



## **WEST EARLHAM INFANT AND NURSERY** **ENGLISH POLICY**

At West Earlham Infant and Nursery School we endeavor to develop and foster a love for reading and writing that is lifelong. We provide motivating and purposeful opportunities for reading and writing. We actively promote the development of vocabulary based on evidence based research. In all areas of learning we encourage children to be resilient and take risks in their learning. Pupils will be given opportunities to use their English skills within a broad and balanced curriculum; our curriculum will strive to enable children to understand the ideas and opinions of others whilst also effectively communicating their own.

We wish for every child to leave our school with the skills of a reader and writer

### **INTENT**

Children will:

- Children to be fluent readers with a passion for knowledge and a love of literature.
- Children to have a rich and varied exposure to literature and nursery rhymes so that they carry this knowledge through, beyond our Infant school.
- Children to write confidently with an author's voice.
- Children to use an extensive range of vocabulary in both spoken and written language.
- Children to display excellent transcription skills, thus ensuring their writing is well spelt, punctuated and presented.
- Children will speak clearly and coherently for a range of different purposes.
- Children can express themselves and their ideas confidently.
- Children to be able to maintain listening and attention when talking to others.
- Children are able to reflect and improve on their reading and writing.
- Children to show resilience and stamina when using their reading and writing skills.

### **Implementation**

- We teach children synthetic phonics in a systematic scheme called Read, Write Inc.
- In Nursery children to be exposed to 'Box Time' to promote listening and attention skills and vocabulary. This will continue into Reception with a wide variety of listening and attention games.
- In the EYFS children are exposed and taught a wide variety of nursery rhymes. In Key Stage 1 they are taught a wide variety of songs.
- In each year group children to be read a bank of well-known and loved stories daily.
- Through enquiry based learning children have the opportunity to explore real life, purposeful learning with an audience.
- In the EYFS children are encouraged to explore the environment and develop their own stories supported by story scribing to promote positive attitudes towards writing.
- Our 'In the moment' planning approach in EYFS responds to young children's natural curiosity and exploratory drive and imagination which develops cognitive and social skills, language skills and fine and gross motor skills.
- Adult are well versed in modelling language back to children from early communication through to more complex sentences using the right tense.
- We use text real texts to model writing and demonstrate grammatical structures and features.
- We use strategies including oral rehearsal frames (such as Talk for Writing) to promote and support writing development.
- We use Word Aware to support the children to develop their vocabulary by exploring new words and concepts.
- We provide motivating and purposeful opportunities for writing and reading.
- Throughout the year visits and inviting visitors in are well planned to tie in with a sequence of learning to provide opportunities for reading, writing, listening and attention and learning new vocabulary.

<b>Subject Organisation KS1</b>	<b>Foundation Stage</b>
<p>The English curriculum is based on the new National Curriculum:</p> <ul style="list-style-type: none"> <li>• Spoken language</li> <li>• Reading <ul style="list-style-type: none"> <li>- word recognition</li> <li>- comprehension</li> </ul> </li> <li>• Writing <ul style="list-style-type: none"> <li>- transcription and spelling</li> <li>- handwriting and presentation</li> <li>- composition</li> </ul> </li> <li>• Grammar and punctuation</li> </ul>	<p>English in the early years is based upon the Foundation Stage Profile strand of Communication, Language &amp; Literacy. This area of learning includes:</p> <ul style="list-style-type: none"> <li>• Listening, attention and understanding – listen and respond to what they hear, asking questions to clarify their understanding</li> <li>• Speaking – develop their confidence and skills in expressing themselves</li> <li>• Comprehension – demonstrate an understanding of what has been read to them and use and understand recently introduced vocabulary</li> <li>• Word reading – read aloud simple sentences that are consistent with their phonic knowledge</li> </ul>

- Writing – write simple sentences that can be read by others

## READING

### Foundation stage

In addition to the aims of the Foundation Stage Profile, we recognise the extreme importance that reading plays in a child's academic success, confidence and ability to empathise and access worlds outside of their own. Therefore, to ensure de-coding is not an early barrier we use Read Write Inc (RWI), which is a systematic, consistent and rigorous synthetic phonics programme, as soon as children enter Reception. In Nursery early phonological awareness skills are taught.

