



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 a 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 a good level of development within Reading and Writing. Similarly, the majority of children will achieve 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 accelerate learning and close gaps. Children not working at age related expectations are identified during pupil progress sessions and strategies are identified to support children reflective of their stage of development.
- By the end of Key Stage One the majority of children will achieve or work with depth within Reading and Writing. Pupils making slow or stilted progress will be identified at 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. Barnes Infant Academy has developed medium term plans that are used across Key Stage One.

Children access the Early Years Foundation Stage Statutory Framework. The school use Development Matters alongside this. Children work with age related literacy strands of Development Matters. Development Matters is further supported by Birth to 5 to inform practice where children are not working at age related expectations. Children are encouraged to apply their skills in Reading and Writing via child initiated learning, challenges and enhancements, as well as adult 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 is delivered via medium term plans that Barnes Infant Academy has developed, following Local Authority training.

The Early Learning Goals and expectations within 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 rather than 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 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 would be encouraged to verbally retell a story.

Reading and Writing opportunities are provided, linked to the interests of the children to ensure that they are engaged and enthusiastic. Children are supported to develop their English skills by effective teacher planning, teacher modelling, adaptation to the learning environment to meet the needs of the children and the promotion of positive relationships with adults.

In Year One and Year Two children have daily English sessions. These include direct phonic teaching, reading practice sessions, handwriting and an English session based around developing an understanding of writing for different audiences.

Approaches to Speaking and Listening

Speaking and listening opportunities are included in curriculum provision. 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 using the accredited systematic, synthetic phonic scheme *Little Wandle Letters and Sounds Revised*. Children are then provided with opportunities to apply their skills, in a variety of situations.

Reading practice sessions are employed for each individual child three times a week in Reception, Year One and Year Two. These sessions link directly to *Little Wandle Letters and Sounds Revised*. Each weekly session has a distinct focus, with the initial session focusing on decoding, the second prosody and the third comprehension. In this way children become fluent and confident readers. Children are grouped according to their phonic level so that they are able to be provided with an appropriately challenging text.

Children in Year One and Year Two access the school library. 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 a Reading Record. They are expected to record any reading that they carry out in this

book and write a short comment to accompany their entry, detailing their thoughts and opinions on the book. Children are encouraged to write a variety of reading types in their books.

Every child from Reception to Year Two takes home the reading book they have read in class. It is anticipated that they share this book with a family member at home to increase their confidence and fluency with reading. This book is changed weekly.

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 Reading Areas 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 group 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 being able to 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 involving the children in this 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 Little Wandle Letters and Sounds Revised programme and No Nonsense Spelling. Phonics is taught daily throughout Reception and Year One and to Year Two children where appropriate.

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 Letter Join 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. 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.

In Year One and Year Two, shared writing is taught by the Class Teacher using a talk for writing approach. Actions are developed together and shared throughout the week. Children are then expected to use their actions to support and scaffold their writing.

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.

Cross Curricular English Opportunities

Teachers 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 we aim to involve pupils in engaging, first-hand experiences when reading and writing. 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 Phonics, 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.

Following the school marking policy, children are given 'green for good' and 'pink for think' feedback to highlight to the children what they have achieved in a given piece of 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 spelling is acquired when children have independently applied the correct spelling of a word in their writing.

Children in EYFS are assessed against Literacy aspects of Development Matters. Teachers carry out daily assessment of their children within the learning

environment as they carry out independent learning. On exit from Reception children are assessed against ELG.

Children in Year One complete a phonic test in accordance with statutory requirements. Should any child not meet the required standard, support will be put in place to enable children to make accelerated progress where possible. Any children that do not meet the required standard in 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. Children will also participate in Key Stage One statutory assessment tests linked to reading.

Teaching staff 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 and school medium term plan to ensure blended learning is relevant and links to what children would be learning in school. 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 platform for learning and teaching, in a professional and confidential manner with each pupil's family, in their class.

Inclusion

We aim to provide an English curriculum 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. More able children are identified and suitably challenging learning is provided.

Intervention

In Early Years Foundation Stage, Class Teachers assess the children on a week to week basis and ensure that any gaps are quickly closed.

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 Reading Record. 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:

- Phonics and Early Reading Policy
- Home School Reading 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.