



Pound Hill Infant School

English Policy

Pound Hill Infant School Child Protection Statement

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

All staff members believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

Rationale

At Pound Hill Infant School we strive for the children to have a love of literacy and to be excited by their learning. We want our children to be able to follow their own lines of enquiry, solving problems along the way using a creative and imaginative approach. Our vision is for **all** members of our school community to be happy, confident individuals, successful learners, responsible citizens and effective contributors and this applies to all aspects of the literacy curriculum. Literacy underpins the school curriculum by developing children's abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think and organise. Children are given opportunities to interrelate the requirements of English through a cross curricular approach to teaching within a broad and balanced curriculum, often using a Mantle of the Expert approach with PSHCE at the heart. Teachers plan opportunities for children to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

Aims

At Pound Hill Infant School we strive for our children to be Primary Literate Pupils and by the end of Key Stage One to be able to

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- speak clearly for a range of purposes and listen with understanding, responding sensitively and appropriately
- present their writing clearly using punctuation, correct spelling, good phonetic attempts and neat legible handwriting
- have an interest in books and read for enjoyment
- have an interest in words and develop a growing vocabulary in spoken and written forms
- understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation
- develop their imagination and creativity

Subject Organisation

The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age. Children work as a whole class, in small groups, in pairs or individually. They are sometimes grouped by ability and sometimes work in mixed ability groups.

Planning

Wherever possible texts used in the literacy sessions are chosen to fit in with the current topic and activities are planned to link in with the texts. Activities also link into the Mantle of the Expert focus. Different objectives are identified for each half of term. The literacy activities are presented in a Unit Plan which is a series of lessons that build up to final outcomes. The Unit Plan could cover a period of time from anywhere between two weeks to a term and a final outcome could be a piece of independent writing or may be a reading or a speaking and listening outcome. At times, single weeks are planned for which are sometimes basics weeks or sometimes enrichment weeks with a different curriculum area as a main focus.

The Unit Plans are broken down into weekly plans which have clear learning intentions and differentiated activities to ensure all children's needs are met from the most able pupils to those children with a Special Educational Need. The weekly plan reflects the needs of the children in each class and is constantly updated and altered; indeed the planning sheet is often filled in on a daily basis.

Teachers also complete a weekly phonics plan and a weekly reading activities plan.

Approaches to Speaking and Listening

The four strands of Speaking and Listening: Speaking, Listening, Group Discussion and Interaction, and Drama permeate the whole curriculum. 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 now and later life.

At Pound Hill Infant School we explicitly teach the skills needed for good speaking and listening with a particular emphasis on the features of language. Speaking and Listening illustrated prompts which demonstrate good speaking and listening attributes are displayed in each classroom and around the school. They are regularly referred to. Each term year groups identify speaking and listening opportunities across the whole curriculum to meet key learning objectives.

The illustrated prompts are as follows

Remember when talking...

- Look at your listeners
- Make sure your listeners can hear you
- Don't speak too quickly
- Speak clearly
- Say everything in the right order
- Give details
- Use your face and body when talking
- Use wow words

Remember when listening...

- Look at the speaker
- Smile and nod
- Tell the speaker if you don't understand
- Build on what the speaker has said
- Say back what the speaker has said to you
- Ask questions

Parental Involvement

Parents have the opportunity to see speaking and listening in action in the Christmas production and in special assemblies such as the Year 2 Leavers' assembly.

Approaches to Phonics

At Pound Hill Infant School there is a strong and systematic approach to the teaching of synthetic phonics and other word level skills. Children are taught to:

- discriminate between the separate sounds in words
- learn the letters and letter combinations most commonly used to spell those sounds
- read words by sounding out and blending their separate parts
- write words by combining the spelling patterns of their sounds

Both Letters and Sounds and the Read Write Inc Program are used in the school to support the children in becoming fluent readers and writers, who can recognise words on sight and spell words accurately. The documents inform the teaching and assessment of phonics. Children learn phonics in a whole class setting, or in small groups around the school. The teaching is differentiated to meet the needs of the different groups of learners. One to one tuition is also available for some children. There is a daily phonics session in the Early Years and Year One classes and regular phonics sessions take place in Year Two. Short, snappy sessions are also planned in. Our aim is to make phonics sessions as fun and as interactive as possible. A selection of games, guided reading books and other resources have been made and purchased and these are kept in boxes which are centrally stored so that they can be accessed by all year groups. IT programs are also used. We do not regard the teaching of phonics as a discreet unit and our ultimate aim is for children to apply their phonics skills in a range of curriculum areas. Throughout the school day opportunities, both planned and self chosen are provided in which children can practise their phonics skills. These activities take place in the classrooms, the Role Play areas and the outside learning environment. There are Read Write Inc or Jolly Phonics wall displays and Phonics and Key word cards in each classroom and in other key areas around the school.