<b>PHONICS</b>	We aim for all children to:	We achieve this through:
	<ul style="list-style-type: none"><li>• recognise all set 1 sounds by the end of AUT 2</li><li>• orally blend all set 1 sounds by the end of SPR 1</li><li>• read simple sentences by SPR 2 (e.g. the photocopied ditties 1-20)</li><li>• read the red books by SUM 1 and read RWI green books by SUM 2</li></ul>	<ul style="list-style-type: none"><li>• all teachers and teaching assistants are trained to teach Read Write Inc to ensure that children work in an adult to child ratio that supports their reading development.</li><li>• assessing children every half-term</li><li>• grouping children according to their phonics knowledge across all Reception classes in AUT 2</li><li>• delivering RWI tutoring every day for children identified as requiring extra support</li><li>• sharing RWI teaching videos with parents via Class Dojo for those children who require extra support in learning their sounds.</li></ul>

At West Earlham, we understand how critical it is for young children to be read to frequently. We recognize the importance of children having a rich and varied exposure to literature and nursery rhymes so that they carry this knowledge through beyond our Infant school. Reading for enjoyment is fundamental to our approach, and this is emphasised with the reading of favourite stories and rhymes, a positive and highly desirable activity. Much of the early reading we do is of a “read it together” nature, with teacher/parent sharing the book with the child.

<p><b>READING for ENJOYMENT</b></p>	<p>We aim for all children to:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding when talking with others about what they have read</li> <li>• listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</li> <li>• Use and understand recently introduced vocabulary during their discussions about stories, non-fiction, rhymes, poems and during role-play</li> <li>• enjoy a wide variety of literature</li> <li>• experience a rich language environment</li> </ul>	<p>We achieve this through:</p> <ul style="list-style-type: none"> <li>• all staff are ambassadors for Reading for Pleasure, this will be evident in discussions and the classroom environment.</li> <li>• story time twice a day (including poetry and nursery rhymes)</li> <li>• learning and singing nursery rhymes daily and having a rhyme of the week</li> <li>• having and sharing a set of core texts that have been carefully selected to support language development and comprehension.</li> <li>• we use a wide range of reading materials, big books, sets of books, scheme books, real books and e books. These include fiction, non-fiction, poetry and plays.</li> <li>• learning favourite phrases from well-known books</li> <li>• having engaging and accessible reading/book corners</li> <li>• learning stories off by heart using the Talk For Writing (T4W) approach</li> <li>• oral story invention</li> <li>• we hold regular Reading cafes. Families are invited to attend a story telling session where book sharing is modelled by the Class Teacher. There is a follow up craft activity which children and families work on together.</li> <li>• we will celebrate World Book Day with a day dedicated to stories where children will dress up. As part of this celebration we will hold book sales for families.</li> <li>• reception has a reading volunteer from the ‘Norfolk Reading Project’ who comes in to read and share stories with children weekly.</li> <li>• every child is given a book bag at the start of school and will choose a real book to take home and share. If the child is</li> </ul>
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		<p>ready they will also take home a Read Write Inc reading book from their lesson.</p>
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- we encourage parents to become actively involved in the development of their child's reading, and emphasise their crucial role in partnership with the school.

## KS1

Expectations of children's attainment in reading come from the National Curriculum. The Programme of Study consists of two dimensions: word reading and comprehension (both listening and reading).

At West Earlham Infant School reading continues to play a critical role in the delivery of the English curriculum in KS1. We understand that early phonics success remains critical in nurturing a child's positive attitude towards reading. In addition to this, we understand the importance of continuing to form healthy reading behaviours and attitudes to ensure both reading enjoyment and attainment are achieved.

