



# **FULMER INFANT SCHOOL**

## **ENGLISH POLICY**

### **Introduction**

English has a pre-eminent place in education and in society. A high-quality education in English will teach children to speak and write fluently, so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables children both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; children, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

### **Aims**

The overarching aim for English in the national curriculum, is to promote high standards of language and English by equipping children with a strong command of the spoken and written word and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all children:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### **Strategy for implementation**

Children receive a broad and balanced curriculum in which time is provided to teach all the programmes of study of the National Curriculum and to provide for progression in knowledge, skills and understanding. All children learn planned phonic work every day.

### **Teaching and learning**

At Fulmer Infant School, we use a variety of teaching and learning styles in English lessons. Our principal aim is to develop children's knowledge, skills and understanding in English. We do this

through a daily lesson which is highly differentiated to ensure all children access the learning. During these lessons, children experience a whole-class shared reading or writing activity, a whole-class focused word or sentence activity, a guided group or independent activity and a whole-class session to review progress and learning. They have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and phonic schemes to support their work. Children use Computing in English lessons where it enhances their learning, as in drafting their work and using multimedia to study how words and images are combined to convey meaning. We encourage children to use and apply their learning in other areas of the curriculum.

## **English curriculum planning**

### **KS1**

English is a core subject in the National Curriculum. We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term).

Our medium-term plans give details of the main teaching objectives for each term. These plans define what is taught and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives for each lesson. It includes details of what each group of children will be learning. The class teacher shares these plans at the beginning of the week with the Headteacher and at the end of the week, when these plans are annotated as highlighting any children who did not achieve or did find sufficient challenge, so that plans can be adapted for the following week. The class teachers and English subject leader often discuss them on an informal basis.

### **The Early Years Foundation Stage**

We teach English in Year R as an integral part of the topic work covered during the year. As the Reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations.

### **Assessment and Recording**

Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. They use termly assessments to measure progress against the key objectives using APP (Assessing Pupils' Progress) which helps them plan for the next unit of work and put in place any supportive interventions for individuals. They use a class record of the key objectives as the recording format for this. Teachers make long-term assessments towards the end of the school year and they use these to assess progress against school and national targets. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarize the progress of each child before discussing it with the child's parents. The next teacher also uses these long-term assessments as the basis for planning work for the new school year. These long-term assessments are made using end-of-year tests and teacher assessments.

Children check their own work daily for mistakes.

Children undertake the national tests at the end of Year 2, which inform but do not dictate teacher assessments.

All information is recorded onto the tracking system and discussed at staff meetings. Targets are developed from these assessments and shared with parents.

## **The contribution of English to teaching in other curriculum areas**

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

### **Mathematics**

English contributes significantly to the teaching of Mathematics in our school. Children in the Early Years Foundation Stage develop their understanding of number, pattern, shape, space and measure by talking about these areas with adults and other children. Children in Key Stage 1, meet stories and rhymes that rely on counting and sequencing.

### **Computing**

The use of Computing enables children to use and apply their developing skills in English in a variety of ways. Younger children use Computing as a source of information and as a way of enabling them to present their completed work effectively. Older children use the Internet when searching for information, for example, researching about a different part of the world, or when using desktop publishing to design a class newspaper. Children use the planning and proofing tools in a word processor when checking their draft work. We encourage all children to use Computing as a resource for learning, whenever they feel it is appropriate.

### **Citizenship**

English contributes to the teaching of citizenship. We encourage younger children to take part in class and group discussions on topical issues. In their science work, they talk about things that improve their health and about rules for keeping them safe around the school. Older children research and debate topical problems and events. They discuss lifestyle choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views.

### **Spiritual, moral, social and cultural development**

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

## **Teaching English to children with special needs including Gifted and Talented children**

English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of all children. Work in

English takes into account the targets set for individual children in their support plans. Teachers provide help with communication and English through:

- Differentiated activities
- Using texts that children can read and understand
- Using visual and written materials in different formats
- Using Computing, other technological aids and taped materials
- Using alternative communication such as signs and symbols.

Gifted and talented children have more challenging targets. These are shared with parents through discussion and are recorded on an individual support plan which is reviewed termly. Premium children also have individual support plans with personal targets and strategies which are reviewed with parents, children and teachers.

The English subject leader keeps samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in English in each year of the school. Teachers meet regularly to review individual examples of work.

## **Resources**

There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries. All classrooms have a selection of fiction and non-fiction texts. Children have access to the internet through classroom computers.

The school buys into the LISS resource supplied by BCC, to ensure that the library has up to date titles.

## **Monitoring and review**

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the subject co-ordinator. The work of the subject co-ordinator 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 English subject leader is responsible for the English budget and decides, after consultation with colleagues, which new resources to purchase.

## **Related Policies and Other Documents**

Gifted and Talented Policy  
Assessment, Recording, Reporting Policy  
Curriculum Policy  
Inclusion Policy  
Marking and Feedback Policy  
School Development Plan  
SEND Policy  
Teaching and Learning Policy

