



## Freegrounds Infant School English Policy

### INTRODUCTION

Freegrounds Infant School is a Rights Respecting school. Children and adults work together to recognise and act upon the rights of the child within our school, our local community and the wider world. We believe that by understanding their own rights children learn to respect and value the rights of others. This policy exemplifies these rights and our practise aims to ensure that the following rights are adhered to:

**Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.**

**Article 28 Every child has the right to an education.**

**Article 29 Education must develop every child's personality, talents and abilities to the full.**

### INCLUSION

Freegrounds Infant School recognises the need to promote English so that it is accessible and appealing to each and every child. We aim to provide experiences that appeal to the whole ability range. Children are taught skills and given support with English according to their individual ability. Extra support is provided for children with special needs (See SEN Policy) and work is differentiated for every child to ensure support and guidance at the level appropriate.

### RATIONALE

At Freegrounds Infant School we believe that English is a foundation stone for all children's development. We encourage children to see themselves as readers and writers and provide positive English experiences for all children, enabling them to derive pleasure from their English journey and inspiring them to develop their speaking and listening skills, and their skills in reading and writing so they will be keen to speak, listen, read and write with imagination.

### AIMS

The school aims to ensure that children are encouraged to:

- Develop a love of reading and writing.
- Confidence and passion for speaking and listening
- Read and respond to a variety of different genres and write for a range of different purposes and audiences.
- Develop a wide range of strategies for reading and plan, organise and formulate a structure for their writing.
- Respond to different forms of print within the environment including ICT.
- Use ICT to support their English development.
- Share books and their writing with adults and other children e.g. class book corner and school library, displays.
- Use a variety of different tools and strategies to read and write independently (e.g. flash cards, word banks and dictionaries).
- Be creative, flexible and encourage flow of thought through responding to texts they have read and through self-generated writing activities.
- Develop a style of handwriting which has consistency of letter and size of shape.
- Foster a lifelong enjoyment for books

- Develop skills to enable them to become independent readers and writers.
- Use the children's knowledge of the British Values and SMSC to support their development in reading and writing.

## GUIDELINES AND CURRICULUM ORGANISATION

### **SPEAKING AND LISTENING**

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Children will be encouraged to answer questions in full sentences and this will be encouraged at all times including Celebration Reflection.

Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Spoken Language outcomes are planned for in all areas of the curriculum. Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc.

Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading.

Spoken Language will be a focus across the curriculum and across the school day in a variety of settings.

A Shared group thinking approach will be used for whole class discussions. This focuses on building on the individual ideas of children's through the use of open ended questions which encourage other children to respond, leading to constructive developmental thinking.

### **READING**

Reading and the acquisition of skills is embedded in the whole curriculum and books should be displayed in an attractive, tidy fashion and feature prominently around the school and classroom.

Reading is taught in a range of contexts such as phonics, guided reading and writing.

Teachers timetable and plan for guided reading sessions each week using the school's Guided Reading Plan. Key objectives are included on this planning, which is taken from the national curriculum and Hampshire's Reading progression.

In EYFS there will be a guided reading session led by the class teacher or LSA and this will take place during Discovery Time straight after Phonics. The children will have two guided reading sessions a week, however reading is prompted on a daily basis through child initiated learning, phonic guided sessions and writing.

In Key stage 1 Guided reading sessions take the form of a rotation of activities where children work in small groups either with the class teacher or LSA to carry out guided reading, or work independently to carry out a task to enhance their reading further. There will also be guided reading sessions that involve a whole class text and activities focusing on comprehension and inference.

Guided Reading and all other forms of reading will be recorded in the child's Reading Journal, which is a record of the child's reading journey. This book goes from school to home on a daily basis. We aim to ensure all children participate in guided reading twice a week.

The school uses the, 'Book Bands,' system to organise the texts into bands.

## **WRITING**

Writing and the acquisition of skills is embedded in the whole curriculum and children are encouraged to develop their skills and use their knowledge when carrying out any writing activity.

The predominant mode for teaching writing skills in Key stage one is via the model of good quality and inspiring texts and daily English sessions. Links between the Key Objectives for Writing and the topic focus are made where appropriate. Children receive guided writing sessions with their class teacher to specifically teach their next steps in learning, which are identified through the previous days marking. Guided writing sessions will take a flexible groupings approach, to allow the teaching to address the needs to the children.

The EYFS classroom has a designated area for children to write in free writing activities to develop their skills. Pupils in KS1 will be taught a variety of skills across a range of genres.

Each classroom will have a 'working washing line' which will show the writing process currently being taught. It will have shared writing examples and identify the key learning objective for that particular writing unit. There will be a small area for 'SPaG' display, however this needs to be accessible for all the children. Each classroom will have a writing display that celebrates the end of a unit writing outcome and if possible will display the writing from all children in the class.

## **SPELLING and GRAMMAR**

Phonics and spelling is taught daily in Key Stage One and EYFS. The school will follow and teach "Pip and Pap," along with the support of cued articulation. The spelling of common exception words is taught as part of the programme.

Children participate in daily Phonics lessons and regular assessment for learning and flexible grouping is used to ensure children receive the teaching and learning they need each day to build on their prior learning with new skills and knowledge.

All children are encouraged to use their phonological knowledge to sound out the words they are reading and writing and to 'have a go' on their own. Cued articulation is used to support this process.

Children have access to common exception words, topic word lists and dictionaries to support their ability to spell. Children also practise dictionary skills so that they can become more independent at finding appropriate spellings for themselves.

