



Farnborough Road Infant School

English Policy

“Learning, Caring and Achieving Together”

English Curriculum

At Farnborough Road Infant School, we are readers, writers, poetry performers and actors! We want all our children to love English. We want them to have no limits to what their ambitions are and grow up wanting to be teachers, authors, journalists, song writers and TV presenters. We understand that English is at the heart of everyday life and in order for our pupils to flourish, we provide them with opportunities that embed fundamental skills through experiences that interest, inspire and excite them.

Our Vision

We want to foster a love of literature in all of our children, encouraging pupils to read widely and independently and equipping them with the skills needed to do so. We want to build a community of writers, nurturing children who are able to express themselves succinctly, confidently and creatively. We want our pupils to build and use an extensive and rich vocabulary, giving them the best possible chance of future success.

Intent

At Farnborough Road Infant School, we want our English curriculum to:

- Take every opportunity to expand our children’s vocabulary and maximise their use and understanding of language.
- Enable children to use talk to develop their thinking in a talk rich classroom.
- Enable children to speak clearly and audibly, and to take account of their audience.
- Help children understand the importance of listening with concentration in order to develop their knowledge and skills in their long term memory.
- Use Drama as an accessible and exciting tool to teach children effective communication, both verbal and non-verbal.
- Empower children in fostering a love of reading and a passion for writing.
- Develop enthusiastic, fluent, confident and independent readers.
- Encourage accurate and purposeful writing for a variety of audiences.
- Provide opportunities for children to improve the planning, drafting, editing and presentation of their written work.
- Ensure that a rich and engaging English curriculum is accessible to all pupils regardless of special educational needs and/or disability, or their experiences or ideas that they arrive with that is their cultural capital.
- Develop children’s self-worth and an appreciation of the feelings and experiences of others which runs parallel to the teaching of reading, writing and oracy.

Implementation

- We achieve this through the use of quality texts and creative stimuli that ignite the spark of imagination and allow English to come alive.
- We encourage our children to read widely and often through our Read to Succeed programme.
- Our children are exposed to a variety of learning experiences in order to motivate and inspire them.

Whole class shared and modelled reading and writing activities, whole class vocabulary, grammar and punctuation work, guided reading and writing activities, independent activities, speaking, listening and drama activities all serve to underpin the acquisition of writing skills of all stages.

We feel it is paramount to establish and utilise the link between oracy, reading and writing.

Children have the opportunity to use a range of resources and scaffolding materials to develop independence. These include phonics mats, word cards, dictionaries, thesauruses and other prompts readily available in the classroom 'choose to use' station.

All English teaching will contribute to skilled development of reading, writing and oracy.

Early Reading and Phonics

We want our children to have the best educational start and believe that reading is the 'key to success' of the whole curriculum. We aim for our children to become confident, independent readers through offering a range of reading opportunities and a variety of reading matter and genre. Early reading is taught using systematic, synthetic phonics. Our bespoke Farnborough Road phonics scheme promotes the use of phonics as the route to reading unknown words, before any subsequent comprehension strategies are applied. Pupils are systematically taught the phonemes (sounds), how to segment and blend the sounds through the word for reading.

The approach starts by developing pupils phonological and phonemic knowledge/listening. Children in Nursery (beginning with our 2-year-old classes) are introduced to a range of environmental sounds through carefully planned stories, rhymes, games and musical activities. This focus on the development of phonological awareness sets firm foundational skills for learning to discriminate the very small units of sound in written and spoken words.

This leads to the introduction of letter shapes and sounds in daily phonics sessions, based on early Phase 2 letters and sounds activities. Children are exposed to a wide range of quality texts including poetry through topic work and story times. The use of rhymes, songs and an immersive approach strengthens the repeated practice and comprehension side of teaching.

In Reception daily phonics sessions use a multisensory approach that supports the learning of the phonemes and corresponding graphemes. Children begin with Phase 2 letters and sounds with a focus on teaching children to read and spell both accurately and fluently. Children learn to recognise individual sounds, letter names and digraphs in order to segment and blend simple words. Children use their phonic skills and knowledge as their first approach to decode words in their reading and also learn a small number of 'Common Exception Words' which are grouped in alignment with the different phonic phases.

Classes in Reception and Year 1 are split into groups allowing teaching of phonics to support children's specific phonic needs covering Phases 2, 3, 4 and 5. Children are taught to blend sounds to read words and segment them to write them. They apply their learning in a meaningful context through a range of carefully planned activities that are matched to their needs. Children's progress is reviewed to allow for movement between phase groups.

Children are encouraged to read a variety of fiction, information texts and poetry to develop a love of reading. Reading books or activities are sent home weekly to reinforce the weekly phonics learning and skills at home. This approach supports reading, writing and spelling the early years. Children read independently using texts closely matched to the phonics that they are being taught. We have invested in high quality schemes of decodable texts which follow the same sequential order as our FRIS phonics scheme. We also have a range of additional texts designed to give children access to a range of reading material including non-fiction, poetry and dictionaries. Supplementary reading material includes books from the following ranges: Read, Write Inc, Oxford Reading Tree, Story World and Big Cat Collins. These form a library of age appropriate texts, ideal for shared reading and 'Reading for Pleasure'.

