

# BLACK HORSE HILL INFANT SCHOOL



## ENGLISH POLICY

17<sup>th</sup> October 2024

Approved by Committee \_\_\_\_\_

28<sup>th</sup> November 2024

Approved by Full Governing Body \_\_\_\_\_  
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Signed \_\_\_\_\_ (Vice-Chair)

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Signed \_\_\_\_\_ (Headteacher)

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### **1. Introduction**

The Black Horse Hill Infant School, English policy sets out the vision, aims and values, legal framework, intent, implementation strategy and impact for the following areas of English, collectively known as the English curriculum: composition, grammar, vocabulary and spelling, handwriting, spoken language.

## 2. Vision, Aims and Values

# Learning for Life



### School Vision

Together, our schools will: -

Nurture and empower our children to become creative, compassionate and confident citizens, in a diverse and ever-changing world.

### School Aims

Our school community will: -

- Have high expectations for all
- Inspire a passion for learning
- Provide an enjoyable, ambitious, coherent curriculum
- Develop positive relationships through collaboration
- Create a safe and happy environment

### School Values

All our children, staff and parents will share the same core principles of: -

- Respect
- Honesty
- Kindness
- Excellence
- Resilience
- Friendship
- Courtesy

### 3. Legal framework

This policy has due regard to statutory legislation and guidance including, but not limited to the following:

- DfE (2014) National Curriculum for England: English programmes of study
- DfE (2021) Statutory framework for the Early Years Foundation Stage
- DfE (2021) Development Matters

### 4. Intent for English

*"Literacy is the means through which every man, woman and child can realise his or her potential."*

#### *Kofi Annan*

Writing units are supported by high quality texts using the Read to Write scheme. Aspirational modelled writing helps provide our children with an increasingly wide knowledge of vocabulary and grammar. Each unit carefully builds on the learning of the previous one.

Before a child can write a sentence, they must be able to be speak in one and considerable emphasis is placed on thinking about an idea and saying it aloud before writing it. At Black Horse Hill Infant School, we have high standards for spoken language, and provide a language-rich environment for our learners. Purposeful role play and drama are key components of our curriculum as we recognise that effective spoken language is fundamental in improving overall literacy. We strive to equip our children with the vocabulary and grammatical awareness needed to communicate their ideas effectively.

Children develop a fluent, legible handwriting style and are able to spell quickly and accurately applying their learning of letters and sounds appropriately.

We endeavour to create a love for literacy. We want every child to leave our school with the skills of an excellent writer who:

- Has the ability to write with fluency and has an author's voice;
- Can think about the impact they want their writing to have on the reader and know how they will achieve this;
- Can use a wide range of ambitious vocabulary and has an excellent knowledge of writing techniques to extend details or description;
- Can structure and organise their writing to suit the genre they are writing in and include a variety of sentence structures;

- Displays excellent transcription skills that ensures their handwriting is well presented, joined and legible, correctly punctuated and spelled correctly;
- Re-reads, edits and improves their writing so every piece they produce is to the best of their ability.

## Curriculum

At Black Horse Hill Infant School, we promote high quality writing and believe children should see writing as a good form of communication. Learners should develop the knowledge and skills to express themselves clearly and effectively through a range of genres and for a range of audiences & purposes. Writing is developed through English lessons, extended writing sessions and wherever possible across the foundation subjects. We believe that writing skills that have been learnt should be shown in all pieces of writing within the curriculum.

## 5. Implementation for English

### EYFS:

Learning and experiences for early years' pupils will be based on the seven areas of learning and development as outlined in the DfE's Statutory Framework for the Early Years Foundation Stage. For writing, the area of learning will be Literacy and for Spoken Language it will be Communication and Language.

English learning is planned to provide the children with the experiences, knowledge, vocabulary and skills needed to be successful in the future learning.

Developing children's writing skills is essential as it impacts all areas of learning. Children in Foundation 1 are exposed to a variety of mark-making media and encouraged to mark-make in a meaningful way.

By the time children are in Foundation 2, literacy development involves encouraging children to link sounds and letters and to begin to read and write. Learners are exposed to a wide-variety of ambitious vocabulary linked to the current Ready, Steady, Write book that the children are using as a stimulus.

English lessons take place daily although writing may not take place every day.

When writing does take place, teachers carefully model forming a sentence by saying it aloud and then writing it.

There are five basic skills which are imperative for the development of children's writing. These are:

- **Visual motor skills** – this is the ability to copy shapes, letters and numbers.

- **Visual perception** – the ability to discriminate between letters and objects.
- **Trunk control** – a strong trunk is needed for delicate fine motor tasks.
- **Shoulder stability when writing** – children need slow, well controlled shoulder movements.
- **Fine motor skills** – the use of small muscles.

We ensure all children in the Foundation Stage are given daily opportunities to develop their gross motor and fine motor skills in a range of ways within the learning environment. This is made explicit to the children and helps them to understand the purpose of their activities. Activities will emphasise anti-clockwise circular patterns and top-to-bottom patterns. These movements correspond to the four basic handwriting movements. The letters l (the long ladder), c (the curly caterpillar), r (the one-armed robot) and z (the zig zag monster) can be used as the 4 basic letter shapes. Movements will be reinforced with language, which develops body and movement awareness.

Random mark making or scribble is an important early writing stage. When experimenting, children will be encouraged to identify the purpose of their writing and talk about its meaning. They will be aware of the communicative value of writing through shared reading times.

l, i, t, u, j, y, (long ladder)

r, b, n, h, m, k, p (one armed robot)

c, a, d, o, s, g, q, e, f (curly caterpillar)

z, v, w, x (zig zag monster)

Handwriting in Foundation 2 is taught daily, following the guidance set out in the Little Wandle Letters and Sounds document.

### **KS1:**

Pupils at Black Horse Hill Infant School are given plenty of opportunities during the year to develop their writing skills. They should be exposed to frequent modelled writes and take part in guided writing and shared writing sessions to focus on the knowledge and skills needed. Opportunities for extended writing should be provided throughout the year where the child should use the knowledge and skills they have developed in recent lessons to produce a piece of work in the genre studied.

In Years 1 and 2, handwriting is taught on a weekly basis, following our Penpals Handwriting Scheme. Direct modelling of handwriting involving orientation, size, formation and joining of letters (where appropriate) will be part of daily whole class work.

The teacher and other adults will at all times be good writing models. When practising their writing in independent group work, children will be reminded of the importance of good posture, correct positioning of the paper and a comfortable pencil grip.

The National Curriculum is followed and provides a full breakdown of the statutory content to be taught.

## Subject Content

Pupils should be taught:

### Writing – