, in context so that it can be used in the identified outcomes. Grammar taught early in the year may not always be identified in subsequent units, but activities from units may be used in context in subsequent units to revisit and consolidate learning as necessary.

Talk partners will form an integral part of English lessons allowing for development of thinking, speaking, listening, collaborative and cooperative skills. This ensures all children are involved in the lesson and allows children to learn from each other. It also encourages extended responses and develops coherent thinking.

Assessment

Children's phonic knowledge will be assessed periodically by class teachers/teaching assistants using the specific RWI assessment tool. This will be monitored and quality assured by the English leader.

Other elements of English will be continually assessed using feedback sheets and observations of both oral and written work. Teachers will be making assessments every time they hear a child read.

The final writing piece of each unit will be completed independently after build up/scaffold lessons prior. These pieces of writing will form the basis of teachers' assessments of the children's writing ability.

Early Years

Children in the Early Years will be assessed against the EYFS Statutory Framework, also referencing Development Matters. Tapestry will be used to record observations and monitor coverage of the Early Years curriculum for Literacy. Communication and Language is Prime area and Literacy is a Specific area, both will be assessed thoroughly throughout the year both in the provision and in subject specific lessons.

Key Stage One

Class teachers will use the 2014 National Curriculum objectives to assess against for all aspects of English.

Each year, children in Year One will complete a Phonic Screening Test as implemented by the Government which is a statutory countrywide expectation. Children who do not pass the Phonic Screening Test will repeat this in Year Two.

Monitoring

In Reading the quality of work will be monitored through a variety of methods by Abby Etchells. Alongside monitoring the progress of reading/phonics through RWI Phonics, Abby Etchells will listen to children read, conduct pupil interviews about the books they like to read and carry out an inventory of reading books to ensure children can select from a wide range of styles and genres. She will monitor the progress of children's reading through reading records to ensure the swiftest progress is made.

In Writing, Drama and Communication and Language the quality of work will also be monitored through a variety of methods by Abby Etchells. Abby Etchells will conduct a planning scrutiny to check that a breadth of English objectives are being covered across the curriculum. Abby Etchells will also conduct pupil interviews, learning walks and work scrutinies to monitor the progress in children's writing to ensure accelerated progress is being made.

Child Protection and Safeguarding in English

The English Policy adheres to our school Child Protection and Safeguarding Policy.

Online Safety

Children will be reminded about online safety and will be encouraged to take responsibility for this themselves following protocols in a child-friendly way. Posters reminding them about online safety are displayed in every classroom.

Anti-bullying/Discrimination/Equal Opportunities

It is an expectation that all children are able to participate fully in English lessons without fear of bullying or discrimination. The Parklands Person ethos and Jigsaw PSHE Learning Charter may be referred to, to ensure all children are treated fairly and with respect. They will understand how to report anything they are uncomfortable with and know who they can talk to if they are worried.

Health and Safety

Children will be reminded about using equipment safely in English lessons and the clearly identifiable Safeguarding Team can be used to focus children on safe classroom behaviour.

All of the above will be monitored by the class teachers teaching the lessons. The English lead may also carry out monitoring using Pupil Voice to ensure all children are aware of how to be and feel safe.

SEND in English

We aim to provide for all children so that they achieve as highly as they can in English and Literacy according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment in liaison with the SENCO. These children will be working on Pupil Support Plans. Some may have individualised targets from GRIP or EHCP plans and these documents are used to support teachers in planning bespoke sessions.

Where possible, these sessions link to the whole-class core text. These children work with both the teacher and teaching assistants as well as having opportunities to work independently.

Parent/Carer Partnership

At the beginning of each academic year, parents/carers will be given information about Phonics and English at Parklands. This will help parents/carers to support their child/ren at home. Parents/carers are also expected to support their child with reading by hearing them read regularly at home.

Meetings will also be held by the English Lead to inform parents about the Phonics Screening.

Focus Child meetings take place termly giving parents/carers the opportunity to discuss their child's learning with the teacher. Parents/carers also receive a termly progress report.

The website hosts pages for Reading, Writing, Communication and Language and Drama which are accessible through the English page. These pages will have links to relevant websites, parent information and photographs or evidence of work occurring in these subject areas.

Section 4: Conclusion

Monitoring and Review

The governor with responsibility for English is primarily responsible for monitoring the implementation of this policy. This will be through ongoing discussion with the subject leaders and consideration of the evidence gathered in the subject file. The governor will report on this to the curriculum committee. The work of the subject leader is also subject to review by the headteacher as part of our performance management arrangements.

Other Documents and Appendices

The English policy should be read in conjunction with our policies for curriculum, teaching and learning and assessment.

Governor Approval and Review Dates

The policy is to be reviewed annually.