



Linton CE Infant School

Policy for:

English curriculum

Agreed by: Curriculum & Data
committee

Date:

Review Date:

Linton CE Infants: Let Your Light Shine

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The staff and governors at Linton C.E. Infant school provide an environment where children and all school members can be happy, healthy and safe and achieve their full social and intellectual potential.

We do this by:

- creating a caring, Christian environment,
- creating, stimulating and exciting opportunities for learning,
- developing positive relationships based on respect of self and others,
- supporting a creative approach to personal development and growth.

We work in partnership with parents and our community to fully equip children for their future

Introduction

This policy outlines the teaching, organisation and management of the English Curriculum taught and learnt at Linton Infants School. It reflects the school's values and ethos. The policy has been drawn up after staff consultation and has the full agreement of the governing body. The implementation of the policy is the responsibility of all the teaching staff.

Our Literacy policy is divided into the following sub policies:

- Oracy
- Reading and phonics
- Writing

Oracy

Intent

Oracy is the speaking and listening skills, behaviours and language necessary for communication and collaboration.

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. Oracy develops pupils' confidence, articulacy and capacity to learn. Our aim is to give every child the skills to speak with confidence and clarity.

Implementation

What might you typically see?

- Use of talking partners to orally rehearse answers and conversations.
- Explicitly taught vocabulary linked to the text at the start of each English lesson.
- Stem sentences used in all curriculum areas.
- Explicitly modelled conversations between adults, building on each other's input and modelling respectful debate.
- Working walls displaying key vocabulary.
- "Talk for writing" skills when orally rehearsing new texts
- Modelled "Echo reading" to focus on the definition, pronunciation of words and sentences.
- Activities to promote turn taking.
- Adults scaffolding play to promote high quality interaction.
- Oracy prompt sheets in EYFS classrooms to support high quality interactions.

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- Opportunities to ask questions in all areas of the curriculum to seek clarification, evaluate or seek further information.

Reading and Phonics

Synthetic Phonics – please see separate phonics policy.

Intent

Our intent is that children will be fluent, confident, independent readers, supported to read aloud with confidence and expression. We will encourage the children to develop a habit of reading widely and often, for both pleasure and information. We will encourage children to be enthusiastic readers, who reflect on what they are reading and develop a love of reading. Our aim is to encourage children to read for pleasure at all levels.

Our intent is to offer a variety of reading opportunities and texts with the aim of promoting an understanding of the value of quality texts amongst the children. As a school we intend to take into account cultural background, gender and any special needs, both in our teaching attitudes and in the published materials we use with our pupils. We will ensure the children are exposed to a wide and varied vocabulary bank.

Implementation

We use high quality texts as the stimulus for our whole class English sessions and use the following strategies:

- Previewing/predicting
- Retelling
- Simple retrieval of information
- Understanding vocabulary
- Activating and building prior knowledge
- Questioning the text
- Visualising and other sensory responses
- Inferring and drawing conclusions
- Summarising/determining importance
- Empathising

Guided Reading

Little Wandle guided reading sessions take place across the school.

Guided reading sessions consists of three, 15-20 minute sessions per week in small, matched-ability groups. Each session maintains a specific focus: decoding, prosody, and comprehension, these sessions use fully decodable books, ensuring children only read sounds they have been taught. Our approach emphasises reading the same book three times to build fluency, accuracy, and confidence. Children are able to access the same books at home via an online account.

Reading at home

Parents and children are encouraged to read together at home. We provide a range of books to promote reading for pleasure. Each week children take home the following resources:

- A phonetically plausible, digital reading book, matching the focus book from our guided reading session.
- A “challenge book” using banded reading books from a selection of schemes. Children are able to select their book from within a colour band.

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- A library book: Each class has access to our school library. Each child has a personal library account and can take home a self-selected library book each week.
- Story sacks: Each week at least three children per class take home the class “story sacks”. Each sack contains a high-quality text and resources to promote reading with a family member.

Raising the reading profile

Throughout the academic year a number of events take place to promote and celebrate reading for pleasure. These include but are not limited to:

- World Book Day. Celebrated across a week and following a whole school theme (poetry and nursery rhymes/traditional tales and Fairytales /Heroes and Villains) Children are given the opportunity to hear books read aloud from a wide selection of guests and celebrate their favourite books with a costume parade. A school wide “book swap” takes place within this week, allowing every child to take home and explore a new book.
- Extreme Read. Throughout the summer holidays parents are encouraged to take photographs of their children reading their books in different places. These pictures are shared via ClassDojo throughout the holidays to ensure that reading is still a consideration throughout the summer holidays. The entries are shared at the beginning of the Autumn term and selected photographs are then framed and displayed throughout the school.
- Promotion of national “summer reading challenge”. Local librarians are invited to promote the event during a collective worship and promotional materials are shared with parents.
- Twenty Best Reads. Teachers from each year group have collated a suggested reading list of twenty, high quality texts. Each year this list is distributed to each child, highlighted to parents via ClassDojo and will remain on our website. Two copies of each book are available in our school library, displayed in a dedicated “twenty Reads” book shelf.

Assessment

Our reading level judgments makes use of regular, informal phonics and fluency checks with termly benchmarking, focusing on both word recognition and comprehension. It uses pupil “I can” statements to track progress against National Curriculum standards, incorporating formative teacher assessments from daily reading alongside KS1 tests.

