

Galley Common School English Policy

Policy Statement

We believe, at Galley Common School, that through reading and writing, children develop their powers of imagination, communication and critical awareness.

At Galley Common Infant School we firmly believe that the learning of English is a significant life skill and that the development of strong learning foundations will enable our children to listen, speak, read and write confidently throughout their school career and on into adult life. English is taught, of course, as a core curriculum subject. However, the key skills of speaking and listening, reading and writing are practised and extended throughout the day in a wide range of cross curricular contexts. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

Aims

We aim to develop in all the children:

- A positive attitude towards all aspects of English.
- The ability to communicate and respond effectively.
- A love of reading and books.
- The competence to produce work of high quality.
- As much independence and confidence as possible.
- A keen awareness of audience in all areas of English, across the range of English skills.
- Persistence and stamina.
- The confidence to tackle and solve problems through the application of knowledge and the use of skills.

Objectives

- To provide a rich topic based English curriculum starting from where the children are.
- To provide a stimulating environment in which all the skills of English can thrive.
- To develop trusting relationships in the classroom so that the children can express and explore half-formed thoughts without the fear of negative criticism.
- To follow the guidelines of the New Curriculum of 2014 and new EYFS Framework of 2021..
- To motivate children by drawing on their experiences and perceptions.
- To provide multi-sensory English education in order to maximise engagement and enjoyment

in all children.

- To use a variety of techniques, including drama, to expand the range of opportunities for expression and interaction in English.
- To encourage an atmosphere of trust and supportiveness in which children can take creative and intellectual risks.

Teaching and Learning

Speaking and Listening

Most children will be able to talk by the time that they come to school. It is essential that these skills are developed so that children are able to express themselves confidently, clearly and fluently using a variety of vocabulary. Talk is valuable in the development of a range of skills and a good starting point for reading and writing. It is also necessary in developing social skills. However, the children must become aware of the times when it is necessary not to talk but to listen instead. This is an acquired skill which is absolutely essential in a learning situation. At Galley Common we employ a number of different approaches to facilitate this, including: learning partners, hot seating, role play, puppets, class discussion, social stories, intervention programmes, class assemblies and drama productions, 'show and tell', story sacks and audio listening posts. Speaking and listening opportunities are provided daily in English sessions, drama opportunities and across the curriculum.

Reading

At Galley Common, early literacy in Foundation Stage and KS1 is learnt through developing work on speaking and listening, early reading and phonics, and in line with the Communication and Language and Literacy strands of the Early Years Curriculum. All children are heard reading regularly by an adult in school and are able to independently choose books to share at home. Children are grouped according to their phonics stage, reading fluency, decoding skills and comprehension. At Galley Common we provide a variety of styles and levels of reading books and schemes to meet all needs. Parents and other family members are actively encouraged to be involved in their child's reading development. At Foundation Stage and Key Stage 1 a 'Reading Diary' is maintained where all adults hearing the child read will write the progress made with the book and teaching staff will communicate how the child is getting on and what to do to develop his/her reading skills further.

Guided and shared reading occurs daily across the school and is led by the teacher or another adult. We have a wide selection of guided reading texts and where possible these relate to the topic. Guided reading books are phase banded and contain a variety of fiction and non-fiction to develop children's reading knowledge and skills. Children also have access to a variety of different text types that is specific for their year group and ability.

We use Monster Phonics, and Bug Club guided reading books to further enhance the phonics based resources in school. Bug Club books are used for whole class shared reading and can be assigned online. Monster Phonics will be used as a group reading text with the teacher (alongside Bug Club books where needed). Copies of the Monster Phonics book will remain in school, whilst the Bug Club books will be assigned a band at a time each half term online. Children will take home 1 Bug Club Book, an allocated Monster book online and 2 choice books. Children can take home 1 library book each week.

Guided Reading sessions (20mins) occur daily across the school with every group reading once a week with their class teacher. In groups of similar ability the children will be guided by a teacher or other adult through a text at an appropriate book band level. The children will be supported so that they can read the text independently. After the initial walk-through of the book the teacher or adult will hear individuals read and access the strategies they are using.

Shared reading will be whole class based and last 15 minutes per day. Children will have access to a variety of text types such as poetry, non-fiction which will enable children to develop their reading skills.

Writing

At Galley Common we believe that the learning of writing skills should be embedded across the curriculum. The key skills of planning, composing and evaluating, spelling, handwriting & presentation, and grammar, punctuation and vocabulary are therefore taught explicitly in the context of English lessons, but also indirectly through cross-curricular writing tasks in other subjects.

