



Burbage C of E Infant School



English Policy

Policy Date: May 2024

Review Date: May 2027

The governing body adopted this policy:

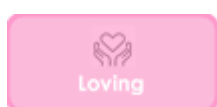
Chair of Governors:

Signed:

Date:

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1. Our vision and values



We all belong to the Burbage Church of England Infants extended family - school, church, community. We all care for everyone within it. We believe everyone can be a good friend.
"Love the Lord your God with all your heart and with all your soul and with all your mind." Matthew 22:37



We work hard to learn to live together and to be the best we can. We celebrate everybody's strengths and embrace each other's differences, respecting all and living honest lives together.
"Love your neighbour as you love yourself." Luke 10:27

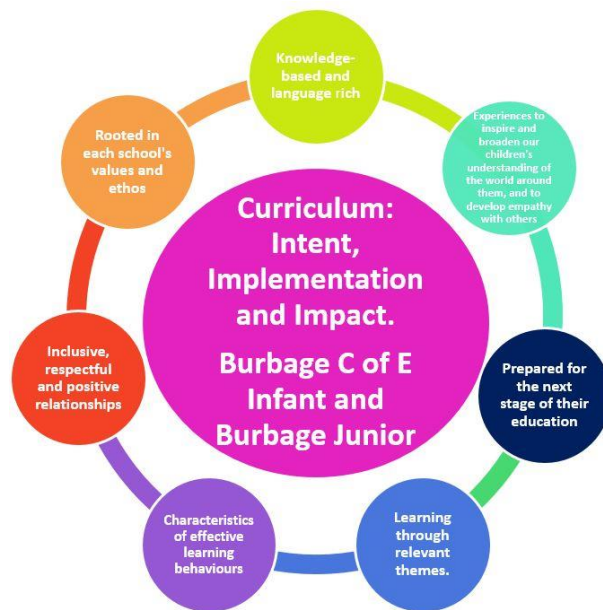


Learning is amazing and we all strive to discover the next exciting adventure. We all believe that we can and if we can't now, we will soon.
"Everyone who hears these words and puts them into practice is like a wise man who built his house on the rock." Matthew 7:24

Our values:



This policy is carried out within the context and spirit of the school's vision statement and distinctively Christian values. We follow a values-based curriculum, building from a foundation of Christian values. We prepare our learners to be inclusive, respectful of themselves and others and enable them to contribute fully within our modern, multi-cultural, British society. We encourage children to become responsible citizens, successful learners and confident individuals. We provide them vibrant experiences to make their learning real, to open their minds to wider worlds beyond their own. We have a linked language curriculum to develop deep understanding and cultural capital. We teach development of characteristics to enable them to contribute fully within their school and wider community, now and in the future. We teach skills to develop positive relationships, and high expectations of behaviour. Enabling everyone to be the best possible version of themselves. We ensure that the children leave this school with a range of knowledge and skills to be equipped for the next stages of education.



2. Intent

At Burbage C of E Infant School, we believe in providing a high-quality English education that enables all children to become confident readers, writers, and communicators, equipping them with essential skills for their future academic and personal success. This policy outlines our commitment to delivering outstanding English education in accordance with the requirements set by the Office for Standards in Education (Ofsted).

At Burbage C of E Infant School our intent is to:

- Develop pupils' competence in speaking, listening, reading, and writing;
- Provide a language-rich environment that supports children's language development and communication skills;
- Develop an interest in words and their meanings, and thus enhance their spoken and written language;

- Support children to become confident and expressive speakers who can listen and respond appropriately;
- Equip pupils with the skills to communicate effectively in a range of contexts and for different purposes;
- Promote phonics knowledge and understanding, enabling children to become skilled readers and writers;
- Foster an enjoyment of reading, enabling pupils to develop a lifelong love for literature by engaging children in a wide range of literature, including stories, poems, and non-fiction texts;
- Spell confidently, using spelling conventions, strategies, phonic patterns and an awareness of etymology;
- Build pupils' understanding of grammar, punctuation, and vocabulary usage;
- Provide opportunities for pupils to write creatively and develop their imagination;
- Promote pride and confidence in children's written work.

3. Implementation

Phonics

At Burbage C of E Infant School, we follow Anima Phonics to teach systematic synthetic phonics. The scheme is broken down into six phases, which are delivered from Early Years through Key Stage 1. Phonics lessons are taught daily, and progress is regularly assessed to ensure individual needs are met. Anima Phonics is a full synthetic phonics scheme, it provides everything needed to deliver a high quality phonics education. We have clear and detailed planning, outlining the sequential steps of teaching the alphabetic code. Each new sound is introduced through a song or poem, with a corresponding mnemonic action and animal mascot.

