



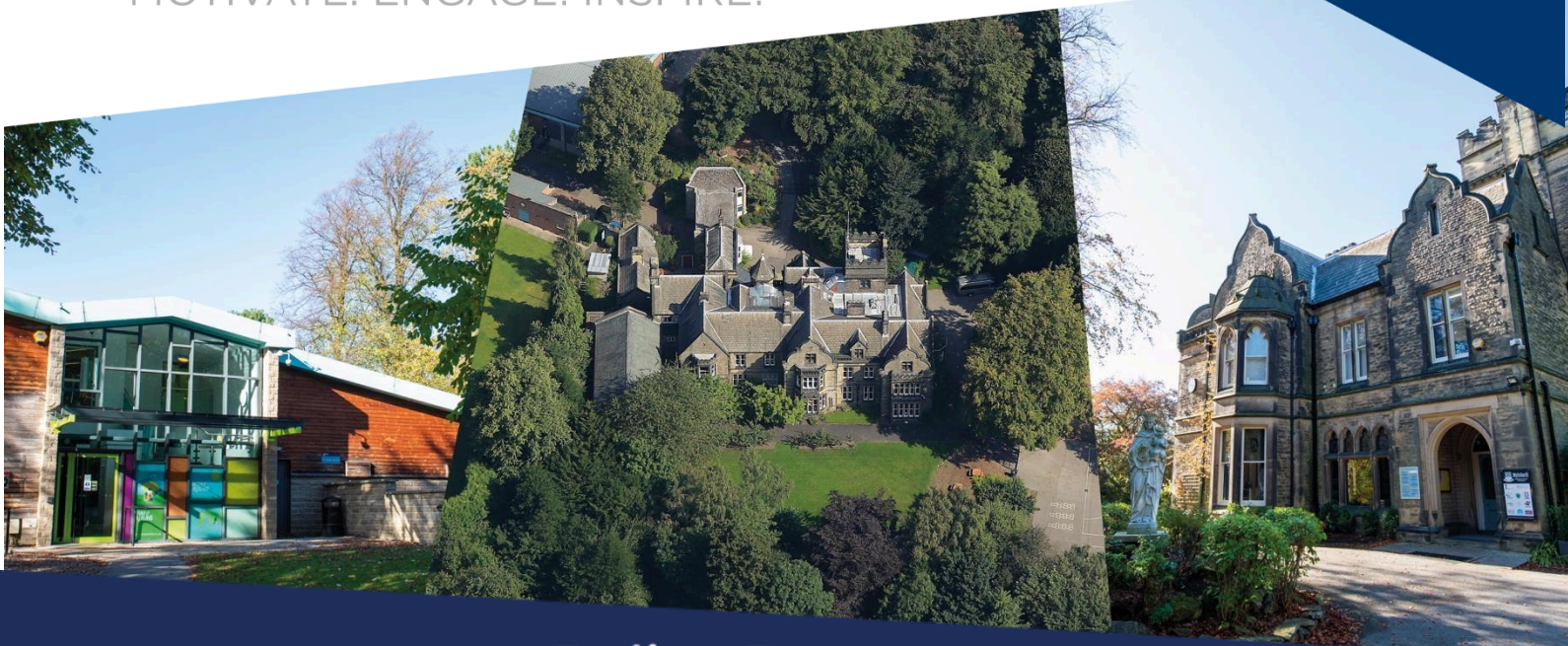
Mylnhurst

Preparatory School and Nursery



Mylnhurst
Campus Group

MOTIVATE. ENGAGE. INSPIRE.



Policy Document
Mylnhurst School & EYFS

English Policy

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English Policy

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1. Rationale

At Mylnhurst we believe teaching English has a crucial role to play equipping learners with the language skills they need to become effective communicators:

- in their own communities
- in public life
- within society in general.

We acknowledge English as a subject in its own right and as the foundation of written and spoken work in all National Curriculum subjects. English is therefore fundamental to the whole educational process, to each child, teacher and to the societies we share.

Studying English enables pupils to acquire knowledge, skills and understanding in speaking and listening, reading and writing. It also helps pupils to understand how language works by



looking at its patterns, structures and origins. In using this knowledge, pupils can choose and adapt what they write and say in different situations.

We recognise that every child's language:

- reflects and builds upon previous experiences
- develops on different levels
- develops under different stimuli
- develops at different rates.

