



## **English Policy**

### **Reading and Writing**

#### **Mission Statement**

Our mission at Barnes Infant Academy is for every child to develop a lifelong love of reading and writing throughout their time with us from Nursery to Year Two. We aim for the children to be able to reflect their reading experiences in their writing. This enables them to write across a range of genres for a variety of audiences.

Barnes Infant Academy's staff work alongside children and their families to provide inclusive learning for all via directed sessions. As well as this children have access to independent learning opportunities as part of the continuous provision in classrooms and outdoors.

#### **Aims**

We aim to meet the unique needs of all children across each year group. Children are provided with an abundance of speaking and listening opportunities, alongside reading and writing. Children are given the opportunity to demonstrate their skills across a broad and balanced curriculum linked to their interests and fascinations. Children are provided with opportunities to consolidate taught skills via their independent learning.

At Barnes Infant Academy we strive for children to develop a love of reading and gain stamina and interest in writing. By the completion of their time in Year Two, we aim for the children to be able to:

- Read and write with confidence, fluency, pace and understanding. The children will self-monitor their reading and writing and edit/ self-correct where appropriate.
- Have a fascination for reading and regularly read for pleasure.
- Understand growing range of adventurous vocabulary, exploring the meaning of words that they read in books. The children will then reflect this in their writing.

- Understand the features of writing for an audience across a range of genres. The children will be able to adopt a range of styles and forms, appropriate to the situation.
- Demonstrate the power of imagination, inventiveness and critical awareness in their reading and writing.
- Have an ever expanding technical vocabulary to articulate responses during self and peer evaluation opportunities.

### **Expectations**

- By the end of Early Years Foundation Stage the majority of children will achieve or exceed a good level of development within Reading and Writing. Similarly, the majority of children will achieve or exceed a good level of development within Speaking, Listening and Understanding. Those that do not meet expected levels will receive a targeted provision in an attempt to rectify this.
- By the end of Key Stage One the majority of children will achieve or work with depth a good level of development within reading and writing. Pupils making slow or stilted progress will be identified at half-termly Pupil Progress meetings and a targeted provision will be provided in an attempt to rectify this.

### **Statutory Requirements**

The school adheres to the National Programme of Study for English (2013) that was developed by the government. Barnes Infant Academy has developed medium term plans that are used across Key Stage One.

Children access the Early Years Foundation Stage Statutory Framework (2014). The school use Development Matters (2012) alongside this. Children work with reading and writing strands of Development Matters, in relation to their age related expectations. Children are exposed to these strands via child initiated learning as well as directed learning tasks.

### **The Trust Board**

Regular reports are made to the Trust Board to inform them of the progress within the English provision.

This policy will be reviewed every three years or in the light of changes to legal requirements.

### **Subject Organisation**

The National Programme of Study for English (2013) is delivered via medium term plans that Barnes Infant Academy has developed, following consultation with Anne Sawczyn (SIO from Sunderland Local Authority).

The Early Learning Goals from Development Matters are followed to ensure continuity and progression from the Early Years Foundation Stage through to the National Curriculum delivery in Key Stage One. The continuous provision throughout school is linked to the individual needs of each class set as opposed to their chronological age.

In the Early Years Foundation Stage the children's Communication and Language skills are enhanced alongside their Reading and Writing skills. Children are provided with a wealth of opportunities to communicate with peers and adults in variety of contexts, linked to their speaking and listening skills. Children also receive regularly daily opportunities to listen to an adult read a story as well as read their own story aloud. This is linked to the ability of the child. For example, a child in Nursery who is not yet literate would be encouraged to verbalise their skills when telling a story. Reading and Writing opportunities are provided, linked to the distinctive interests of the children to ensure that they are engaged and enthusiastic. Children are supported with developing their English skills by careful teacher planning, teacher modelling, adaptations to the learning environment to suit the needs of the children and the development of positive relationships with adults.

In Year One children receive daily English sessions. This includes a provision to expose the children to phonics, guided reading, handwriting and an English session based around developing an understanding of writing for different audiences, across different genres. In addition, children also have access to Reading and Writing opportunities as part of their independent learning time in the continuous provision.

In Year Two, English sessions provide the children with the opportunity to access phonics, guided reading, handwriting as well as an English session based around developing and understanding of writing for different audiences, across different genres. Children are given the opportunity to consolidate and further enhance their learning when accessing reading and writing opportunities as part of their class continuous provision.

### **Approaches to Speaking and Listening**

Speaking and listening opportunities permeate the curriculum provision across the entire school. The child's voice is valued and children are actively encouraged to participate in and contribute towards discussions and conversations. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing

standards. Children are encouraged to develop effective communication skills in readiness for later life.

## **Approaches to Reading**

Daily phonic sessions are delivered across the school, according to each child's ability level. Teaching staff plan for phonic sessions according to Letters and Sounds. Children are then provided with opportunities to apply their skills, in a variety of situations.

