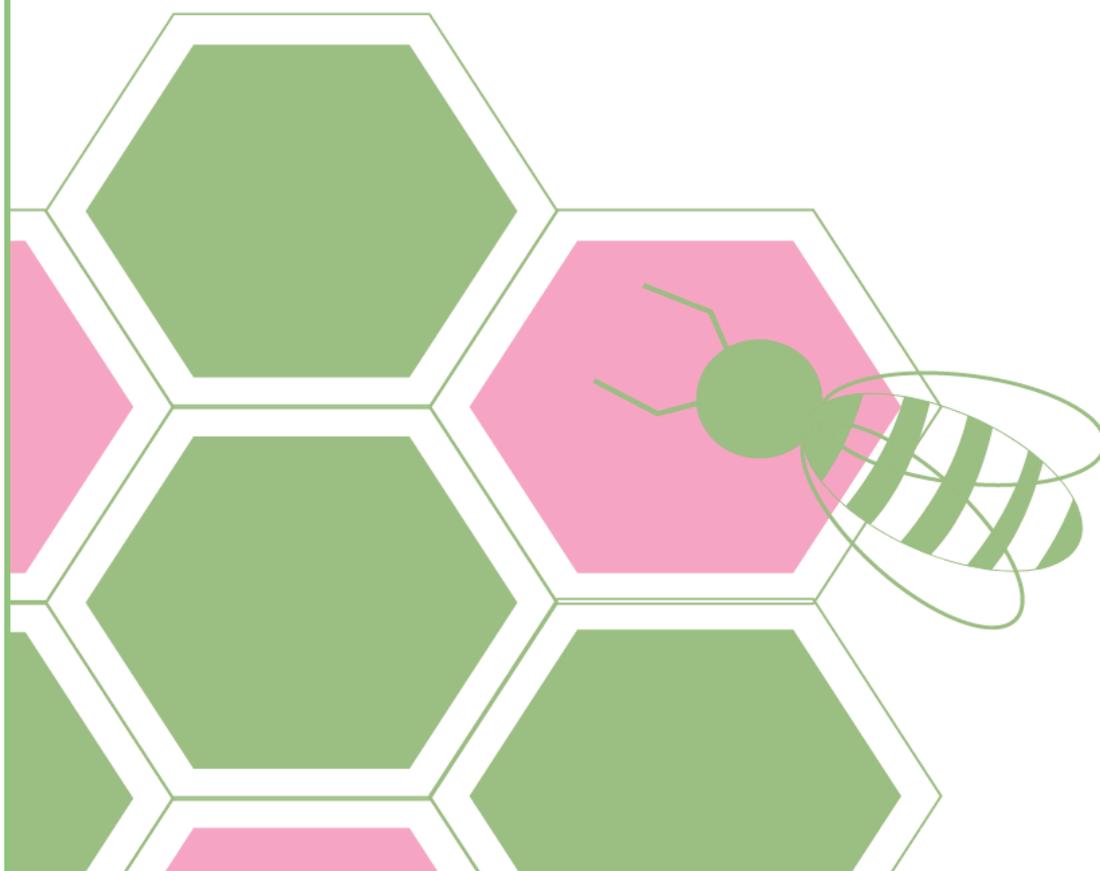


CHAPEL BREAK INFANT SCHOOL

Building a culture of kindness, community, curiosity and excellence



Updated by
English Leads M Turner & M Rymer
Head teacher - M Turner
English link governor - H Lamb

Aim and Intent

At Chapel Break we see English as an essential life skill and a vital tool for learning and for communicating ideas, feelings and views. It gives access to the Curriculum and to a range of material, which will help children as they develop emotionally, creatively and imaginatively. Through the effective delivery of the English Curriculum, the ability to think, speak, listen, read and write for a wide range of purposes and curriculum areas is developed. This ensures that, as adults, people are able to participate and communicate confidently and effectively in their social, public, cultural and working lives.

Rationale: This English Policy is designed to ensure a consistent approach to the teaching and facilitation of English, (to include speaking, listening, reading, phonics, vocabulary acquisition, writing, spelling, punctuation and grammar)

Our Values

Kindness
Community
Curiosity
Excellence

This policy should be read in conjunction with The Assessment Policy and The Feedback Policy.