READING	We aim for all children to:	We achieve this through:
	<ul style="list-style-type: none"> <li>• know their set 1, 2 &amp; 3 by the end of Y1</li> <li>• be able to read RWI yellow books independently and fluently by the end of Y1</li> <li>• comprehend a wide variety of texts and genres</li> <li>• leave school with a love of reading</li> <li>• develop positive reading behaviours (the frequency, width and breadth of a child's reading)</li> <li>• read to learn</li> <li>• read a wide range of texts</li> <li>• use a range of strategies to read with meaning, fluency, accuracy and expression</li> <li>• read silently or aloud for a variety of situations and audiences</li> <li>• reflect on their reading and offer a personal response to a wide range of authors and illustrators</li> <li>• develop imagination through reading of traditional and modern literature</li> </ul>	<ul style="list-style-type: none"> <li>• all staff are ambassadors for Reading for Pleasure, this will be evident in discussions and the classroom environment.</li> <li>• we use a wide range of reading materials, big books, sets of books, scheme books, real books and e books. These include fiction, non-fiction and poetry.</li> <li>• delivering RWI (a synthetic phonics programme) daily in KS1</li> <li>• paired reading during RWI guided reading sessions in KS1</li> <li>• using aspirational texts in 'Talk for Writing' sessions daily in KS1</li> <li>• daily read aloud sessions in KS1</li> <li>• supported reading as required (1:1)</li> <li>• guided reading as required</li> <li>• independent reading</li> <li>• weekly explicit vocabulary instruction</li> <li>• learning story telling texts off by heart using the T4W approach</li> <li>• sharing new books every term via the class bookshelf or book boxes</li> <li>• teacher's sharing their love and knowledge of books and authors</li> <li>• well organised and stocked school library which children visit frequently</li> <li>• student Leaders hearing KS1 children</li> <li>• using RWI assessments half termly to identify children who need some extra 1-1 intervention</li> <li>• RWI parent cafes to help parents support their child at home</li> <li>• RWI 1:1 tutoring daily for those children who require extra support with their reading and phonics knowledge</li> <li>• sharing RWI teaching videos with parents via Class Dojo for those children who</li> </ul>

require extra support in learning their sounds and reading words.

- each class has a reading volunteer from the 'Norfolk Reading Project' who comes in to hear the children read weekly.
- we hold regular Reading cafes. Families are invited to attend a story telling session where book sharing is modelled by the Class Teacher. There is a follow up craft activity which children and families work on together.
- we will celebrate World Book Day with a day dedicated to stories where children will dress up. As part of this celebration we will hold book sales for families.
- we encourage parents to become actively involved in the development of their child's reading, and emphasise their crucial role in partnership with the school.



## WRITING

*“You don’t write because you want to say something. You write because you have something to say.” F Scott Fitzgerald*

For children to be successful writers they first need to have something they wish to communicate. Our curriculum is designed to provide children with irresistible opportunities to write for a variety of audiences and purposes.

### **Foundation Stage**

By the end of Foundation Stage, the ability to write is one of the fundamental skills needed to ensure a child’s life chances are not adversely affected; we view it as a vital gatekeeper for successful learning across all other subjects. We strive to not only teach the children the basics, building on prior learning at an appropriate pace, but also provide a sufficiently challenging curriculum for those children who arrive at West Earlham Infant School already personally, socially and emotionally ready to learn.

<b>WRITING</b>	We aim for all children to:	We achieve this through:
	<ul style="list-style-type: none"><li>• become confident in their ability at expressing ideas, opinions and information through the written form</li><li>• use their phonic knowledge to write words in ways which match their spoken sounds</li><li>• write some irregular common words</li><li>• write simple sentences that can be read by themselves and others</li><li>• spell some words correctly and others, phonetically plausible</li><li>• learn letter formation using the RWI phrases for each sound.</li></ul>	<ul style="list-style-type: none"><li>• children’s interests, the environment, enquiry and Talk for Writing.</li><li>• developing positive attitudes towards writing at a young age. One of the ways we achieve this is through story scribing in the EYFS.</li><li>• Talk for Writing. We believe that children need lots of experience in verbalising language and their ideas before they start writing. The Talk for Write approach promotes speaking and listening to support children’s writing</li><li>• modelling writing regularly and talking out loud about word choices, punctuation and text structure. Shared writing is an integral part of Talk for Writing and evidence of this will be seen in classrooms on working walls.</li><li>• children being taught to write for different purposes (communication, creation of imaginary worlds, exploration of experience, organisation and explanation of information) and for different audiences (teachers, other adults, children and the wider community).</li></ul>