In Foundation Stage, writing is about how children build an understanding of the relationship between the spoken word and the written word, and how through making marks, drawing and personal writing, children ascribe meaning to text and attempt to write for various purposes. The appropriate developmental age in EYFS curriculum informs planning for learning activities, and writing materials are always available for the children in their child-initiated learning and play.

The development of writing skills at KS1 progresses by building on the basic skills learnt at Foundation Stage and very much with an emphasis on Talk for Writing. Children are introduced to many different genres and opportunities are given for extended writing. Tasks are planned for and scaffolded according to need, by the provision of written structures/templates (where appropriate), by the use of IT, or by the intervention of a supporting teacher or adult. In KS1 English lessons are 1 hour long, to encourage extended writing and build up children's stamina for writing.

Phonics

Systematic and high quality phonics learning takes place daily in Foundation Stage and KS1 (**see**

Phonics Policy

Planning

In Foundation Stage the Early Years Foundation Stage Curriculum is used as the core scheme of work. In Key Stage 1 the National Curriculum 2014 forms the basis of teaching and learning. The National Curriculum 2014, programme of study for English details what we teach in the long-term and identifies the key objectives in literacy that we teach to each year.

All class teachers are responsible for weekly planning. English planning details specific learning objectives and expected outcomes for each lesson, and give details of how the lessons are to be taught. It also includes details of what each group of children will be learning.

All class teachers will:

- Identify the appropriate teaching and learning strategies required.
- Provide a balance and variety within the classroom - of content and organisational learning opportunities for the children.
- Assess and plan for the specific needs of children within their own class

Staff meetings are used to discuss the English curriculum and to ensure consistency of approach, standards and expectations.

Time Allocation

In Key Stage 1 English is taught through cross curricular learning and skills based lessons, usually an hour per lesson. Time for English may be blocked for longer periods if the class teacher feels this will enhance the children's learning and focus. There are also daily 20-30 minute sessions for phonics. In Year 1 and 2 this consists of 4 phonics sessions and 1 handwriting/spelling session. There is also a daily group guided reading sessions which last for approximately 20 minutes and a 10 minute shared reading session daily.

The Foundation Stage

Through the use of play and structured activities we cover the Early learning goals as set out in the updated EYFS framework (2021). Within the prime areas of the framework, **Communication and Language**, covers all aspects of language development and provides the foundation for Literacy skills. We give all the 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 practice and exchange their range of vocabulary and communication skills. Within the 2 specific areas of the EYFS framework, **Literacy** refers to writing and reading. We encourage early writing in all classrooms indoors and outdoors. Write Dance, physical stations and physical intervention groups play a large role in our ready for writing provision. Our phonics is delivered primarily through Monster Phonics. Children have the opportunity to explore, enjoy, learn about and use words and text in a range of Reading and

Writing situations on a daily basis. There are writing opportunities in all classrooms.

English and Computing

This is a mutually beneficial situation, where English complements Computing, and ICT supports English learning. Children use and apply their English skills in a variety of ways when using ICT. Younger children use ICT to practise phonics skills. Our ICT resources help to reinforce and consolidate English skills and concepts. These resources include I Pads, lap tops, internet resources (initially researched by teachers), staff-created electronic resources and an online resource the whole school subscribes to called education city. Monster Phonics and Bug Club.

Entitlement and Equal Opportunities

Galley Common School will ensure all children cover the content made statutory by the programmes of study within the National Curriculum and the Early Years Foundation Stage Curriculum. All children will have access to English at the appropriate level, thus, ensuring progression and differentiation. Suitable resources and learning environments will be available to enable children access to the English learning requirements irrespective of age, gender, ethnicity or social class.

Spiritual, Moral, Social and Cultural Education

SMSC opportunities in English will support children in our school to:

- Listen and talk to each other.
- Develop an awareness of treating all as equals, and accepting people differences.
- Agree and disagree.
- Take turns and share resources.
- Work co-operatively and collaboratively.

Opportunities for SMSC in English are mainly through **Speaking and Listening** activities. For example class discussions and circle time will give children opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Share thoughts and feelings with others.
- Develop self-esteem and a respect for others.

Reading and **writing** opportunities may also give children opportunities to:

- Consider others needs and behaviour.
- Show empathy, for example, with story characters.

Provision for S.E.N.

All children will have full access to English teaching. Any intensive additional support will take place either during independent work, allowing the child to benefit from the rich English environment, or at other times during the school day as available.

The needs of S.E.N. children are mainly met within the classroom in the English lesson. However, they may be removed to focus on their specific phonics or writing needs at that time. Appropriate resources and activities are used to support their learning at this time.