Key principles and Aims

- To develop a high standard in speaking and listening skills, enhancing children's understanding in both spoken and written forms and how language can be used to communicate with a range of audiences including real world and authentic audiences.
- To expand children's vocabulary through talk throughout the day, within the curriculum and, in particular, through stories.
- To develop enthusiastic, independent and reflective readers who will read widely for pleasure, study and to feed their curiosity and develop a love of learning.
- To equip children with a firm foundation of skills necessary to communicate in a changing technological age including on-screen and on-line learning.
- To read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- To have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- To understand a range of text types and genres – be able to write and read in a variety of styles and forms appropriate to the audience and purpose.

- To develop the powers of imagination, inventiveness and critical awareness, using language (text, spoken and heard) as a stimulus for the development of a range of thinking skills.
- To engender an appreciation of spoken and heard, written and read language in our children by developing to the full their ability to understand, use and enjoy English.
- To provide all children with access to a well-balanced, English curriculum, appropriate to their needs including those with special educational needs, vulnerable and also including children who have English as an additional language.
- To provide children with a suitable technical vocabulary to articulate in response to learning and teaching in English.
- To provide parents with support to help their children in the development of their skills in English.

English in the Curriculum

Chapel Break has developed a creative approach to curriculum design which puts the learner at the heart of all our activities.

Our Curiosity Curriculum has been developed as a holistic approach developing children's skills, knowledge and understanding as a route to success at school and in their future lives. Teacher's plan REAL Projects in teams so as to deliver a curriculum that is relevant and where possible ensuring outcomes that are authentic and have an impact on the real world.

The National Curriculum for English is integrated into our holistic curriculum.

The English Curriculum at Chapel Break is delivered using the National Curriculum through our own Planning and progression tools 'Benchmarks for Technical Skills' and 'Units of Linked Literature' Programmes of Study and Statutory framework for the early years foundation stage are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

A key feature of our approach to English is one of

...discrete skills, integrated application...

In practise this is the daily teaching of **discrete skills** in Reading: (Phonics, word reading and comprehension) and Writing: (spelling, writing, vocabulary, grammar, punctuation, handwriting) and the Units of Linked Literature taught across the Curiosity Units and REAL projects.

The table below outlines how elements of the Programme of study for English are reflected in our teaching sequences and curriculum content.

CBIS Technical Skills	Linked Literature
Reading: Word Reading: Phonics Fluency and intonation Expression	Reading: Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding Understand both the books they can already read accurately and fluently

<p>Writing: Spelling Vocabulary, Grammar, Punctuation Handwriting</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Writing: Composition</p> <p>Pupils are taught to write words, sentences, and combine these to create pieces of writing for a range of purposes, communication and expression adhering to standard English grammar and punctuation.</p> <p>Pupils should be taught to develop positive attitudes towards and stamina for writing.</p> <p>Make simple additions, revisions and corrections. Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
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For further details please follow this link: [English and Reading](#)

Chapel Break's Six Hives of Learning, and in particular '**be an able communicator**', '**be independent/collaborate!**' and '**be reflective**' underpin all our learning in English.

Implementation of English Curriculum - Structure & Organisation of teaching and learning experiences in English in all classes

Each morning at Chapel Break begins with a strong focus on the basic skills of phonics, reading and writing. Often this is a more formal session with direct instruction which may last for up to 45 minutes but may include some group teaching or individual learning for some children.

Teaching of Linked Literature including reading and writing, speaking and listening in response to text, creation of text type, organisation, and presentation will include both some explicit teaching and some facilitation across the Timeline Units within the Curiosity Unit /REAL Project Medium Term Plan (MTP).

Teachers design these learning sequences in response to the National Curriculum and formative assessment.

Spoken Language

At Chapel Break we place emphasis on the development of spoken language and the use of speaking and listening as a tool for thinking, learning and communicating.

The National Curriculum for English reminds us:

'Good teaching of speaking and listening skills should, therefore, improve children's ability across the curriculum. It is essential that these skills are explicitly taught and opportunities across the curriculum are given for these skills to be applied and developed.'

"The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. 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.”

*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.
NC 2014*

Our wider pedagogical approach and high value on developing Children's thinking ensures that Speaking and Listening is at the heart of all we do.

Speaking and Listening is developed in practise through:

- Collaboration between pupils supports deeper learning and effective communication about learning
- REAL Projects provides real world outcomes for authentic communication.
- Collaborative, self-directed learning with the teachers acting as facilitators demands children communicate effectively.
- Challenge Based Learning offers opportunities for dramatic response to learning scenarios.
- Thinking through Art in the Big HeART Studio learning provides structured and formal debate, and discussion.
- Six Bees “Buzz” supports and celebrates spoken and written communication.