Children are encouraged to check their work and see the need for correct spellings when redrafting their work. Children's spelling is assessed regularly through teacher assessment. Through marking any high frequency words or common exception words in Year 1 and 2 lists that the children can read and are not spelt correctly are highlighted with 'Sp' and then the children will need to correct this by finding the word on the word mats. There will also be 'free word banks' linked to the topic which the children will be expected to spell correctly.

## **HANDWRITING**

Children are encouraged to develop the correct pencil grip, a consistent style of handwriting and form letters correctly. Freegrounds Infant School uses Kinetic Letters to do this.

The children must be able to write with ease, speed and legibility. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work.

Across the school children have daily Kinetic Letter lessons learning to develop their gross and fine motor skills in forming the letter shapes associated with writing. Pupils will learn to form individual letters appropriately and accurately.

Handwriting skills are taught regularly and systematically. Activities are differentiated according to individual children's needs, while also reinforcing text, sentence and word level objectives.

This practice is therefore carefully planned and implemented so that all children can achieve a good standard in writing. All staff will use the Kinetic font.

When children in Year 1 demonstrate that they have developed a secure pencil grip, correct letter formation and a handwriting that is consistently to a high standard they may be awarded with their Pencil Licence.

When children in Year 2 demonstrate that they meet the expectations they are awarded their Licence to Ink.

## **TARGET SETTING**

Longer term targets for reading and writing are shared with parents termly.

Pupils are given individual targets, which are identified in each child's writing book, to support their development in writing. Children are actively encouraged to take responsibility for their learning and each child should show an awareness of how they are trying to develop their work. Targets are regularly updated to support their writing development.

Children's development in reading is broken down into smaller steps and targets are shared with children during guided reading sessions weekly. These short term targets are recorded in the children's reading diaries so parents can reinforce learning in school at home.

## **ASSESSMENT**

### **WRITING AND HANDWRITING**

Every milestone the children's books are used to assess 'the writer' not a single piece of writing. This assessment and other knowledge about the child are used to follow children's progress and update tracking documents.

Children's handwriting is assessed in conjunction with writing assessments.

Children's work will be marked in line with the school's Feedback Policy. Assessment is an ongoing process carried out by informal and formal assessments.

### **READING**

Teachers keep records of children's progress in reading, which are completed regularly as children gain further skills. Each class teacher uses Guided reading records. These will then be transferred on to the school's tracking document

### **SPELLING & PHONICS**

Teachers keep records of children's progress in spelling and phonics, which are completed regularly. Phonics is assessed during assessment windows built into the Pip and Pap phonics scheme. Children in EYFS and Year 1 are regularly assessed on their word reading skills to establish whether they are on track to pass the Year 1 Phonics check. These assessments will be able to identify each child's individual needs and next steps and are shared with SLT. Children who do not meet the expected standard in the Year 1 Phonics check continue to be regularly assessed to ensure they are on track to meet the expected standard in the Year 2 Phonics re-check.

## MONITORING

The English Co-ordinator monitors the weekly planning, English books, reading, phonics and spelling records and tracking documents on a half-termly basis to ensure consistency. Every half term, drop in observations are conducted with a member of the SLT in writing, reading and phonic sessions. English impact statements will be written by the English Co-ordinator and this will be shared with Governors, SLT and staff for areas of strength and areas for development.

The Iris filming system is a tool to enable staff to reflect on their practice. It is used to monitor standards in all areas of the curriculum and can be used to establish the quality of teaching and learning of English across the curriculum.

The English Co-ordinator will create a yearly action plan that will plan in for staff development through INSET days and staff meetings. The action plan will be created based on the work scrutiny that is carried out and will be amended throughout the year to reflect on quality of teaching and learning in place and will be informed by the impact statements.

Pupil conferencing will also be used as a monitoring tool to establish the learning behaviours and pupils attitude towards their English learning.

## HOME/SCHOOL ENGLISH LINKS

Parents are invited to attend an English information meeting where the first steps of writing are discussed. Parents are introduced to Phonics and how this enables their child to segment and blend their words. Parents are informed of other writing issues when necessary.

Everyone at Freegrounds Infant School recognises the importance that good modelling of reading and regular practice at home can make to children's English skills. Children are encouraged to change reading books regularly and teachers communicate with parents through children's individual reading journals. Please see the Home learning policy for further information.

## COMPUTING

All children will be given opportunities to enrich and extend their writing skills through working with Computing equipment where appropriate.

The school uses the "Sassoon Infant" handwriting font on the laptops and interactive white boards.

Amended by Bev Seed March 2020

Reviewed Nikki Riches and Hattie Henderson February 2025

Next Review February 2027

Version control:	V2 February 2025 Changes made throughout to line spacing to aid readability. Change of date in footer. Page 2 Reading - 4 <sup>th</sup> paragraph - added comment on when guided reading will take place and change to it taking place twice a week Page 3 Spelling and Grammar - change of name to Phonics scheme from Twinkl to Pip and Pap and paragraph added on how Pip and Pap is taught with daily phonics lessons. Page 4 Handwriting - details added about the Kinetic Letters approach and how handwriting is taught. Also paragraph added about Licence to Ink and Pencil Licences for Year 2 and 1 respectively. Page 4 Spelling and Phonics - changes made to reflect how assessment is used to support Teaching and Learning in the Pip and Pap scheme. Page 4 - Target setting - reference to Yippee Yellow targets removed. Page 4 - Computing - font changed to Sassoon Infant. Throughout - references to Cursive Font changed as Cursive Font is no longer used.
------------------	--