



Benhall Infant School English Policy



Member of Staff Responsible: Lisa Jackson
Date of Review: Autumn Term 2020
Date of next Review: Autumn Term 2022

Intent

At Benhall Infant School we deliver a creative, exciting, innovative English curriculum which enables and empowers pupils' reading, writing and oral communication. At Benhall we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning. We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the Key Stage one curriculum and beyond. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

Implementation

These aims are embedded across our literacy lessons, continuous provision and the wider curriculum. We have a rigorous English curriculum that provides many purposeful opportunities for reading, writing and discussion. Teacher's creative and stimulating opportunities for English as appropriate to their classes, ensuring that cross curricular links with concurrent work are woven into the programme of study. Our curriculum closely follows the aims of the National Curriculum for English 2014.

The national curriculum for English aims to ensure that all pupils:

- 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.

In addition to literacy lessons, children excel in early reading through the use of the a well organised phonics programme from reception - year 2 and continue to develop a range of reading skills, as well as a love of reading through individual, guided and class reading. The teaching of phonics, spelling and grammar is taught through the LCP scheme and enhanced by a range of resources which are planned and created by the teachers - this may also include resources from the web. The order of the Phonics sounds are taught according to the LCP but the creativity of the sessions are entirely down to the teacher's discretion. The structure of each Phonics lesson must be taught through the structure of: revisit, review, teach, practise and apply.

We use a wide variety of quality texts and resources to motivate and inspire our children. We also provide a wealth of enrichment opportunities through our continuous provision thus ensuring children develop a thirst for knowledge and a understanding that reading is a key component of this. This ensures that children benefit from access to positive role models from the local and wider locality.

Through the teaching of continuous provision, English can be covered in a number of ways which include: whole class, differentiated tasks and independent activities that are incorporated into provision to develop skills, attitudes and knowledge of this subject. Children who are not on track are identified half termly and then receive extra interventions to support them by class teachers and teaching partners.

Impact

The Learning leaders are responsible for monitoring the coverage of Early Learning Goals and National Curriculum objectives, and identifying areas that need to be developed.

Continuity and progression is ensured within the monitoring of the coverage of Knowledge and Skills objectives across all three year groups and with the monitoring of individual pupil's Standards and Progress throughout the year. The acquisition of English skills is developmental throughout the school.

A child's progress is monitored in accordance with the school assessment policy. Pupil assessment will include:

- Formative assessment by teachers in weekly plans
- Termly updating of ScholarPack formative assessment markbooks for Years 1 and 2
- A termly summative assessment on ScholarPack for EYFS, Year 1 and Year 2
- Annual report to parents
- Half termly individual reading assessment
- Termly phonic assessments

Assessment should seek to raise standards of achievement in English by:

- Providing teachers with information on individuals' strengths and weaknesses
- Informing the teaching and planning of future work

Our school is made up of small teams called 'learning leaders'. These are groups of 2 or 3 staff members. The learning leaders will provide professional leadership and management for their particular subject(s) and will ensure that it is managed and organised so that it meets the aims and

objectives of the school. Personal development of staff and training needs will be discussed and addressed. The learning leaders will aim to meet the training needs of all staff.

The learning leaders will monitor the subject by:-

- 1) Scrutinising planning.
- 2) Scrutinising examples of children's work.
- 3) Monitoring and analysing progress data.
- 4) Observing Teaching and Learning and providing clear, constructive feedback

Inclusion

We aim to plan an appropriately differentiated programme in order that all children, including those with differing or special educational needs, achieve success at their level. Staff will encourage the children to value each other's attempts and to appreciate each other's skills.

Equal Opportunities

All teaching and non-teaching staff at Benhall Infant School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum, including English. All children from the Foundation Stage to the end of Key Stage 1 will be given opportunities to make the greatest progress possible in all areas of the curriculum, including English, while in our school. This includes children using English as an additional language. In our selection of curriculum materials we avoid stereotyping and acknowledge cultural diversity.

Accessibility and Safeguarding Statement

This policy is written with reference to our Safeguarding Policy, in particular the Child Protection section.

We will strive to ensure that the ethos of the school is such that everyone is equally valued and treated with respect.

Pupils will be provided with opportunities to experience, understand and value diversity.

All pupils should have access to an appropriate education that gives them the opportunity to achieve their personal potential, whatever their abilities and needs might be. Benhall Infant School and Pre-School is committed to providing an outstanding safe learning environment that promotes the welfare and well-being of all children. We ensure that this policy considers those children and young people with additional medical needs such as asthma, diabetes, epilepsy and allergies etc.