English in Reception

English begins in our Reception classes as we follow guidelines in 'Development Matters' through the areas of **Communication and Language**, (Listening and attention, Understanding, Speaking), **Literacy** (Reading, Writing)

EYFS – CLL - Area of Focus	Practice and Progression
Language for Communication	Develops and becomes strands <ul style="list-style-type: none"> ● Speaking ● Listening and responding ● Group discussion and interaction ● Role-Play ● Storytelling
Linking Sounds and Letters	Fast paced quick start to learning of phonics leads to strands <ul style="list-style-type: none"> ● Word recognition: blending (reading) and segmenting (spelling) ● Word Structure and spelling
Reading	<ul style="list-style-type: none"> ● Understanding and enjoying texts ● Engaging and responding to texts ● Decoding strategies
Writing	Builds confidence and competence to <ul style="list-style-type: none"> ● Drawing Club ● Sharing texts Adding characters and embellishing the story <ul style="list-style-type: none"> ● Orally rehearse sentences and add basic punctuation.

Handwriting	<ul style="list-style-type: none">• Early mark-making and drawing• Story-mapping• Fine motor activities• Letter formation
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Phonics

We teach Synthetic Phonics fast and first as a starting point for the teaching of reading. We believe that this provides an excellent springboard for rapid and confident decoding.

To teach phonics we follow the Bug Club systematic synthetic phonics scheme. Our phonic approach begins early in our reception classes and continues through each year group at a pace appropriate to individual needs.

Spelling

Initially spelling is taught as a part of our Phonics work whereby teachers model encoding throughout all writing tasks.

Common exception words are taught following suggested order in Bug Club using a variety of methods, creative approaches, mnemonics and repeated peer learning tasks.

Common Spelling patterns and rules are planned into morning skills sessions and will follow the schools grammar, spelling and punctuation long term plan. Teachers may from time to time send home spellings to practise using creative methods.

Reading

Children are taught to read using our systematic phonic approach, books are linked closely to their phonic assessments. Children also have access to a range of reading material including picture books, novels, non-fiction, poetry, plays, structured scheme books and a variety of on-screen texts.

Wider Reading

A selection of books of various genres are accessible for children in classrooms, in addition children regularly visit the school library to both select books for home use and for specific learning in genre, text type and for research. Occasionally whole school reading campaigns are put in place to widen children's reading or encourage parental support.

Reading Spine

We have a reading spine [here](#) that runs through the school. Each year group has a list of suggested books that will become firm favourites with the children.

The books for the 4–5 age group build on stories the children are likely to have heard in their pre-school settings. They mainly use patterned language, but begin to have a stronger emotional connection with the reader. There is also plenty to discuss and to wonder about. Many of them lend themselves to retelling and creating new versions or further adventures featuring the same Characters.

The picture books in Year 1 offer deeper exploration of emotions and wonder.

They are mainly rooted in the everyday crises of life. Again, most of these books lend themselves to setting up a variety of play situations – using toys, costumes and puppets – but the children also need to be involved in careful reading of the books, paying close attention to the detail and entering imagined worlds to experience the stories deeply – then talking it all through. In Year 2, it is important to start to move from sharing picture books into sharing chapter books. These will not only provide a meaty read, but also demand that the children use their imagination. Of course, there are also many Reception and Year 1 children who will sit and enjoy a chapter book and this should form part of their reading experience. Many of the chosen books operate on different levels - from the satisfaction of good stories to the exploration of deeper themes.

Parental Support

We encourage parents to play a full part in supporting their children with reading at home. We do this through a series of monthly bookmarks where parents can mark each time they read with their child. An online information pack is put onto Class Dojo which contains useful information, tips, hints and suggestions that parents can use to support their children at home. This is re-posted on the Class Story at intervals throughout the year. Alongside this, Class Dojo is used as a platform for parents to post videos of their child reading which can be shared with the class teacher. Parent workshops are also offered to give information about the process of reading. Bug club has also increased the opportunities for parents to support reading at home.

Golden Treasure Books

This is an additional home reading book, selected from a year group list of well-loved classic children's literature, which children can take home and read alongside their usual Bug Club books.

Writing

Writing is taught as both discrete skills, through daily rehearsal and within and across other curriculum areas. A range of guided, shared and personalised teaching strategies are used to develop skills. It is hoped that writing tasks have purpose and meaning for children.

