

English Policy

(Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can).

Curriculum Intent

At Kenmore Park Infant and Nursery School we believe that language and literacy is fundamental to the overall development of the child and their access to the curriculum in all its aspects. Language is used to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry, drama, non-fiction and media texts. We aim to deliver quality teaching of basic and higher order reading, writing, speaking and listening skills to enable children to become confident and successful in their English skills.

The intent of the English Curriculum is:

- To develop pupils' confidence in themselves as skilled communicators.
- To make relevant contributions and learn how to listen attentively to others.
- To teach pupils to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge.
- To teach pupils to read fluently and be encouraged to read for pleasure. Kenmore Park Infant and Nursery School will do everything to promote wider reading, including, providing library facilities and set ambitious expectations for reading at home.
- To encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts, both fiction and non-fiction.
- To help children enjoy writing and recognise its value.
- For children to develop the stamina and skills to write at length, with accurate spelling and punctuation. Pupils should be taught the correct use of grammar.
- To provide stimulating opportunities for pupils to be creative writers of text and to express themselves, in writing, with confidence.
- To increase the children's ability to use planning, drafting and editing to improve their work.
- To enable pupils to develop legible handwriting in both joined and printed styles with increasing fluency and speed.

We hope to achieve this by:

- Prioritising reading, writing and speaking and listening at every opportunity.
- Providing stimulating environments in which all aspects of English can thrive.
- Following a text-based learning approach within English lessons, linking texts to topics where suitable.
- Motivating children through exciting topics and lessons that are interactive and productive.
- Making sure that learning is personalised as much as possible to meet the needs of individual children.
- Teaching phonics using 'Little Wandle Letters and Sounds Revised' Programme. (See separate Early Reading and Phonics Policy)
- Teaching handwriting using 'Nelson Handwriting Scheme'. (See separate Handwriting Policy)



- Giving the children the opportunity to read for pleasure through the use of our well-stocked school library.
- Providing opportunities throughout the school year to promote reading and writing (e.g. Book Week, competitions, World Book Day, parent workshops, author visits).

Teaching and Learning

(Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people).

Early Years Foundation Stage:

We teach English in the nursery and reception classes as an integral part of the school's work. The practice in Foundation Stage follows the **Early Years Foundation Stage Statutory Framework** and the pupils' work towards the Early Learning Goals aiming to meet the statements of the goals by the end of reception year.

In EYFS the daily routine will include planned and spontaneous activities that involve:

- Opportunities to talk and communicate in a widening range of situations.
- Exploring, enjoying, learning about and using words and text.
- Experiences that develop gross and fine motor skills through play and handwriting activities.
- Sharing and enjoying a range of rhymes, songs, stories and books.
- Focus activities that teach children early communication language and literacy skills.
- Big book activities with a shared reading and writing focus each week.
- Daily phonics sessions (Nursery- Phase 1 and Reception- Phases 2-4)

Key Stage 1:

English is primarily delivered through the English Curriculum 2014. All pupils take part in a daily English lesson, which covers the programmes of study for English as set out by the National Curriculum.

The teaching of English in KS1 will include:

Reading

Reading is taught and developed through:

- Developing pleasure in reading, motivation to read, vocabulary and understanding.
- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Being encouraged to link what they read or hear read to their own experiences.
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Teaching phonics and reading using 'Little Wandle Letters and Sounds Revised' Programme. (See separate Phonics and Early Reading Policy)
- Independent reading in school and at home. Books are sent home with a reading record log for communication with parents. Books are sent home on a weekly basis.

- The reading environment- Books are displayed and promoted around the classroom and the whole learning environment of the school.
- The school library provides reference and reading materials for children and teachers.
- The school encourages all children to join and use their local library.
- Reading vending machine- All children have a sticker chart. During reading practice sessions, if children try their best to blend, read with prosody and answer comprehension questions, they receive a gold star to stick on their chart. After collecting 6 gold stars, the children can choose and take home to keep a book of their choice from the vending machine as a motivational reward.