Assessment

Teachers keep records of each child's progress. Children are assessed on their knowledge of the phonemes and graphemes in each relevant phase. Individual reading and spelling checklists of the key words [regular and tricky] are also kept. An oral blending task is also planned in to each term. Teachers look for the application of sounds in children's written pieces and when reading with them.

Parental Involvement

In the Early Years Unit, parents are invited into school to work with their children on the formation of letters and the understanding of letter/sound correspondence. As the year progresses children work alongside their parents applying phonics in the writing of sentences. This takes place from 8.30 in the morning 4 times a week. It starts in the second half of the autumn term and continues until the end of the first half of the summer term.

In Key Stage 1 parents are invited in for workshops when appropriate.

Approaches to Reading

At Pound Hill Infant School we want children to have a love of reading and to choose to read for pleasure. We aim to enable all children to read a range of texts fluently and with understanding. Children need to be aware that reading is necessary for their personal lives, for learning throughout the curriculum and for living and working in society.

As teachers we must be enthusiastic about books ourselves and use a variety of strategies to promote reading. Therefore, children are not only taught the skills of reading through the regular phonics sessions but through other activities in which reading is modelled and shared reading takes place. This includes reading texts as part of the literacy sessions and in other curriculum areas and listening to stories read aloud by the teacher or a Teaching Assistant. There are Reading Areas, often linked to the class topic, in all classrooms. Reading opportunities are also provided in the shared Role Play Areas, the outside learning environment and as part of interactive displays in a range of curriculum areas. We have also run book weeks and have invited authors, storytellers and theatre companies into school.

Guided Reading

All teachers run regular guided reading sessions. The aim of every guided reading session is to encourage and extend independent reading skills. Groups of children of similar ability work together on the same text. The teacher or Teaching Assistant leads the session guiding the children to focus on identified objectives. In each session the text is introduced and useful strategies are reviewed. The children read as a group or independently and the adult gives focussed attention to individuals as they read. The text is discussed and next steps are sometimes identified with the children. Whilst the teacher focuses on the group the rest of the class independently take part in other literacy activities or topic based work.

Home Learning Diaries

All children have a Home Learning Diary which allows regular contact between home and school. Parents and children are encouraged to write a comment in the diary about books read. The teacher writes a comment every 3 weeks. The diary includes a reading focus which could be an individual, group or class target. This is updated regularly and reflects the teacher's focus in the guided sessions and in phonics sessions.

Taking books home

At Pound Hill Infant School we have a range of Reading Scheme books including Story-worlds and the Oxford Reading Tree. These are coloured coded and are stored in boxes in the year group Resource Areas. The books in each colour box get progressively harder with pink being the easiest and white the most difficult. Children are allocated a colour box to choose books from, based on their reading ability. Children are encouraged to change their books on a daily basis.

However, we do not want Reading Scheme books to be our children's only reading diet so children are also encouraged to take home classroom books or school library books, including Non Fiction texts and poetry books. Early Years children also take home Chatter-packs. Children are encouraged to read their own books at home and read print in the environment.

Individual Reading

Identified children read individually with an adult including the class teacher, Teaching Assistant, Learning Support Assistant or parent helper on a regular basis.

Assessment

Each child reads individually with the teacher at least once every half term so an accurate assessment, based on the agreed criteria, can be made. Findings from the reading assessment are recorded on the school's electronic tracking document every half term.

Parental Involvement

In addition to their contributions in the Home Learning Diaries, parents are also invited into school to read with their children. Each year group has a parents' reading morning once a week from 8.40-9.00 AM, when parents can read stories to their children or listen to their children read. Parents are also encouraged to help in school and listening to individual children read is one of the valuable contributions they can make.