Guided or one to one reading sessions are employed daily in Reception, Year One and Year Two. During these sessions the children work towards a relevant objective, according to the book. Children are given the opportunity to read once a week in Reception and twice a week in Year One and Year Two. Children are grouped according to their ability level so that they are able to be provided with a challenging text.

At Barnes Infant Academy we recognise that all children learn in different ways. Because of this, we use a range of Oxford Owl reading books in school. These are available as a physical copy to use in school and on the Oxford Owl website that can be accessed from home. Each child is given a login so that they can continue their reading at home, building upon learning from their class reading.

Children in Year One and Year Two access a school library book on a weekly basis from the Autumn Term. Children in Reception access the school library from the Spring Term. Nursery children access the library in small groups in the Summer Term. Library sessions are used to develop a love of reading with the children and they are encouraged to select books based around their unique interests as opposed to their ability levels.

Children in Reception, Year One and Year Two are provided with access to Class Dojo. This enables school adults to communicate reading that has been carried out at school as well as informing parents of skills that their child is developing. Parents are encouraged to share reading that has occurred at home, using Class Dojo as a tool for communication. They are expected to record any reading that they carry out and write a short comment to accompany their entry, detailing their thoughts and opinions on the book. Children are encouraged to share a variety of reading types on their Class Dojo portfolio.

Every child from Reception to Year Two is actively encouraged to read a book at home, that matches their reading level (via the Oxford Owl website). It is anticipated that they share this book with a family member at home to increase their confidence and fluency with reading. Children can also independently choose a book that they think that they might enjoy, linked to the current phase that they are working within.

Each classroom throughout school provides a Reading Area as part of their continuous provision. It is expected that each teacher enhances this area with books linked to the distinctive interests of their class groups. The texts in the Reading Area are linked to the age related expectations of the year group to ensure

that there is progression throughout the school. Children are provided with a variety of non-fiction and fiction texts including magazines, newspapers, letters, leaflets, non-fiction books linked to class topics, familiar fairy tales as well as longer texts where appropriate.

Fiction and non-fiction texts are placed within the continuous provision environment, where appropriate, linked to the interests of the children to enable them to partake in independent reading.

Each year groups has been allocated key authors for each half-term of the academic year. During this time the children discover facts about some of their favourite authors as well as immerse themselves in the storylines of a variety of fiction books. It is anticipated that by the time a child leaves Barnes Infant Academy in Year Two they will have been exposed to twenty-four authors and will be developing preferences for favourite authors and stories.

Story time is provided for children throughout the school on a daily basis. We hope that by indulging the children in this special opportunity to explore new worlds that it will help to develop their love of reading.

### **Approaches to Writing**

Phonics and spelling are delivered through the Letters and Sounds programme, with some supplementary materials from Jolly Phonics and Read, Write Inc being used where appropriate. Phonics is taught daily throughout school.

In Year One and Year Two children practise handwriting and letter formation on a daily basis. In Year One children focus on securing their letter formation, including hanging letters beneath the line and extending tall letters. In Year Two, children use the Autumn Term to alter their letter size so that they are of an appropriate relative size to each other. Spring and Summer Terms in Year Two are used to focus on beginning to accurately join letters together according to the Nelson Phonics approach to formation and joining.

In Early Years Foundation Stage, children are given regular opportunities to develop their fine motor control by accessing a range of gross and fine motor activities. These are carried out both in the classroom setting and the outdoor environment. Children review letter formation on a daily basis via phonic sessions. Reception children are provided with a writing book to document independent and directed writing. Children are able to access their book to allow them to reflect on prior learning and the progress that they have made.

Children in Year One and Year Two are given ten spellings to learn at home, adopting a variety of methods discussed each week that have been shared with parents. Children are also given the opportunity to practise their spelling of common exception words, appropriate to their year group.

Classes adopt a Talk for Writing approach to writing where appropriate. A variety of key actions are used throughout the school to provide consistency for the children as they move through each year group.

In Year One and Year Two, shared writing is taught by the Class Teacher to the whole class. Actions are developed together and shared throughout the week. Children are then expected to use their actions to support and scaffold their writing. The level of support is altered depending of the task and age related expectations of the children.

At an age appropriate level, children are provided with the opportunity to plan, evaluate and edit their work to enable them to think critically about their writing and how it can be improved upon.

Independent writing is a key feature of every classroom. Children are given the opportunity to do so during English sessions as well as part of their independent learning time in the continuous provision. Children are offered writing opportunities in every area of the classroom to enable children to consolidate new skills acquired during taught sessions.

### **Cross Curricular English Opportunities**

Teachers seek to take advantage of opportunities to make cross-curricular links with Reading and Writing. They plan for pupils to practise and apply their skills, knowledge and understanding that have been acquired through English sessions to other areas of the curriculum.

