

Yeadon Westfield Infant School

English Policy

2017-Review 2020

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff, governors and volunteers to share this commitment. This policy should be read in conjunction with all other school policies.

"Literacy is not a luxury, it is a right and a responsibility."

President Clinton on International Literacy Day, September 8th 1994

Introduction:

At Yeadon Westfield Infant School we believe that literacy is a fundamental life skill. Literacy develops children's abilities to listen, speak, read, and write for a wide range of purposes, using language 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 and drama, non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. They use their knowledge, skills and understanding in speaking and writing across a range of different situations. We aim to give children the key that will open the door to life as a literate adult who can learn, work and derive pleasure through the spoken and written word.

Purpose of Study:

English has a pre-eminent place in education and in society. A high quality education in English will teach pupils how to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims:

- * To read easily, fluently and with good understanding.
- * To develop the habit of reading widely and often, for both pleasure and information.
- * To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions
for reading, writing and spoken language.
- * To appreciate our rich and varied literary heritage.

- * To write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- * To use discussion in order to learn; they should be able to elaborate clearly their understanding and ideas.
- * To be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Objectives:

The National curriculum 2014 has divided the English Curriculum into 3 strands:

- * Spoken Language
- * Reading- word reading comprehension
- * Writing-transcription, handwriting, composition, vocabulary, grammar and punctuation.

For detailed objectives for each year group please see the Scheme of Work

Principles that underpin our work:

1. Teaching and learning will be based on the objectives specified National Curriculum 2014 and EYFS
2. Phonics will be taught daily in discrete sessions throughout FS2 and KS1 following the Letters and Sounds Document.
3. Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

Assessment:

- assessment for learning is an integral part of teaching and planning;
- teachers respond to children's work as quickly as possible in order to move their learning forward and/or address misconceptions.
- children's attainment in reading and writing is tracked through school using O track three times per year;
- Pupil progress meetings take place termly where teachers can target underachieving children alongside senior management.

Handwriting:

At Yeadon Westfield Infant school we believe that handwriting should be seen as a tool through which children express themselves. Teaching children to write in a clear flowing script enables them to be creative in their writing and to enjoy writing. It is important

that we provide a wide variety of opportunities for children to develop gross and fine motor skills which allow them to be physically ready to write.

At our school we aim to encourage children to develop a fluent handwriting style, using a letter formation that leads on to joined letters as their pencil control matures.

All staff in school model our handwriting letter formation in their written work for children.

Handwriting is taught in isolation but is also an integral part of our teaching across the curriculum and we expect the children to produce clear legible writing in all their work.

- In Foundation stage we ensure that children have the opportunity to develop both gross and fine motor skills through a variety of activities. We provide information for parents/carers about handwriting and letter formation and encourage them to practise with their children. There are a range of activities to develop pencil control, letter formation, word spacing and left to right orientation.
- Children in both key stages are given the opportunity to explore writing in real life and role play activities at their own level. We do however model correct letter formation as appropriate.
- In Foundation Stage children are taught to form letters with a leading line and a flick ready for joining alongside their phonic work. Where appropriate blends are taught as a join e.g. ch, th.
- Movement Play also plays a vital role in both FS1 and FS2 developing the strength, muscles and movements necessary for children to be able to write.
- Movement play areas are available for children to use in both FS1 and FS2.
- We encourage children to use a firm comfortable grip that is controllable and capable of producing fine movements. In the main, children are encouraged to use a 'tripod' grip. We provide a variety of equipment to encourage this, including 'hand hugger' pencils and pencil grips.
- Children are helped to find a comfortable position for writing sitting with both feet on the floor with the paper slanting slightly to the left or right in front of them. Children are encouraged to move the paper up as they continue writing down the page so that their hand is not resting on the edge of the table.
- We are aware of the specific needs of left-handed children and use the following strategies:
 - Encourage a comfortable seating position with the elbow close to the body.

- Allowing adequate elbow space
 - Slanting the paper to the right
 - Encouraging the child to hold the pencil slightly further away from the point
- The latter two strategies allow the child a clearer view of what has been written.

- If children have specific problems connected with handwriting they are given extra activities and guidance as necessary.

Related policies:

This policy should be read in conjunction with the following policies:

- Single Equalities Policy
- Inclusion Policy
- Special Educational Needs Policy
- Assessment Policy