(For further guidance, see separate Phonics and Early Reading Policy)

Writing

Writing transcription (spelling and handwriting)

Spelling, along with handwriting, is part of transcription. Our goal is to ensure pupils can spell accurately, so that it becomes automatic. Pupils who spell well are more confident about using advanced vocabulary.

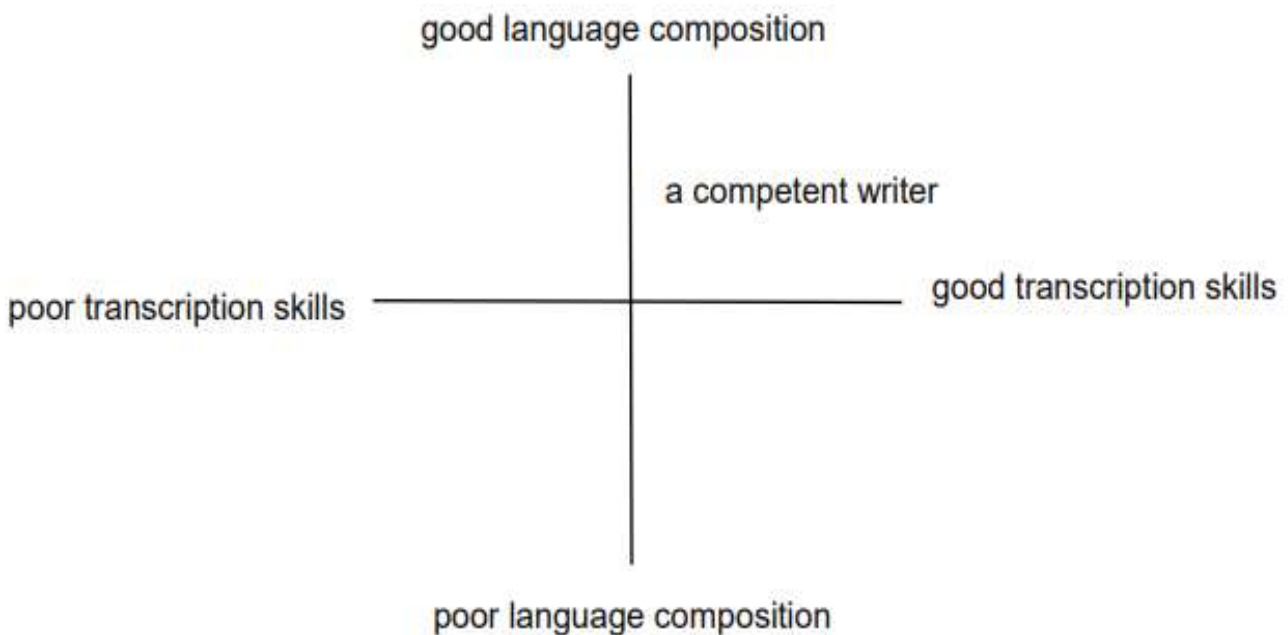
Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

Writing Composition (articulating ideas and structuring them in speech and writing)

Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, speedy handwriting.

The Simple View of Writing shows, writing depends on articulating ideas and structuring them.

Figure 1: An illustration of the simple view of writing





In the early stages of learning to write, sentence-level composition is carried out orally. Initially, talk is essential for building pupils' understanding of written language. Teachers support their understanding of composition and, particularly, sentence construction by reading stories, talking to them, re-phrasing what they have said and providing oral models of appropriate sentence structure and visual prompts.

To further support this, teachers:

- explicitly model written language structures when speaking (such as rephrasing and extending what the pupils say)
- provide pupils with sentence stems and frames to build a sentence orally and to link it to the written Structure.

Reading is vital in giving pupils examples of different sentence structures. The more pupils read, or are read to, they wider their exposure to these different structures, with potential benefits to their writing.

At Kenmore Park Infant and Nursery School, we use teaching some effective approaches that allow a slow release of responsibility from the teacher to the pupil.

This includes:

Modelled writing

When we model writing we are writing *to* children. We write in front of them, and we talk about our writing, giving a running commentary 'thinking aloud' our thought processes to reveal the decisions being made. We hold the power of the pen, and the children watch and listen as we demonstrate the writing process.