2. Aims

At Mylnhurst we aim to:

- ensure all pupils are entitled to participate in and benefit from a broad range of English activities, irrespective of age, ability, gender or ethnic origin
- follow the principles outlined in the rationale and aims of this policy by teaching English through using the National Curriculum Programmes of Study and the EYFS Framework
- build on the prior experiences of language that children acquire during the Early Years Foundation Stage
- provide a wide range of stimulating and relevant experiences for language development
- provide children with opportunities for expressive and receptive language
- teach the key language skills systematically through an integrated cross-curricular approach.
- incorporate the three modes of language: speaking and listening, reading and writing (communication and language and literacy in EYFS) into a broad and balanced curriculum
- develop pupils' abilities and competencies in the use of language across the curriculum.
- foster an appreciation of the English language and literature
- develop a pupil's personal confidence when using the English language in all its forms
- develop children's use of language across a wide range of forms and contexts, as well as for a variety of purposes and audiences
- recognise the nature of language dialects and accents and to respect their similarities and differences
- teach the different functions of language.

3. Coverage

To ensure continuity and progression:

Early Years Foundation Stage

The Nursery and Reception classes follow the Early Years Foundation Stage Framework.

For phonics teaching they utilise the Read, Write Inc. programme to promote listening and acquisition of letter sounds.

The teaching of English is incorporated within all seven areas of learning.

Key Stage 1

Prep 1 children continue to follow the Read Write Inc. programme of study for English (including the teaching of phonics) until the programme is completed for each child, complemented by short grammar sessions. Prep 2 children follow the English Programmes of Study from the National Curriculum, using units from the Wordsmith programme and grammar sessions as a basis of their planning to deliver the content of the National Curriculum. Phonics teaching is delivered through the Read Write Inc. programme with special emphasis on spelling using the Get Spelling programme.

Key Stage 2

Preps 3-6 follow the English Programmes of Study from the National Curriculum for English, using units from the Wordsmith programme and grammar sessions as a basis of their planning. The units can be delivered in any order as long as the suggested progression within the curriculum is adhered to.

Phonics teaching is delivered through the Read Write Inc. programme with special emphasis on spelling using the Get Spelling programme.

Drama is covered within the Spoken Language section of the English Programmes of Study. Children also have an additional lesson for performing arts with a specialist teacher.

4. Time allocation

Children in the Early Years Foundation Stage are taught English through an integrated,



cross curricular approach using the EYFS Framework (including The Early Learning Goals within it) and the Read Write Inc. programme.

Preps 1-6 are taught English for an agreed minimum of 5 hours per week, to deliver the English Programmes of Study, including: phonics, The Big Write, VCOP, comprehension, handwriting, speaking and listening, spelling, punctuation and grammar sessions.

There is an additional specialist performing arts lesson each week for all children from Reception to Prep 6.

5. Planning

English Planning

Foundation Stage Planning

The Nursery and Reception teachers identify opportunities for child-initiated activities alongside more adult directed tasks according to the Early Learning Goals.

Reception and Prep 1 Planning

After the RWI assessment, the RWI long term planning in phonics and writing is used to inform children's levels. The corresponding medium term planning (2, 3 or 5 days depending on stage) is then followed. Each lesson then follows the short term plan.

Prep 2 and Key Stage 2 Planning

Prep 2 and Key Stage 2 follow the basis of the English Programmes of Study using Wordsmith's overview of units and class curriculum maps. The corresponding medium and short term planning is then followed for each unit. The planning may also evidence supplementary coverage of other English related work e.g :

- VCOP/grammar tasks
- gifted and talented/SEND opportunities
- assessment opportunities
- cross curricular links
- resources required
- homework
- handwriting
- IT opportunities
- technical vocabulary
- speaking and listening opportunities



- drama opportunities.

Our performing arts sessions are cross-curricular and are planned in line with the National Curriculum and the Arts Council's recommendations.

Phonics Planning (Read Write Inc.)

EYFS and Prep 1 follow the Read Write Inc. programme (as above).

Assessments are carried out approximately every six weeks to determine new groupings.

Any child not completing the programme by the end of Prep 1 will attend intervention sessions to close the gap.

Prep 2 and Key Stage 2

Preps 2 - 6 continue phonics work via the Read Write Inc. 'Get Spelling' programme.

Handwriting Planning

Prep 1 – Prep 6 handwriting is planned by individual teachers according to the needs of the class.

SPaG Planning

For Prep 1 - Prep 6, aspects of SPaG covered is evidenced in English classwork books in accordance with the needs of the individual class and the English scheme of study.