Any PCPs (Person Centred Plans) and EEPs, (Exceptional Education Plans), or other individual programmes, will be linked, where appropriate, to suitable objectives from the English curriculum.

In English, provision for children with Special Educational Needs is as follows:

- Differentiated activities will be given to support less able and extend more able pupils.
- Children with learning difficulties will be diagnosed and have provision made for their particular needs, which will be identified on the school provision map.
- Where necessary outside agencies will be involved e.g. EIS, IDS, Speech and Language Service and the Educational Psychology Service.
- Parents will be kept informed and encouraged to assist in helping with their children.
- Teaching Assistants are used in school to support groups or individual children. Teaching Assistants are trained in "precision teaching" which can be used to support English (Speaking, handwriting and phonics)

Support staff may be involved with the preparation of English lessons for specific children and give feedback on observations of these children during English.

More able children will receive individual support, where necessary, in all areas of English to help develop that ability. This may be in the form of specific books to read, additional spellings, support in additional English tasks and differentiated work during English class teaching times. Again, this may involve withdrawal from the classroom environment.

Assessment and Recording

Assessments are made in line with the school assessment policy.

The formative assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress and so that pupils know what they need to do to achieve the next steps. Children are also involved in setting steps to success and encouraged to review their

progress towards these through self, peer and teacher assessment.

With regard to Guided Reading, all teachers keep group and individual written records. They include comments on the objectives and aims of the sessions alongside any necessary notes for future action. This is a consistent format used throughout the school. Foundation Stage reading records have been adapted to meet the Foundation Years guidance and objective led plans are used.

The school **Assessment, Recording and Reporting Policy** defines specific assessment tasks to be carried out by each year group with individual children.

Formal, summative assessments are carried out at the end of Key Stage 1 in accordance with the National Curriculum assessment requirements.

Reporting procedures are in line with DFE regulations. Parents receive an annual written report and are invited to three parental interviews throughout the academic year

Expectations

A child working at 'Expected' in Reception for Reading should be secure phase 4 and reading book band yellow.

A child working at 'Expected' in Year 1 for Reading should be secure phase 5 and reading book band orange.

A child working at 'Expected' in Year 2 for Reading should be secure phase 6 and reading book band white.

Assessment procedures in English

What to assess	Who to assess	How to assess	When to assess
Phonics	All children	Phonics assessment booklet. Highlight: Rec- Pink Y1 – Yellow Y2 - Green	Termly
	Y2 children who failed	Past phonic screen	Half-termly

	the Y1 phonic screen	checks	
Reading	FS		
	KS1	Individual non-negotiables guided reading sheet (Highlighted half-termly: Autumn – Pink, Spring – Yellow, Summer – Green)	Weekly
		iPad read and running record (1 minute)	Termly
		SATs comprehension (HA Y1 children to complete a Y1 comprehension)	Termly
	Common Exception words/suffix words	Termly	
Writing	FS	Progress folder – 3 pieces of unaided work every half term	Half-termly
		Writing target lists	Half-termly
	KS1	Individual non-negotiables writing sheet (Highlighted half-termly: Autumn – Pink, Spring – Yellow, Summer – Green)	Half-termly
		Update target cards *Punctuation *Handwriting *Spelling	Half-termly
		Common exception words spelling list	Termly

Resources

Group reading books are stored and classified from A - R (pink to Lime), A (pink being the easiest with a progression to Lime (for able and confident readers). The books are individually and clearly labelled in the school library. All stages of Monster phonics books are stored in the school library which are clearly labelled.

Resources are stored in the classroom where appropriate to specific year groups or abilities. E.g. Phonics Bug phase books and Monster Phonics books.

The school library is situated near the staffroom. There is a variety of fiction and non-fiction books available to all children. Children are encouraged to use this area to develop their understanding of specific topics and further their range of reading.

Monitoring and Evaluation of English Policy

Monitoring and evaluation of the effectiveness and guidance of this policy will be in the following ways:

- Termly monitoring by the English Curriculum Team leader e.g. lesson observations, planning, work trawls and reading and talking with children.
- Other staff may be involved in the monitoring process eg Head Teacher, Leadership and Management team and the English curriculum team.
- The allocation of at least one staff meeting a term for English to discuss issues arising from monitoring work.
- Analysing test results annually to identify areas for development and to amend provision as necessary.

Written by: Zoe Brown May 2018

Reviewed by Kay Middleton: December 2020 Leanne Jamieson May 2023

Next Review: May 2025