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|  |  | <ul style="list-style-type: none"><li>• children having opportunities to explore communicating through a variety of independent and supported activities using play and real experiences to capture interest. They are encouraged to engage regularly in a range of mark making and emergent writing activities.</li><li>• following the RWI sequence of teaching for phonics</li><li>• direct teaching of red words</li><li>• learning storytelling texts off by heart using the T4W approach</li><li>• providing opportunities for purposeful child-led mark making using a variety of tools</li><li>• providing opportunities for imaginative child-led story based learning</li><li>• adult-led letter formation sessions where the correct pencil grip and posture are taught</li><li>• fine motor skills activities out in the environment daily for children to build strength in their hands, improve hand eye co-ordination and support early pencil grip and mark making</li><li>• moderating internally</li><li>• moderating with the cluster of local schools</li><li>• writing parent cafes to promote and support writing at home</li></ul> |
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## KS1

Expectations of children's attainment in writing come from the National Curriculum. The Programme of Study consists of two dimensions:

1. transcription (spelling and handwriting)
2. composition (articulating ideas and structuring them in speech and writing)

As a school, we follow the T4W approach to teaching writing, which breaks down the writing process into 3 sections: imitation, innovation and invention

WRITING	We aim for all children to:	We achieve this through:
	<ul style="list-style-type: none"><li>• enjoy writing for a variety of purposes and audiences</li><li>• articulate and communicate ideas and organise them coherently</li><li>• produce independent pieces of writing using correct sentence construction and punctuation</li><li>• appreciate the techniques used by writers to involve the reader, and use some of these in their own writing</li><li>• develop their own fluent, legible and eventually speedy handwriting</li><li>• reflect on their writing and use a range of strategies to improve it</li><li>• For children to consistently form letters correctly of the same shape and size<ul style="list-style-type: none"><li>- 'Around' letters: c a o d g q</li><li>- 'Down' letters: l t b p k h i j m n r u y</li><li>- 'Curly' letters: e f s</li><li>- 'Zig-zag' letters: v w z x. start all letters from the top apart from d and e</li></ul></li></ul>	<ul style="list-style-type: none"><li>• children having daily opportunities for communicating through writing across the curriculum areas. In Key Stage1 children's writing will be seen in English books, enquiry books, independent learning books, maths books, displays, post it notes.</li><li>• teaching writing for different purposes (communication, creation of imaginary worlds, exploration of experience, organisation and explanation of information) and for different audiences (teachers, other adults, children and the wider community).</li><li>• writing opportunities will be incorporated throughout the curriculum. This is to give opportunities for a wide variety of genres to be revisited outside of the Talk 4 Writing lessons, and continue to give real reasons for writing.</li><li>• daily phonics sessions using RWI in FS and KS1</li><li>• spelling sessions using RWI daily in KS1</li><li>• daily handwriting sessions in KS1 following the demonstrate, practice, review strategy using letter join.</li><li>• grammar and punctuation sessions taught discretely daily through starters and woven throughout the daily English sessions</li><li>• 5 sessions of English per week across KS1</li><li>• modelling the writing process at least three times a week. Class teachers will model writing regularly and talk out loud about their word choices, punctuation and text structure. Shared writing is an integral part of Talk for Writing and evidence of this will be seen in classrooms on working walls.</li><li>• inspiring starts to each unit of writing</li></ul>

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|  |  | <ul style="list-style-type: none"><li>• learning story telling texts off by heart using T4W each term (fiction, non-fiction and poetry)</li><li>• children writing independently and the end of a T4W unit</li><li>• summatively assessing the children's independent writing at least once a term against the writing checklist</li><li>• following the feedback and marking policy consistently</li><li>• moderating internally</li><li>• moderating with the cluster of local schools</li><li>• writing parent cafes to promote and support writing at home</li><li>• displays in classrooms will include labels and captions with photos to help the children develop an awareness of an environment rich with print.</li></ul> |
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## SPOKEN LANGUAGE

Expectations of children’s attainment come from the National Curriculum and the Early Learning Goals. At West Earlham Infant we believe that spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

