

Marwood Church of England VC Infant School



Document Status	
Date of Next Review : November 2026	Responsibility : Governing Body
Date of Policy Creation / Review : November 2023	
Date of Policy Adoption by Governing Body : 30.11.2023 V Bradley Signed Chairman of Governing Body	

English Policy

Marwood School is a Church of England Voluntary Controlled Infant School where the Christian ethos is central to the life of the school community. Our Vision Statement reflects those Christian values.

At Marwood C.E. Infant School we aim to

- Provide a literacy rich environment throughout the school which is varied, interesting, stimulating and provides support for learning
- Provide opportunities for children to listen, speak, read and write with confidence, fluency and understanding.
- Teach children to communicate effectively and express themselves creatively and imaginatively.
- Provide opportunities within a rich curriculum for children to use their knowledge, skills and understanding in speaking, writing and reading in a range of different situations.

Objectives

- To enable children to speak clearly and audibly taking account of their listeners.
- To encourage children to listen with concentration, identify the main points of what they have heard and respond appropriately.
- To develop confident, independent readers, who read for enjoyment and are able to make choices and preferences
- To foster an enjoyment of writing with an interest in words and their meanings; to develop a growing vocabulary in spoken and written forms
- To increase children's ability to use planning, drafting and editing to improve their work.
- To develop a good handwriting style

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication and Language (Prime Area) and Literacy (Specific Area) of the revised EYFS curriculum.

In the Foundation Stage (Reception)

Children should be given opportunities to:

- *speak and listen and represent ideas in their activities;*
- *use communication, language and literacy in every part of the curriculum;*
- *become immersed in an environment rich in print and possibilities for communication.*

At Key Stage One

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

Approaches to Speaking and Listening

Speaking, listening, group discussion and interaction and drama opportunities permeate the whole curriculum. Children are encouraged to develop effective communication skills in readiness for later life.

Children are given many opportunities for speaking and listening through class and group discussion, talk partner activities, paired and collaborative work, assemblies, circle time, drama and role play. Children learn to retell stories, to give and justify their opinions and to listen carefully in order to understand a range of viewpoints.

Approaches to Early Reading and Phonics

See separate Early reading and phonics policy (Little Wandle Scheme of Work)

Approaches to writing

Writing activities are planned through the school's thematic curriculum, giving the children exciting contexts for writing in a range of genres.

In the Foundation Stage children make marks and learn to write using materials such as clipboards, white boards, paint, chalk and a variety of pens and pencils. Children learn to apply phonic skills and segment words in order to write them. Through role play activities and adult led sessions children learn to express their ideas in a written form.

To develop our children as writers we:

- Provide experiences where children can acquire confidence and a positive attitude to writing
- Use shared and guided writing sessions to model writing skills, teaching children how to compose, amend and improve their writing.
- Teach grammar and punctuation in the context of the children's own writing, as well as word games and by modelling examples.
- Use a working wall to display good examples of writing, useful vocabulary, reminders about punctuation and sentence construction and the key features of a particular genre of writing.
- Teach strategies for spelling to enable children to make best bet choices and become confident and competent spellers.
- Provide resources such as word banks and vocabulary lists, check lists for writing, reminders of connectives and sentence starters to support children to write independently.
- Offer children opportunities to write for extended periods of time in a quiet, uninterrupted way.

Handwriting

Children at Marwood C.E. Infant School are taught to form letters using the mnemonics for each letter from Little Wandle. Focus in YR and Y1 is on correct formation, size and orientation. In Year 2, when they are confident and able to do so children are taught to join letters within part or all of a word using the Ginn scheme.

In the Foundation Stage children are provided with a range of activities to develop manual dexterity including playdough, peg patterns, puzzles, cutting, sand and water activities, tweezer activities and dough disco etc. Letter formation is introduced linked to the phonics being taught at the time.

Teachers and Learning Support Assistants demonstrate and emphasise correct letter formation throughout the school and time is allocated in each class to practise handwriting as a specific skill.

Approaches to spelling

In Years One children have weekly spellings to learn topic linked vocabulary and common exception words. In Year 2, children follow the Little Wandle spelling programme.

Planning

Planning objectives are taken from Development Matters and the National Curriculum 2014. Long term plans ensure children have a range of literacy experiences with continuous

opportunities to build on prior learning as they develop and acquire new skills. Teachers use teaching sequences from CLPE (Centre for Literacy in Primary Education) which the school subscribes to. These are made explicit on the Long term plans

Resources and accommodation

Reader Phones and microphones, are available to support speaking and listening. Every class has easy access to basic resources for literacy such as dictionaries, story books, phonics materials and reading books. Grow the Code posters are displayed in Y1 and Y2 classrooms. Children have table copies of these resources too. The school library contains a range of fiction and nonfiction books. Guided reading books are stored in each class. Enrichment events are regularly organised including visits from authors and trips to the theatre.

Classrooms are well equipped with a selection of writing materials, wipe off white boards as well as access to electronic materials and software via the school ICT network. A range of resources to aid pupils with dyslexic tendencies are available within the school (see provision map for Dyslexia).

Assessment and Target Setting

Assessments are made daily by children and adults in accordance with our Assessment Policy. Assessment records are updated at least termly and progress tracked using Termly Trackers. Foundation Teachers make observational assessments to form a baseline assessment and to monitor progress towards each Early Learning Goal. Key Stage 1 teachers use Sheffield STAT grids termly to record progress in reading, writing (GPS) and writing (Composition and Handwriting)

Children in Year One and Year Two have writing and reading targets in their individual books. These are shared with parents during parental consultation evenings in October and March and updated as children make progress.

Phonics check assessment for all Y1 children and Y2 children who did not achieve the required level is undertaken every June. At the end of KS1, children's literacy skills are assessed against National Curriculum standards.

Little Wandle assessments chart the attainment of children at regular points.

Parental & Community involvement

Family involvement in children's learning is integral to their progress. Parents are actively encouraged to support their child's reading at all stages of their development and we endeavor to keep them fully informed of their child's progress and next steps. We also encourage and benefit from voluntary adult helpers who are trained to listen to children read in each class. From their first day in school, children take home books to read (show off book, try me book and library book) and share with family members. Children are given a Reading Record book with space for both parents and teachers to record observations and comments.

Monitoring and Evaluation

Teaching is monitored by the HT, Phonics and Early reading leader and English subject leader. The leaders and English link governor work together to monitor and report on progress towards whole school targets and in identified priority areas. (See M&E Policy)
The English Policy operates in conjunction with the following key school policies:

-
- Phonics and Early Reading
- Early Years Foundation Stage
- Assessment and Marking
- Special Educational Needs
- Equality statement
- Monitoring and Evaluation