Synthetic phonics is the process of synthesising (or blending) the sounds of a word together. Children are taught to sound out the graphemes from left to right and blend these sounds together to form the word. The core knowledge underpinning synthetic phonics is the relationship between sounds and letters. This is taught in a systematic and clearly defined, incremental sequence, so that children have time to consolidate and apply their new knowledge.

Anima Phonics encourages children to put their knowledge of letter-sound correspondences to immediate use, by teaching three core skills:

1. Decoding; the ability to sound out (segment) and blend (synthesise) all through the printed word, from left to right, to hear the whole word;
2. Encoding; the ability to orally divide a spoken word into individual phonemes, then select a grapheme to represent each sound;
3. Handwriting; the ability to write the correct graphemes (letters) to represent each phoneme.

Spelling Rules and Patterns

We introduce pupils to a range of spelling rules and patterns appropriate to their year group. These include common suffixes and prefixes, pluralisation, contractions, homophones, and irregular spellings. Spelling rules and patterns are explicitly taught and reinforced through a variety of engaging activities, such as word sort, word hunts, and word building exercises. We place a strong emphasis on the learning of high-frequency words, as these are vital for accurate and fluent writing. High-frequency words are taught using a variety of multi-sensory approaches, encouraging pupils to recognise these words by sight and to spell them

accurately. We recognise that pupils have different starting points and learning needs. Our spelling instruction is differentiated to ensure that all pupils can access and make progress in their spelling learning. This may involve providing additional support, extension activities, or personalised spelling lists to cater to individual requirements.

Reading

We are committed to fostering a love of reading and developing pupils' reading comprehension skills. Our curriculum provides a range of high-quality fiction and non-fiction texts. We also have opportunities for independent reading. Guided reading sessions are taught following our schools Good Reader Strategies planning. There are whole-class and small-group reading activities that focus on embedding specific reading skills.

Adults regularly read books aloud to pupils to promote a love of reading as well as fluency and engagement. We want to create a supportive and enjoyable reading culture so we provide access to a well-stocked school library and reading corners within each classroom. We engage children in story times which are held in classrooms, Collective Worship and in the school library.

As a school we promote regular reading at home as well as in school. Throughout each week we send home different Phonics Books that the children can use their learnt skills from Anima Phonics sessions to independently decode. In addition to this, children take home a reading skills book which parents/carers can support their children to read and a library book for parents/carers to read to their children. We also send each child home with a Home Reading Record so that parents/carers can communicate when they have read with their child and comment on how their child did whilst reading the book. We provide opportunities for children to share their reading experiences and books they love with the whole class during activities such as show and tell and World Book Day.

Writing

At Burbage C of E Infant School, we aim to develop pupils' confidence and proficiency in writing by explicit teaching of grammar, punctuation, and spelling rules. We provide extended writing opportunities in a range of genres and for different purposes. There is a progressive writing skills curriculum as units are planned using the Burbage C of E Infant School Writing Progression Ladder. Pupils are encouraged to use a wide vocabulary, appropriate to the genre of writing. Where possible the units are linked to other areas of the curriculum, especially historical themes. We encourage pupils to plan, draft, edit, and refine their writing. We offer regular opportunities for pupils to write for real audiences and purposes. We love celebrating and showcasing pupils' writing through displays and parents/carers coming in for 'Share Our Learning' afternoons.

Handwriting

At Burbage C of E Infant School, we support the development of fine motor skills through dough disco and other fine motor interventions. We support the development of gross motor skills using Big Moves in Foundation Stage. We develop a consistent and legible handwriting style among our pupils through the Anima Phonics scheme in Reception and Year One. Then progress on to the Nelson Handwriting scheme in Year Two, as this supports the beginning of joined handwriting. All staff promote pride and confidence in children's written work.

Spoken Language

Effective communication skills are crucial for success in all aspects of life. We aim to promote pupils' speaking and listening abilities by providing regular opportunities for purposeful talk, both in pairs and within larger groups. Encouraging pupils to listen actively and respond appropriately to others. Developing pupils' confidence in presenting ideas and opinions to various audiences. The teaching and implementation of the Spoken Language curriculum at Burbage C of E Infant School is based on the progression of the National Curriculum objectives (see Spoken Language Progression document), and these objectives are included in all writing unit plans as well as in other curriculum subjects.