<b>SPOKEN LANGUAGE</b>	We aim for all children to:	We achieve this through:
	<ul style="list-style-type: none"> <li>• develop personal and interpersonal communication through reading, writing, speaking and listening</li> <li>• develop a rich and varied vocabulary that will support their learning across the curriculum</li> <li>• have the confidence to take risks in using new vocabulary</li> <li>• show awareness of the need to use the appropriate vocabulary, tone, pace and style when speaking</li> <li>• orally rehearse their ideas before writing them</li> <li>• develop the language to talk about language</li> <li>• develop subject vocabulary associated with the wider curriculum e.g. in science so that children feel confident and at ease in both responding to specialist terms and in using them;</li> <li>• recite and perform age related stories, non-fiction pieces and poetry</li> <li>• understand the importance of effective listening to a range of audiences and in a variety of situations</li> </ul>	<ul style="list-style-type: none"> <li>• modelling correctly spoken language</li> <li>• Box Time and Early talk boost used in Nursery and for children who still need support in Reception and KS1.</li> <li>• On-site speech and language assistants offer support and intervention for children who require extra help with their speech and language</li> <li>• all children are assessed termly using the Welcomm assessments to inform individual targets and next steps</li> <li>• weekly explicit vocabulary instruction using the Word Aware approach. 2 new words in Nursery, 3 in Reception, 4 in Year 1 and 5 in Year 2.</li> <li>• having consistently high expectations when children verbalise ideas, opinions or information</li> <li>• model back correct vocabulary and sentence structures</li> <li>• providing well-structured opportunities for partner talk and group discussions and direct teaching of partner talk and group discussion techniques and skills</li> <li>• purposeful drama</li> <li>• visits/visitors</li> <li>• creating a safe environment for both speaking and listening to occur e.g. assemblies, performances and concerts</li> <li>• Word aware displays in every classroom</li> <li>• displaying informative word banks in classrooms that bring language to life and record children’s developing vocabulary for later use</li> <li>• NELI interventions across Foundation Stage and KS1</li> </ul>

## **PLANNING AND TIME ALLOCATION**

The T4W process is followed when planning daily English lessons: imitate, innovate and invent. Each year group team follows the same weekly plan but adapts it for the needs of their class: all class teachers are responsible for weekly planning, based on the agreed texts overseen by the Literacy Lead. Whilst teachers may link the English planning to a foundation subject the priority is always the English knowledge and skills needed to be taught and learned.

Teachers will:

- identify the appropriate teaching and learning strategies required for all aspects of the English curriculum
- provide children with a varied balanced range of English lessons
- plan for the specific needs of children within their own class using the Feedback and Marking policy
- design units using based on the T4W approach and their own ideas and flair
- identify opportunities for cross-curricular writing to take place
- deliver appropriately pitched GPS sessions
- assess children against the EExat statements and the EYFS early learning goals to support their reading and writing judgements with clear evidence recorded on EExat.
- assess children against the National Curriculum objectives and RWI assessments to support their reading judgements
- assess children against the National Curriculum objectives using individual checklists to support their writing teacher judgements

There are at least five hours per week allocated for direct English instruction in KS1. There are also two to three hours allocated for the provision of other areas of the English curriculum. For example, assemblies, circle time, story times, reading for pleasure, RWI lessons, grammar and punctuation lessons and handwriting sessions. Where appropriate, English links are made through the other subjects, giving children the opportunity to access a range of genres, build upon prior knowledge and develop their writing in a purposeful manner.

## **ASSESSMENT, TARGET SETTING AND REPORTING**

Assessment and recording of formative assessment is carried out by the class teacher and is an integral part of their role. It is used in both a daily and weekly capacity to inform future planning. It involves identifying children's progress against teaching objectives, determining what a child has already achieved and moving them on to the next stage of learning: adjusting plans to ensure all children are challenged at an appropriate level for them. Children in EYFS are assessed regularly using EExat statements and Early Learning Goals. This information is recorded and their progress tracked using EExat.

In line with the National Curriculum, children are assessed against the end of year expectations for their own year group. Children are assessed as to whether they are working towards the expected level, working at the expected level or working at greater depth.

For further detail please see the school's Feedback and Marking policy.