Approaches to Writing

At Pound Hill Infant School we want children to have a love of writing and to choose to write for a range of audiences. We aim to enable all children to write in a variety of styles and forms. Children need to be aware that writing is necessary for their personal lives, for learning throughout the curriculum and for living and working in society.

Therefore, children are not only taught the skills of spelling and writing through the regular phonics sessions but through other activities in which writing is modelled and shared writing takes place. There are Writing Areas in all classrooms where children can choose to write and where resources to help children with their spelling and writing are displayed or stored. Writing opportunities are provided in the shared Role Play Areas, the outside learning environment and as part of interactive displays in a range of curriculum areas.

Guided Writing

All teachers run regular guided writing sessions. The aim of every guided writing session is to encourage and extend independent writing skills. Groups of children of similar ability work with the teacher or Teaching Assistant on a group piece or an individual piece of writing. The adult leads the session guiding the children to focus on different objectives. In each session the genre or type of writing is discussed and key features drawn out. The teacher may make specific teaching points about spelling, punctuation, sentence structure, good word choice, creativity or imagination.

Assessment

Each half term, every child completes a piece of independent writing which is based on the current topic or literacy work. The skills needed for the piece are gradually built up and on some occasions differentiated planning sheets are provided so that children can plan their work. Each child's pieces, along with other supporting work are kept in their own individual Independent Writing Folder which is passed up to the next teacher. Teachers fill in the 'Moving Children on in Writing' sheets each half term and these inform planning. Findings from the writing assessments are recorded on the school's electronic tracking document every half term.

Parental Involvement

Parents are encouraged to look at work displayed in the classrooms and other areas of the school, and to look at work on the school website. Parents have also been invited into classrooms to see specific pieces of work. For example when the Year Two children designed and made their own books about 'The Owl Who Was Afraid of the Dark' parents had a lovely time listening to the children read their stories. At the end of a year children take home many of their written pieces.

Approaches to Handwriting and Presentation

At Pound Hill Infant School we aim for children to be able to form their letters correctly, write neatly and legibly and to take pride in their work, presenting it as neatly as they are able to do.

The school has an agreed Presentation Code, which is displayed in each classroom and is shared with the children on a regular basis. The Presentation Code is as follows:

In the Early Years classrooms

- ✓ We will not scribble on our work
- ✓ We will use a writing pencil
- ✓ We will start each letter and number in the right place
- ✓ We will write our letters and numbers the right way round

In the Key Stage One classrooms

- ✓ We will not scribble on our work
- ✓ We will use a writing pencil
- ✓ We will start each letter and number in the right place
- ✓ We will write our letters and numbers the right way round
- ✓ We will make our letters the same size as each other and leave spaces
- ✓ We will press gently with a pencil
- ✓ We will carefully use a rubber to rub out mistakes
- ✓ We will make sure our letters sit on the lines and the tails go under the lines
- ✓ We will make sure our tall letters are taller than the other letters
- ✓ We will write all the way across the line

Each child is taught the same style of handwriting and the same formation so there is consistency across the school. The same 'patter' is used by each teacher when the formation of a letter is taught. [See appendices] Wherever possible the teaching of handwriting is linked to the teaching of phonics.

Assessment

Handwriting is assessed when the independent writing is levelled and Year Two teachers give a mark for handwriting as part of the SATS process.

Parental Involvement

Year groups run handwriting weeks at different times of the year. These give parents the opportunity to come into school to work with their own children on the formation of letters and the positioning of letters on the lines.

Target Setting

In Early Years, the Early Years tracker and Learning Journals are used to plan next steps in learning. These are shared with the parents each half term.

In Key Stage One, the electronic Target Tracker Program is used. This sets end of year targets for every child in Reading and Writing. These inform teachers' planning and the provision of an appropriate differentiated English curriculum.

Reading Targets based on the half term's phonics focus and guided reading objectives are set at least once every half term and are shared with parents in the Home Learning Diaries. These targets are addressed through guided reading and phonics sessions.

The 'Moving Children on in Writing' sheets are updated every half term and are based on assessments carried out by teachers when they work with the children, scrutinise independent written pieces or observe children on a day to day basis. These targets are addressed through guided writing sessions and phonics sessions.

Targets set for children with a Special Educational Need are also addressed through group sessions led by the Learning Support Assistant. Separate LSA plans are written which incorporate the targets.