Writing

Intent

We understand the importance of children being able to communicate clearly using the written word. The ability to write with skill, clarity and purpose allows children to express themselves clearly through their writing; a skill that will be vital throughout their life.

Our curriculum focusses on the teaching of skills and the ability to write with confidence. We believe in taking a mastery approach that focuses on mastering sentence construction, punctuation, and transcription (spelling/handwriting) to reduce cognitive load.

We also know how important it is to develop a joy of writing. We follow a writing process that gives children opportunities to talk about their writing ideas and provides purpose.

Our aim is that every child leaves our school able to communicate clearly using the written form.

EYFS

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Motor skills development

Before children can begin to make marks and learn to write they need to have developed good strength and control in their arm, hand, and finger muscles. There are many activities that help to develop this strength e.g.

- Digging in the mud, sand
- Playing with play dough
- Pouring, mixing and stirring
- Climbing and balancing
- Threading beads, sewing and weaving
- Playing catch and other games needing hand to eye coordination.

Letter Formation

In phonics the children are taught the sounds as well as a rhyme that may help them to recall the letter formation. Children will get letters muddled and will reverse them in writing, this is normal and will improve with practise. Doodling shapes and patterns will help children to begin to develop more of a flow in their mark making which will help with letter formation. Adults modelling writing is valuable for children to see. They will gain confidence in formation and understand the purpose of writing. It is interesting to consider how often we handwrite anything now rather than type into a device.

Writing Words

Children will start making marks at a young age and will begin to give these marks meaning (see some examples of emergent writing further on). As this develops children will want to start being able to write words using correctly formed letters. As they learn phonics they will be able to start building words. We model how and encourage children to break down words (segment) into the sounds they can hear and use the graphemes they know to record this. This means that many words will not be spelt correctly but this is ok! If children are spelling phonetically (spelling as they say/hear it) i.e. orinj instead of orange or myooseeum instead of museum this is great and means that they are using their phonics toolkit effectively to begin communicating more in writing. As children get older, more confident and experienced they will begin to learn the correct spellings for those trickier words.

Writing Sentences

We encourage the children to write independently throughout their play. We provide resources to help them find the sounds or tricky words they want to use giving them autonomy in helping themselves to become independent writers. To be able to write a sentence children must first be able to say the sentence that they want to write down. In more structured writing activities, we must first teach what a sentence is, a string of words put together to give a complete message or thought. We rehearse what we want to say in lots of different voices to try and help us remember what we want to write. We say the sentence, lots of times and in different voices. We count how many words. We start to write down one word at a time. Teachers will model this with the children so that they can become more confident on their own. We use high quality books to enthuse and inspire the children to want to write their own versions of stories and ensure that there are plenty of opportunities throughout each topic to explore writing for different purpose i.e. lists, labels, facts, stories and messages.

Assessment

At the end of the Reception year writing is assessed against the Early Learning Goal, broken into 3 parts as below.

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;

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- Write simple phrases and sentences that can be read by others. The Early Learning goal for physical development (fine motor skills) also forms part of the assessment for writing in EYFS.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Please remember that this is a generic target for the end of reception year and does not take into account the age and developmental stages of individual children. Children all develop at different times and will not all be physically or emotionally ready for writing at this level and if necessary, this would remain a target for them for as long as was appropriate.

KS1

Implementation

What might you typically see?

- high quality and significant children's literature chosen to engage, challenge and support children to be confident and informed writers
- Talk partners of mixed ability (with lots of opportunities for oracy)
- Lots of modelling/shared writing
- Scaffolds to provide support where needed
- Children speaking in full sentences
- Mini plenaries to address misconceptions
- Regular handwriting lessons, letter formation practise
- Independent application by children of key learning using scaffold modelled writing tools.
- Modelled and transcribed writing, focusing on the structural/ grammatical accuracy of a sentence
- Children writing for a recognised purpose (to inform, to entertain)
- Clear links between reading, writing, oracy, spelling, phonics and handwriting.
- The use of success criteria to ensure that every child is aware of the “non negotiables” of writing a successful sentence.
- Opportunities for children to write very frequently (daily).
- Writing activities with a purpose.
- Well labelled and interesting resources that encourage children to initiate writing.

Assessment

There are two types of assessment that take place throughout the year. Examples are these are listed below.

Formative	<ul style="list-style-type: none">• “3,2,1 show me” when using whiteboards”• “in the moment” feedback• Questioning
Summative	<ul style="list-style-type: none">• Cold writing tasks, assessed against Year One and Year Two writing objectives.

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A range of independent pieces of work should be used to make judgements of a child's overall writing ability. The school's agreed writing grids will also be used to ensure that all literacy features have been evidenced in children's writing before making judgements, especially at the end of a year.

Handwriting in Years One and Two

Handwriting is taught in a structured and multi-sensory way. Where teachers are teaching phonics or spelling, links with correct letter formations are reinforced. Teachers ensure that there is a balance between the teaching and practising of letter formations and joins and children are expected to apply taught formations and joins to their work.

The English Curriculum 2014 sets out year by year statutory requirements for handwriting.

Intent of Handwriting

- To adopt fluent, legible, joined and, eventually, speedy handwriting.
- To adapt lettering styles for different purposes.
- Pupils take pride in the presentation of all their written work.

Implementation

We use resources from <https://www.teachhandwriting.co.uk/> to ensure that our letter formations are consistent across the school.

Handwriting should begin using the letter formation worksheets and then be further practiced within literacy books to ensure that children are aware of the link between handwriting lessons and daily expectations.