Our quality reading resources are readily available in a well organised, central resource area offering our children access to a wide variety of texts at their reading level and allowing them to consolidate what they know. This builds confidence, develops fluency and helps to extend their vocabulary.

Children read in class daily as well as engage in regular guided reading sessions, discussing the text content, vocabulary, punctuation and developing their comprehension skills.

In addition to this,

- The children are exposed to a wide range of quality texts that are readily accessible in the learning environment. They enjoy shared reading with an adult daily and visit our school library weekly taking a book home to share with parents and/or siblings.
- Children also partake in our Farnborough Road Infant School 'Read to Succeed' scheme which encourages children to read both at school and at home. We want children at Farnborough Road Infant School to read for 10 minutes a day, at least five times per week at home. This frequency not only impacts on children's ability but it helps to embed a daily reading habit, as well as helping to foster a love of reading in our children.
- Each class has its own 'reading dog' (a stuffed toy dog which goes home daily with different children). The children read to the dog as a reward or an incentive. In addition to this, every half term 6 children from each class are chosen to read with 'Archie' the real reading dog in our school library. This is a wonderful experience for the children across the school and helps to keep children motivated to read daily.

Writing

We want our children to become confident, independent writers through offering a range of guided and independent writing opportunities.

Foundation Stage

Children develop their gross and fine motor through a wide range of physical activities in both the indoor and outdoor learning environments. Our bespoke 'Motor Magic' activities promote fine and gross motor skills using exciting resources. Children are taught how to form letters correctly and to use their phonic knowledge to begin to write words and combine them into simple sentences. Writing is promoted in the continuous provision, for example lists in the role play and label for models. This is carefully balanced with adult led guided writing tasks. Children have opportunities to write repetitive sentences using common exception words in order to develop both confidence and independence.

Key Stage 1

Teachers and children engage in discussions to develop a wealth of rich vocabulary for writing coherently about real and fictional events. Guided and independent activities give children opportunities to practice and apply skills taught in SPPaG lessons. Children are encouraged to write effectively, drawing on their reading experiences to write at greater length and with increased stamina. Children are developing their editing skills by reading back their own writing and making simple revisions and additions.

Handwriting and Presentation

At Farnborough Road Infant School children are encouraged to take pride in their work and know the importance of good presentation and legible, well-formed handwriting. Our non-negotiables 'Presentation Expectations' sets out our standards of presentation for written work and acts as a reminder in the front of their English books. This is shared with the children from Reception and in Key Stage 1 and they sign it as an agreement to meet these high standards.

Foundation Stage and Key Stage 1

In the Early Years we value children's mark making using different tools and varied mediums. This develops their gross and then fine motor skills required before children pick up a pencil and write freely. We provide a variety of activities which aim to develop pencil control, letter formation, word spacing and left to right orientation. Children are encouraged to hold writing tools with the correct pincer grip. Letter shape is taught alongside phonic teaching. Children are taught to form letters with a 'flick' ready for joining at a later stage.

In Key Stage 1 children are taught handwriting as part of their daily English lessons, focussing on a 'letter of the week' and sequenced in letter families to aid muscle memory. Joining is taught when children are ready. Handwriting is supported by 'Letter Join' software in the Infant and Junior schools and is also accessible for children to use at home on iPads.

Spelling and Phonics

The ability to spell correctly is an essential life skill. It is a developmental process of learning to apply different strategies appropriately.

Through the teaching of phonics and spelling we want to

- Enable the children to write independently.
- Encourage creativity and the use of more ambitious vocabulary.
- Develop and teach children to use different strategies for spelling with confidence.

Children are taught spelling to meet the statutory requirements. Specific spelling practice and homework is planned around children's ability and common exception words.

Children from both Reception and Key Stage 1 are taught strategies to help them to learn independently; accessing the 'choose to use' desk, using visual displays, applying spelling rules. making trials, mnemonics and using the Look, Say, Cover, Write, Check method.

Impact

At Farnborough Road Infant School, we are readers.

We have:

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- An extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both learning and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

At Farnborough Road Infant School, we are writers.

We have:

- The ability to write coherently and with detail across the curriculum.
- Pride in our writing, we enjoy seeing it on display, making it into class books, sharing it with the Headteacher.
- A vivid imagination which makes readers engage with and enjoy our writing.
- A highly developed and ambitious vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- Excellent skills progress (grammar and punctuation) which is evident in our books.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

At Farnborough Road Infant School, we are communicators.

We have:

- An exceptional talent for listening attentively so as to understand what is being said.
- A rich and varied vocabulary that gives clarity and interest to conversations.
- Clear speech that can be easily understood by a range of audiences.
- An excellent grasp of the rules used in English conversation, such as tenses and the grammatical structure of sentences.
- A highly developed ability to tell stories that capture the interest and imagination of the audience.
- A delight in initiating and joining in conversations.
- Respect for others when communicating, even when views differ.

Policy on English

This policy should be read in conjunction with:

- SEND Policy
- Marking and Feedback Policy
- Assessment Policy

This policy will be reviewed regularly.

Updated March 2023

Signed _____ Date _____ Headteacher.

Signed _____ Date _____ **Chair of Governors.**