Teachers use this sequence which follows the model as below

Stimulate - ready for writing through reading, drama, and talk, activity and experiences and in response to scenarios and challenges via 'Challenge Based Learning (CBL)'

Activate - activity that feeds vocabulary, genre, text type/style

Model – structured modelling of aspects of writing – for example sentence structure, organisational features, vocabulary use, punctuation and through 'Talk for Writing' (T4W)

Rehearse – opportunities for children to rehearse orally and in written format aspects of writing as guided writing and independently

Write – Independent writing experiences and tasks for groups, individuals and whole class groupings.

Range and Breadth

Through our REAL Projects approach sequences of lessons are taught that, where possible, some writing tasks have a real world purpose

A broad range of writing experience is offered and may include opportunities for writing through play, drama, across subjects, within classroom organisational tasks, and for authentic communication and celebration with purpose.

Specific contexts may include book-making, posters, lists, charts, tables, stories and parts and stories, poetry and rhyme, labels and captions, speeches, letters and messages, character study, book reviews. Teachers and children may expand this further.

Presentation of Writing

Variety of presentation forms are offered ranging from use of pencil and lined paper to painted and collaged writing and writing created using word processing and IT skills. It is encouraged that children can access a range of writing tools and materials during their time at Chapel Break with pupil choice becoming increasingly effective and appropriate with maturity.

Children are shown differences in presentation style e.g. quick note –taking or formal presentation through their lesson sequences.

Handwriting

It is expected that all children are taught to write with a clear and legible style and for most children this will lead to the development of a joined script where possible.

The teaching of handwriting is taught explicitly in the daily skills lessons.

Teaching of Letter formation

The teaching of letter formation is discrete within our phonics and skills sessions. Children are provided with lined paper, usually 15mm to start and correct positioning on the line is adhered to from Year 1 onwards. Although a range of writing tools and surfaces may be offered.

Joined Script

When teachers assess children as having a secure and fluent letter formation, a unit or sequence of lessons in joined handwriting are taught in fast succession. From then onwards children are then expected to maintain a joined style in most of their written work.

- 'Long ladder' joins of ascending letters e.g. **ll hhh tt kkk**
- 'Short ladder' joins **uuu rrr iii**
- 'Washing line' Horizontal joins e.g. **www ooo wow oi ou**
- Ski Slope joins horizontal to ascending joins e.g. **ol ok of**
- Rock and roll joins clockwise e.g. **ccc cd ca**

Children with difficulties with fine motor control will continue to consolidate clear legible letter formation and positioning until, through assessment; it is appropriate that a joined script should be taught. Joined handwriting is taught for reasons of fluency.

Assessment

Formative Diagnostic Assessment in Reading, Writing and Phonics

Teachers use a range of formative assessment techniques to reflect on children's thinking, strengths and weaknesses. They can give useful insights into children's learning and can indicate areas for development. They can also help to isolate specific misconceptions.

Principles of Formative Assessment at Chapel Break:

What we do

Teacher assessment methods may include:

- Observation
- Teacher designed practical assessment tasks
- Low stake quizzes
- Questioning techniques
- Photographs and video
- Written assessment tasks
- Published standardised and diagnostic tests

Peer and teacher assessment methods (including feedback)

- Task and subject rubrics
- Written feedback
- Paired, gallery and written Critique
- Paired assessment tasks

Moving towards Summative Assessment

Purpose

This Formative Assessment feeds into teacher's planning and provision and pupil next steps to drive teaching and learning.

Outcome

Formative Assessment feeds into regular summary judgements or summative assessments for teachers, SLT and governors to monitor progress and analyse data.

Summative Assessment

At key points throughout the Year (usually termly) teachers should summarise pupil achievement and attainment drawing upon aspects of formative assessment and may also design specific assessment tasks upon which to support their judgement. These judgments should be recorded on Insight.

Learning Targets

Learning Targets are shared with children through Rubric and Critique and other verbal methods. Project Targets may be included in Project Books where appropriate.

For further details please see the Assessment Policy.

Chapel Break Learning Bees

Our CBIS 6 Learning Bees exemplify successful characteristics of learning. Teachers should also reference success in aspects of learning using the bees. This aims to develop a language which children can use to discuss their learning in some depth.

Towards Self and Peer Assessment

Teaching time should be provided using compliments, rubric, critique and other self and peer assessment techniques. Teachers should support self/peer assessment towards personal targets and/or learning intentions via modelling and appropriate techniques.

Equality Expectations for all

We expect every member of the school community to show respect for all people and cultures. We treat all children fairly regardless of gender ethnic background, faith, age or ability and apply this policy in a consistent way.