The Leadership Team monitor the progress of individual children towards achievement of the targets. Regular pupil progress meetings are held with teachers. These are led by the Assessment Leader and attended by the Literacy Leader. Intervention programs are put into place to support individuals or groups of children at risk of under achieving. These are closely monitored.

Environment

At Pound Hill Infant school staff aim to provide an attractive and stimulating working environment where children are excited about learning and want to take their learning on or practise previously taught skills.

Resource Areas

Each year group has a shared Resource Area which all 3 classes use. The areas are set up as Role Play Areas, investigative or discovery areas linked to the current topic or as the Enterprises run in the Mantle of the Expert approach. The areas provide plenty of opportunities for the development of speaking and listening, reading and writing skills.

Reading Areas

Each classroom has a Reading Area which is more than just a storage area for books. The Reading Area:

- is changed at least once every half term
- encourages reading
- is inviting because of the books on offer, the quality of display and the provision of cushions or comfortable seating
- is linked to the current topic or promotes an author, a theme or a style of books
- has a selection of reading material including fiction, non-fiction, poetry and posters many of which are resourced from our own library or West Sussex project loans
- has books on display which 'face out' for example on a book stand showing the front cover
- challenges children to respond and be interactive through questions or suggested activities
- sometimes has children's work on display such as pictures or book reviews

Writing Areas

Each classroom has a Writing Area which is more than just a storage area for pencils and paper. The Writing Area:

- is changed at least once every half term
- encourages writing
- is inviting because of the quality of display and the provision of interesting activities and sometimes objects and pictures or letters from story characters to promote discussion and written responses
- is linked to the current topic
- challenges children to respond and be interactive through questions or suggested activities but doesn't 'put a lid on' what children might want to do
- provides a range of materials for children to use when writing including different sized or coloured paper, book making materials, scissors, glue, envelopes, topic linked sheets such as

word-searches, story starts, writing frames, headed notepaper and a range of pencils and pens

- enables children to present their writing in a variety of forms such as letters, lists, descriptions, stories, information texts, books, leaflets
- gives children the opportunity to display pieces written in the area
- promotes independence through the provision of aids to support the writing process such as letter formation cards, Jolly Phonic or Read Write Inc pictures, key vocabulary, alphabet charts

The Use Of ICT

Opportunities to use ICT to support teaching and learning in literacy are planned for and used as appropriate including the use of the Interactive Whiteboard or Plasma Screens.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify which children or groups of children are underachieving and take steps to improve their attainment. The identification takes place through the analysis of data on the school's electronic tracking document, the monitoring by the Additional Needs Manager and individual teacher's notes and records discussed at pupil progress meetings. Action can take the form of differentiated work planned by teachers, support given by LSA'S, the setting up of booster groups or inclusion in an intervention program such as Read Write Inc.

Gifted and talented children are identified and suitable challenges are provided. This can sometimes take the form of inclusion in a West Sussex Enrichment programme.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Appendices-

Appendix 1- Phrases for letter formation sheet'

Appendix 2- Letter formation sheet

Written and agreed-January 2008

Reviewed and adapted-September 2014

Review-September 2015

Hand writing phrases for helping your child to form letters based on the Read Write Inc picture cards

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase
2. Ask your child to practise in the air with you
3. Using a sharp pencil and sitting at a table, encourage your child to have a go
4. Praise your child for their efforts

m: Maisie, mountain, mountain

a: round the apple, down the leaf

s: slither down the snake

d: round his bottom, up his tall neck and down to his feet

t: down the tower, across the tower

i: down the body, dot for the head

n: down Nobby, over his net

p: down the plait and over the pirate's face

g: round her face, down her hair and give her a curl

o: all around the orange

c: curl around the caterpillar

k: down the kangaroo's body, tail and leg

u: down and under, up to the top and draw the puddle

b: down the laces to the heel, round the toe

f: down the stem and draw the leaves

e: lift off the top and scoop out the egg

l: down the long leg

h: down the head to the hooves and over his back

r: down his back and then curl over his arm

j: down his body, curl and dot

v: down a wing, up a wing

y: down a horn, up a horn and under his head

w: down, up, down, up

z: zig-zag-zig

q: round her head, up past her earrings and down her hair

x: down the arm and leg and repeat the other side