6. Reading

Aims

At Mylnhurst we aim to:-

- develop a love of books
- give the children an extensive experience of literature from a wide range of sources
- enable children to become accurate, fluent readers
- enable children to appreciate, understand and respond to a variety of texts (including non fiction and non literacy texts)



- help the children develop a range of reading strategies
- encourage children to make their own reading choices.

Reading Schemes

Pre-reading and early reading skills are catered for in a wide variety of appropriate activities throughout the Early Years Foundation Stage.

At Mylnhurst we use the following reading schemes:

- Read Write, Inc.
- Oxford Reading Tree
- Accelerated Reader.

These schemes include a wide variety of differentiated reading material for continuity, progression and breadth. The Accelerated Reader scheme allows children to make informed choices for reading. Each child is assessed termly and given a ZPD number which enables them to choose books from the library that are within their ZPD.

Teaching reading – when and how often

Children are taught to read and spell words from the National Curriculum. Key Stage 1 learn the example words and Key Stage 2 use the word lists for lower and upper key stages.

Mylnhurst teaches reading based on a child's ability. In Reception, Prep 1 and Prep 2, this process is carried out by the teachers, support staff and parents. The child's progress through the scheme is recorded on an individual reading record sheet. Children in Reception and Key Stage 1 have a reading diary and children in Key Stage 2 record the progress of reading on school book marks. Also, as children progress within the Accelerated Reader scheme, it is automatically recorded on the website: children choose and read a book and then take a quiz online to assess understanding. Children are assessed termly to check and change any ZPD levels and their progress is automatically recorded.

All reading scheme books are stored and displayed in the entrance hall and outside the library. Reading material is also available in the classroom, on Active Learn and in the library.

The main school library is located in the main building and the children may borrow books during class time or at lunchtimes.

Children regularly have the opportunity to purchase books from book fairs and book clubs.

7. Comprehension

Comprehension skills are taught through the Read, Write, Inc. scheme in Reception and Prep 1 and as a discrete lesson, once a week, thereafter, using the HeadStart material, in order to address the content domains of the National Curriculum.

8. Writing

At Mylnhurst we aim to enable pupils to:

- be confident independent writers
- express themselves creatively and imaginatively using a wide range of correctly spelt vocabulary
- vary their writing to suit the purpose of the reader
- use a clear structure to organise their writing
- plan, redraft and review their writing (including extended writing) to present a neat, correct and clear final copy
- use punctuation correctly in their writing
- use the texts as a model for their own writing.

In the Early Years Foundation Stage, children will be encouraged to develop pre-writing skills through a range of continuous provision activities alongside Read, Write Inc. activities.

Throughout the school, writing is specifically taught during English lessons and is ongoing in all its forms through the curriculum. Children have opportunities for extended writing. Shared writing is used to demonstrate different forms of writing. Work is presented in exercise books, on paper, in Big Write folders and using IT.

Displays

To support children's writing, regular VCOP and grammar sessions, are delivered in Prep 1-Prep 6. Each classroom has an English working wall display, to be updated as and when appropriate by the class teacher.

The Big Write



The extended writing takes the form of 'The Big Write' and reflects the work being delivered in the classroom. Yellow paper and a 'Big Write' folder is provided for each child to store their extended writing.

The Teaching of Non-Fiction Writing

Symbols representing each of the six main non-fiction types of writing can be shown to the children and discussed from Prep 2 to Prep 6 alongside planning materials from Read Write Inc. and Wordsmith schemes, as and when appropriate.

The six types of writing are:

- recount
- report
- instructions
- explanation
- discussion
- persuasion.

9. Grammar and Punctuation

Grammar and punctuation are taught in line with key stage objectives of the The National Curriculum, using the Read Write Inc. and Wordsmith schemes of work and any other materials deemed appropriate by the class teacher.

10. Handwriting

At Mylnhurst we aim to:

- ensure children write legibly with increasing fluency and speed
- recognise the 'needs' of the left-handed child
- encourage children to use different forms of handwriting for different purposes
- stress the importance of clear, neat presentation in order to communicate their meaning effectively.

Mylnhurst has adopted and implemented the Read Write Inc. handwriting scheme throughout the school.

Progression:



Nursery	- pre-writing skills through mark making
Reception and Prep 1	- letter formation using pencil
Prep 2	- joined-up handwriting using pencil
Prep 3	- joined-up handwriting, using pencil
Prep 4, 5 and 6	- joined-up handwriting, developing own individual style, using blue ink once a pen licence is awarded.