### **Learning Outside of the Classroom**

At Barnes Infant Academy, it is our primary focus to engage pupils in engaging, first-hand experiences when reading and writing. This is at the forefront of teachers' minds when planning learning opportunities for our pupils. Where possible and appropriate we endeavour to link reading and writing opportunities in the main English session with first-hand experiences outside of the classroom so that children read and write for a purpose, audience and function.

### **Use of Computing**

Opportunities to use relevant technology to support teaching and learning in English are planned for and used as appropriate.

### **Assessment**

Assessment of Reading and Writing is completed each half-term throughout school. Teaching staff provide a judgement of each child in their class group. This is carried out via formative and summative assessment as appropriate.

According to the school marking policy, children are given 'green for great' and 'pink for think' feedback to highlight to the children what they have achieved in a piece of given work and what they can do to make it even better next time.

At an age appropriate and timely manner, children are encouraged to peer assess and self-assess their work. This is modelled by adults initially to enable to children to think critically about their work.

Assessment of phonics is completed by Class Teachers and Teaching Assistants throughout school. Children are assessed based upon their ability to recognise sounds from Phase Two to Five as well as their ability to apply this sounds when reading and writing.

Assessment of spelling is acquired when children have independently applied the correct spelling of a word in their writing.

Children in Nursery are assessed against Reading and Writing aspects of Development Matters. Teachers carry out daily assessment of their children within the learning environment as they carry out independent learning.

Children in Reception are assessed against the Early Excellence Baseline on entry into the year group. Teaching and planning is then provided in accordance with this. Children are then assessed with regards to Reading and Writing throughout the year linked to Development Matters objectives.

Children in Year One complete a phonic test in accordance with statutory requirements. Should any child fail this test, relevant support will be put in place to enable children to make accelerated progress where possible. Any children that do not pass the phonic test in Year One will complete the test again in Year Two.

At the end of Year Two children will be provided with an overall teacher judgement of their writing ability according to a 'complete fit' model. Children will complete national tests linked to reading, spelling and SPaG.

Teaching staff regularly take part in moderation sessions within year groups, Key Stages, whole school, cluster schools and within the local authority. This ensures that teacher assessments are as accurate as possible.

## **Our Approach to Blended Learning**

In the event of long term closure or part-time attendance, staff at Barnes Infant Academy continue to provide education and support to our pupils, using in-school teaching, remote learning and/or a combination of both. Depending on the circumstances, learning will be communicated via Class Dojo and will include a combination of Oak National Academy (see links from Oak National Academy and school medium term plan to ensure blended learning is relevant and links to what the children would be doing in school) teaching and learning, as well as features of the Oxford Owl website (to enable the children to continue reading) and Education City (to provide the children with phonics resources). This will ensure that the needs of all pupils are catered for and Class Dojo will allow staff to keep in regular contact and provide a two-way platform for learning and teaching, in a professional and confidential manner with each pupil's family, in their class. Teachers will be able to schedule learning in a manner that does not overwhelm or concern our pupils. Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity *to the best of our ability*.

## **Inclusion**

We aim to provide an English provision for all children to enable them to achieve their full potential according to their individual abilities. We identify under achieving pupils and take steps to improve their attainment and progress. Gifted children are identified and a suitably challenging provision is provided.

### **Intervention**

In Early Years Foundation Stage, Class Teachers assess the children on a week to week basis and work in small groups to ensure that children gain a rounded knowledge of English aims.

In Key Stage One, children are identified as needing additional support. Specific interventions are then provided on a daily basis as part of a six weekly cycle. This is primarily linked to phonics and reading.

### **Role of Subject Leader**

The Subject Leader should be responsible for improving the standards of teaching and learning in English.

The subject leader will monitor and evaluate English in school in the following ways:

- provision of English (including Intervention and support programmes)
- the quality of the learning environment
- the deployment of provision of support staff
- taking the lead in policy development
- auditing and supporting colleagues in their Continuing Professional Development (CPD)
- purchasing and organising resources
- keeping up to date with recent English developments

### **Parental Involvement**

Parents are kept up to date with their child's progress in English through regular reports and opportunities to meet class teachers each term via parental consultations.

Parents are invited to interactive workshops as well as informative presentations throughout their child's time at Barnes Infant Academy. These are developed to inform parents of our expectations of their child and how they can support us in helping their child to reach their full potential.

We encourage parents to support their children with reading by making regular entries into their child's Class Dojo portfolio. Parents are also expected to support their child when completing weekly home learning challenges linked to English.



## **Conclusion**

This policy is in line with other school policies and therefore should be read in conjunction with the following:

- Teaching and Learning Policy
- Feedback and Marking Policy
- Assessment Policy
- Computing Policy
- SEN Policy
- Equal Opportunities Policy
- Health and Safety Policy

This policy will be reviewed every three years or in the light of changes to legal requirements.