

**LISTER
INFANT SCHOOL**

**ENGLISH
POLICY**

FORMULATED BY
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Statement

This document is a statement of the aims, principals and strategies for the teaching and learning of English at Lister Infant School.

Aims

Our aims in teaching English to develop the pupil's abilities to

1. communicate effectively in speech and writing;
2. listen with understanding and empathy;
3. read a range of materials fluently for enjoyment and information;
4. be encouraged towards independent learning;
5. reach their full potential by being given sufficient opportunities (no pupil should be stretched to such an extent that they become discouraged).

Principals of the Teaching and Language of English

English is important because:

It is the foundation of almost all the learning, which takes place in our school;

It is the basic language of communication in our society;

Its mastery will prepare the learner for independent learning, most aspects of everyday life and, eventually for the world of work.

English is a core subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in "English in the National Curriculum" where they are categorised into 3 Attainment Targets:

AT.1 Speaking and Listening

AT.2 Reading

AT.3 Writing

Reading and Writing skills are also covered in the National Literacy Strategy. The area of learning, Communication, Language and Literacy covers all of these skills in the Foundation Stage.

The Literacy Strategy has been renewed. The Literacy Co-ordinator will attend training sessions in order to adapt current planning at Lister Infants to work in line with new government standards (policy to be renewed 08).

Role of the Co-ordinator

- To develop and implement policies and practices, which reflect the school's commitment to high achievement, effective teaching and learning.
- To keep up to date with developments in English and disseminate information to colleagues as appropriate.
- To develop and maintain positive attitudes to literacy and staff confidence in teaching it, and giving support to colleagues where required.
- Analyse and interpret national, local and school data, plus research and inspection evidence.
- To monitor and evaluate Literacy Action Plan and success policy.
- Through monitoring of half termly/weekly planning ensure curriculum coverage, continuity and progression in literacy for all.
- To ensure that colleagues use information about pupils' previous achievement when target setting to secure progress.
- To establish and implement policies and practices for assessing, recording and reporting on pupil achievement.
- To evaluate the teaching of literacy in school, through collecting sample pieces of work termly and through classroom observations. To use this to identify effective practice and areas for improvement.
- To establish a partnership with parents and to involve them in children's learning.
- To establish staff and resource needs for literacy, advise Headteacher of priorities for expenditure.
- Ensure the effective management and organisation of learning resources, including ICT.
- Maintain existing resources and explore opportunities to develop or incorporate new resources.

Strategies for teaching English

The English curriculum is organised into;

Formal learning, of reading, writing, speaking and listening.

Informal learning which goes on throughout the school day and throughout all curriculum areas. The predominant mode of working in English differs for each aspect of language, although all aspects are interrelated. Class teaching, cooperative group work, guided work, independent working plus individual support are used where appropriate.

Our expectations are high in English. We expect all children to acquire at least good reading and writing skills whilst at our school though we continually strive to improve on this.

Speaking and Listening

The school feels that speaking and listening are important life skills and closely linked to self-esteem. Pupils need to be taught how to adapt the way they talk depending upon the purpose and the audience. As well as teaching these skills in English as indicated in the planning, the school will provide opportunities for speaking and listening across the curriculum and through activities.

Opportunities for children to talk and listen in formal and informal settings are the use of role play to explore imagined situations.

News sharing, when, pupils are encouraged to speak to their assembled classmates.

A regular storytime when the class teacher reads aloud to the class.

Discussion, questioning during shared and guided reading, shared and guided writing, word and sentence level work within the literacy hour.

Discussion, during topic work.

Children performing, (Nativity play) for a wider audience - whole school, parents etc.

The use of listening centres.

All staff including TA's have been trained in 'Talking Partners'. A programme, which promotes positive speaking and listening.

In each classroom are displayed statements 'What makes a good speaker/listener'.

The children are aware of these statements and apply these rules to their speaking and listening.

Teachers plan three sessions per week where 15 minutes are dedicated to speaking and listening.

Reading

Pupils will be encouraged to become independent readers who see reading both fiction and non fiction as a pleasurable activity. This is developed through the National Literacy Strategy and the implementation of the Literacy Hour. Pupils are introduced to a wide range of reading material, fiction, non fiction and poetry during shared reading, guided reading, book browsing sessions and in storytime. A wide range of books is also available in the Library for independent and research work.

As a Reading Recovery School Lister Infants use a range of reading schemes organised into book bands to teach reading. Reception, are the first year group to start this new independent reading system 2007/2208. The remaining year groups still follow the previous reading scheme Oxford Reading Tree.

All children are able to take advantage of the Home Reading Scheme, where children have free choice of a fiction or non fiction book to take home and share with their parents.

Firm Foundation

Firm Foundations, is a programme designed to support communication, Language and Literacy in the early Foundation Stage. It aims to ensure that nursery children have the opportunity to experience a range of activities to promote looking, good listening, remembering and sequencing using familiar and motivating materials.

Storysacks

Children in the Reception classes have the opportunity of using storysacks in school. Through the use of storysacks we aim to encourage children and parents to see reading as a pleasurable activity which can be shared to their mutual benefit.

Writing

We believe firmly that all children can be and are writers. This is fundamental to the children becoming confident and successful writers. The teachers in the early years provide the children with learning experiences about the purpose of writing and experiment with the writing modelled by their teacher during shared writing experiences. As the children progress through the school writing is developed through a wide range of contexts. Shared and guided writing as defined in the NLS framework. Increasing attention is given to punctuation, grammar and spelling as children become more confident and fluent. To emphasize the importance of shaping writing for a particular purpose and audience the school places considerable emphasis on publishing pupil's work. Publishing includes producing their own big books, writing instructions to show other children how to make a model (displayed around the school), writing books on how to play playground games for other classes, letters to previous teachers, book reviews, children will also use the internet to publish their book.

Term three 2007 Year 2 trialled Big Write methods and activities with successful results. Following this all the Infant children in Lister are to adopt elements of Big Write.

Spelling

Spelling is developed through phonic, word and sentence level work as per NLS framework. Marking of work - sympathetic marking of the emergent writer's work becoming more stringent as children develop written confidence and fluency. Word books, word banks and the encouragement of dictionary use and regular learning of spelling lists allocated KS 1 only.

Phonics

This programme promotes the development of speaking and listening skills alongside the daily teaching of phonics as a discrete activity. It offers teachers and practitioners a systematic 'revisit and review-teach-practice-apply' sequence within each daily session. It will also support them in applying and developing phonics knowledge through shared, guided and independent reading and writing across the curriculum, including opportunities for freely chosen activities.