## Resources

- To support planning, we use the Jumpstart and Pie Corbett book. The Talk for Writing Non-Fiction is used to support non-fiction planning. Class teachers will source resources for each Talk for Write story to inspire, motivate and make clear particular vocabulary. The Pie Corbett Talk for Writing Website provides online resources for planning.
- We use a range of quality picture books and non-fiction texts to follow children's interests within our enquiries to inspire and motivate writing
- In EYFS and Key Stage 1 we use small world, construction and puppets to support writing.
- In the EYFS we provide lots of different opportunities for writing in the environment using a range of different resources. We provide purposeful opportunities for children to write such as labeling, role play, resources, signs, letters and lists.
- We use RWI reading books to support children of all abilities across school to read. These books are at a decodable level that is tailored to where the child is at in their phonological knowledge.
- Teachers and teaching assistants are supported in teaching RWI with access to the RWI handbooks. They also have access to the RWI portal which has the full RWI training for teaching any phonics group. Staff are encouraged to use this regularly to keep up with their own CPD and ensure they are teaching phonics consistently.

## INCLUSION: EQUAL OPPORTUNITIES AND SPECIAL EDUCATION NEEDS

### **Equal opportunities**

At West Earlham Infant it is part of the school curriculum policy to provide a broad and balanced education to all children. All children have equal access to the English curriculum, irrespective of age, gender, race, religion, belief, disability or ability. Through our English teaching, we provide learning opportunities that are matched to the needs of children with special educational needs, those with disabilities, those with special gifts and talents and those for whom English is an additional language, and we take all reasonable steps to achieve this.

### **Special Education Needs**

Children access the English curriculum at the level appropriate to them, ensuring rapid measurable progress. Resources and learning environments are planned and designed to enable all children access to the learning required. Children with learning difficulties are assessed and diagnosed quickly in order for them to be supported appropriately. Quality first teaching, as well as the use of TAs, enables us to support children on the SEN register. Parents are kept informed, through meetings with the class teacher and the SENCo when appropriate.

## ROLES

<p><b>The Head Teacher, with support of the Governors, will:</b></p> <ul style="list-style-type: none"><li>• support the use of appropriate teaching strategies by allocating resources effectively</li><li>• monitor how effective teaching and learning strategies are in terms of raising pupil attainment</li><li>• ensure that staff development and performance management policies promote good quality teaching</li></ul>	<p><b>Literacy Leader will:</b></p> <ul style="list-style-type: none"><li>• provide support and training to ensure an inclusive English curriculum is taught to meet the needs of all pupils</li><li>• liaise with teachers and the SENCo to ensure that provision is made for all children</li><li>• keep up-to-date with cpd and changes within the curriculum to ensure the school delivers high quality teaching which supports all learning</li><li>• collate, share and monitor whole-school data to inform action plans</li><li>• maintain the availability of high quality resources</li><li>• ensure, together with the Head Teacher, a rigorous and effective programme of moderation of assessments occurs</li><li>• ensure a regular and effective programme of analysis of children's work sample monitoring is in place</li><li>• effectively manage any funding designated to English.</li></ul>
<p><b>Class Teachers will:</b></p> <ul style="list-style-type: none"><li>• ensure the effective implementation of the Early Years or National Curriculum for English</li><li>• adapt and use the Programme of Study for English across the whole school that meets the needs of their pupils</li><li>• make effective use of 'assessment for learning' within English</li><li>• ensure work is planned sufficiently to enable all children to reach their full potential</li><li>• have high expectations of all children to enable them to meet their full potential</li></ul>	<p><b>Parents/Carers:</b></p> <ul style="list-style-type: none"><li>• attend parents' evenings to discuss children's English progress</li><li>• support their children with homework and English learning.</li></ul>
<p><b>Teaching Assistants will:</b></p> <ul style="list-style-type: none"><li>• support the class teacher in the effective implementation of the English curriculum</li></ul>	

### Approval

This policy has been reviewed in line with the 2010 Equality Act and Public Sector Equality Act. Due regard has been given to Equality. This policy will be adopted in **March 2022**. The date of the next formal review will be **March 2025** and every three years thereafter, unless statutory legislation changes. Policy approved by the Head Teacher of West Earlham Infant and Nursery School.

Signed .....

Name: *Crystal Rodrigues Literacy Lead*

Dated *March 2022*