4. Inclusion

After assessment, children who need additional support may be given small group/ individual specialised teaching or access to intervention programmes such as NELI, Colourful Semantics, precision teach of reading and spelling, fluency and reading comprehension intervention groups, phonics catch-up sessions and tutoring. In writing lessons, they are provided with word lists and scaffolds (visual, verbal and written) as appropriate adjustments. The needs of children with English as a second language are met through individualised intervention.

5. Resources and accommodation

Every class has a book corner. The school corridor outside the Year One classrooms contains the reading skills books from Lilac to Star Reader, it also has the guided reading books on the shelves above the reading skills books.

The school library contains our Anima Phonics Scheme books, these books are for teachers to use to supply the children with books to support their phonics learning; library books for teachers to take to replenish their book corners; topic books for teachers to use that link directly with their topics and a range of fiction and non-fiction books that are used during the playtime story sessions.

In the staffroom there is a range of phonics resources from phase one to six. These include flashcards, games and magnetic letters. There is also a collection of fiction and non-fiction big books for teachers to use to support their story times and teaching topics.

6. Staff development and role of the English Lead

The English Subject Leader keeps informed about current developments in the subject and disseminates relevant information and advice to all staff, supporting them in the teaching of English. They provide a strategic lead and direction for the subject in the school; the English Action Plan priorities are included in the School Development Plan. They organise resources and co-ordinate the purchase and organisation of resources including the school library.

7. Impact

To ensure ongoing progress and attainment, we employ a range of assessment strategies including:

- Regular teacher assessment, using the skills and criteria outlined in the National Curriculum and the Early Years Framework;
- Formative assessment through observations, discussions, and feedback during lessons;

- Regular marking of written work;
- Standardised testing such as phonics screening checks;
- Weekly spelling tests in Year One and Year Two;
- Written work analysis, to assess pupils' literacy skills;
- Assessment data is recorded and used to inform future teaching and intervention strategies for individual pupils or groups as necessary;
- Tracking progress against age-related expectations, identifying individual support needs when required;
- Reporting to parents on their child's progress during parents' evenings and through the interim/annual report.

8. Monitoring and evaluation

English is monitored by the English Leader and SLT. The English Lead carries out monitoring activities (pupil interviews, lesson observations/walkthrough observations, book scrutinies) according to the needs of the school, as identified in the School Development Plan.

The impact on most of our children is clear progress in writing, reading and oracy. At the end of KS1 the majority of our children have made good progress from the start of Foundation Stage. With the progression of writing skills, children are becoming more confident writers. By Year Two children have been introduced to most genres of writing and are familiar with them so they can focus on writing fluently and creatively, using a wide vocabulary and developing their grammar and punctuation skills. By Year Two most of our children are confident readers who read for pleasure and have well-developed comprehension strategies. We aim for children to leave Burbage C of E Infant School as happy, confident learners, who have developed a love of reading and writing, with the key skills and knowledge necessary for the next stage of their learning. They have high aspirations and are confident in the art of speaking and listening.

9. Parental involvement

We recognise the importance of parental involvement in supporting their child's English development. To actively engage parents, we regularly communicate with parents about the English curriculum and upcoming activities. We share reading recommendations and strategies to encourage reading at home as well as provide each child with a Home Reading Record for parents to write in. There are also spoken language activities available on the school website for parents to use at home. We believe that effective spelling instruction extends beyond the classroom. We actively involve parents and carers in supporting their child's spelling development. Regular communication, sharing of resources, and home activities are provided to engage parents in their child's spelling journey.

10. Equality and diversity

At Burbage C of E Infant School we believe that valuing diversity means actively recognising the strengths, talents and needs of every individual and every community. We nurture the potential of all and maximise the opportunities for all. We know that, despite legislation (Equality Act 2010), discrimination still exists, and it is for us to address this strongly, when and if it does. We aim to instill in our children a tolerance, understanding and respect of all cultures, faiths, disabilities and ways of life and living; to nurture cultural, religious and linguistic diversity; to be aware of and support positively the languages and dialects spoken by our children and the adults in the school and at home. We ensure that programmes of work cater for the individual needs of our children and that the curriculum is modified

appropriately whenever appropriate; to ensure that the needs of children with additional needs, including gifted children are catered for – and those of adults. As members of staff we realise that it is important to identify the needs of children with special educational needs or disabilities at the earliest opportunity so that suitable learning programmes and strategies can be devised, and the curriculum modified so that they can be effectively used in meeting the above needs. Individual pupil progress is monitored and assessed regularly, and strategies are adapted accordingly to support individual children with learning needs. we take children on school trips where they are able to appreciate the community in which they/we live and they can experience places they may not have the opportunity to visit outside school, eg. local places of worship.