Shared writing

This is similar to modelled writing, except the children begin to take control, with the teacher scribing their ideas. If 'modelled writing' is 'I'll show you and explain', then 'shared writing' is 'Now let's have a go together and you explain'.

There is a shift from the teacher as the 'model' towards the children doing more of the thinking, composing, explaining and working as writers. We write together and so relinquish some of our pen power to enable the children to shape the collaborative text.

Guided writing

Guided writing is a form of group teaching. It can help to address next steps for specific groups of pupils with similar needs within the context of the current unit of work. These next steps may relate to both the composition and transcription elements of writing. In Foundation Stage, these sessions are incorporated into adult-led learning.

Writing is taught and developed through:

Writing sentences by:

- Saying out loud what they are going to write about.
- Composing a sentence orally before writing it.
- Sequencing sentences to form short narratives.
- Re-reading what they have written to check that it makes sense.
- Discussing what they have written with the teacher or other pupils.
- Reading aloud their writing clearly enough to be heard by their peers and the teacher.



- Shared writing that is modelled by the teacher as the expert writer with contributions from the children.
- Guided writing that targets children at their point of writing. Guided writing takes place in small groups with a teaching focus using targets and writing already modelled. Each guided group writes with a teacher at least once a week.
- Independent writing. Throughout the school children need opportunities to develop their confidence and practise their writing skills.
- Writing environment. The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms should have attractive and well-equipped resources for writing that children can access.

The national curriculum requires pupils in year 2 to begin to:

- consider what they are going to write before starting (plan)
- write for different purposes (draft)
- make simple additions, revisions and corrections to their writing (revise and edit)
- read aloud what they have written (share)

Planning

At key stage 1, planning may engage pupils in activities that help them think of and organise their ideas before they write. This might include tasks to encourage them to remember what they already know or arrange their ideas visually, such as using pictures (for example, images from a story or photographs from a school visit) or outlining their narrative as a storyboard.

Drafting

Drafting is the stage where pupils transform their ideas or plans into writing. For key stage 1 pupils, it is helpful to compose individual sentences orally before writing them down.

Revising

Pupils are supported to make simple additions and revisions to their own writing. This involves evaluating their writing with the teacher or their peers, and re-reading their writing to check that it makes sense. The extent to which pupils engage in the revising phase will depend on their ability and the task.

Editing

Editing is different from revising and involves identifying and correcting errors in grammar, punctuation and spelling. Pupils are supported to edit their own and others' writing.

Pupils in reception and year 1 are not expected to edit their own writing.

From year 2, pupils are supported to edit their work, being helped to identify and correct errors in spelling and punctuation. This includes reviewing their writing with the teacher.

Oracy:

(Article 12- You have the right to give your opinion, and for adults to listen and take it seriously.)

Oracy 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. In Kenmore Park Infant and Nursery School Teachers ensure the continual development of pupils' confidence and competence in oracy and listening skills. Pupils develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They are assisted in making their thinking clear to



themselves as well as to others. Pupils should also be taught to understand and use the conventions for discussion and debate.

(For further guidance, see separate Oracy Policy)

Planning

Planning is completed using the guidance of the English National Curriculum 2014 as the basis for implementing the statutory requirements of the programme of study for English. We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). Our yearly teaching programme identifies the key objectives and genres in English that we teach each year.

Teaching English to children with special needs

At Kenmore Park Infant and Nursery School we teach English to all children, whatever their ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons adapted group work is used while in other lessons, children work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support some children to achieve the lesson's learning objective.

Work in English takes into account the targets set for individual children in their Educational Health and Care Plan (EHCPs). Teachers provide help with communication and English through:

- Using texts that children can read and understand.
- Using visual and written materials in different formats.
- Using computing, other technological aids and taped materials.
- Using alternative communication such as signs and symbols.

Assessment

Assessment is an ongoing process throughout each unit of work.

Summative cross-curricular writing samples are undertaken with the children each term.

Children also undertake termly assessment test papers for Reading (PIRA).

We regularly cross moderate children's writing samples within school and with other schools to ensure consistency.

Signed: A Bennett

Date: September 2025

Date of next review: July 2028