11. Spelling

At Mylnhurst we aim to enable children to:

- write the letters of the alphabet
- know the sound/symbol relationship
- know the phonetic sounds using Read Write Inc.
- select the correct grapheme choice to move towards conventional spelling accuracy
- recognise and use spelling patterns
- spell common and polysyllabic words
- recognise the relevance of word families, roots and origins of words
- use appropriate terminology
- use the strategy of Look Cover Write Check
- check the accuracy of spellings using word banks, dictionaries and spell checkers.

Spelling is taught during RWI sessions (Reception and Key Stage 1) and RWI Get Spelling sessions (Key Stage 2.) The teaching of spelling is also ongoing throughout our school curriculum. Children are taught to use reference resources such as RWI charts, dictionaries and thesauri.

Children are given differentiated spellings to learn from Reception to Prep 6. These include:

- example words and word lists from the National Curriculum.
- word families and patterns
- technical vocabulary

The order of progression for spellings given throughout the school from Prep 1 to Prep 6 are in line with the National Curriculum for English.

Children are tested weekly on these words.

12. Dictionaries

Where appropriate, children use published dictionaries and thesauri.

13. Speaking/Listening

At Mylnhurst pupils are taught to:

- speak clearly and fluently using spoken standard English to different people
- confidently organise what they say
- choose words with precision and focus on the main point
- take part in group discussions, taking different views into account
- use language to imagine and recreate roles and experiences
- listen, understand and respond to others with sustained concentration
- ask questions to clearly clarify their understanding
- make relevant points
- identify and respond to sound patterns in language (e.g. alliteration, rhyme and word play)
- listen to a wide variety of recordings (e.g. TV, radio, podcasts)
- identify the key points and evaluate what they hear
- recall and re-present important features of an argument, reading, radio or TV programme.

Speaking and listening takes place every day in all curriculum subjects and aspects of school life, e.g. role play; listening and responding to stories; describing events and different experiences; understanding and giving instructions; retelling stories and reading aloud.

14. Drama

At Mylnhurst pupils are taught to:

- participate in a range of drama activities
- use language and actions to explore and convey situations, characters and emotions
- create and sustain roles individually and when working with others
- comment constructively on drama they have watched or in which they have taken part
- devise and script plays using their own ideas.

Drama activities include:



- working in a role
- presenting drama and story to others
- responding to other performances.

Early Years Foundation Stage

Children in Nursery focus on using language to recreate and imagine roles and experiences. They learn to interact with others using rhyme, story and song.

Reception, Key Stage 1 and Key Stage 2

Drama activities are developed from curriculum work and real life situations and children have one performing arts lesson per week with a specialist teacher.

Performances and Productions

Nursery

Christmas production

Reception and Key Stage 1

Annual Christmas production

Class assemblies

Presentations to parents

Key Stage 2

Annual Summer Production (Prep 6 and choir)

Advent Carol Service

Class assemblies

Visiting theatre groups and theatre visits are periodically organised (where productions are appropriate).

15. Differentiation

English work is differentiated in a variety of ways in order to meet the different needs of the children, including SEND children and Talented and Gifted children.

16. IT



IT is planned for and used when teaching English as appropriate, using a wide range of supplementary software.

17.Homework

(Reference Homework Policy)

Homework is set from Reception to Prep 6 to pre-teach or reinforce work covered in class.

18.Assessment

(Reference Assessment Policy)

Evidence is derived from informal and formal processes.

Informal

Ongoing assessments of learning are used to inform future planning.

Formal

(See assessment and reporting calendar)

Nursery

Early Years Foundation Stage Tracking and Assessment.

Reception

Early Years Foundation Stage Profile - ongoing assessment throughout the year.

Key Stage 1/Key Stage 2

Weekly spelling tests

Rising Stars Progress Tests (SPAG) and Headstart Reading Comprehension

WRAT spelling tests twice yearly (for children on the SEND register)

WRAT word reading tests twice yearly (for children on the SEND register)

WRAT reading comprehension tests yearly (for children on the SEND register)

An assessed piece of writing (four times per year) to include a variety of genres. (Autumn 1 - Baseline, Autumn 2, Spring 1 and Summer 1).



Annually

Phonics Screening
GLS Testing

Prep 1

19.Resources

All resources are stored in the classrooms or resource room to support all aspects of English, including texts from Literacy schemes.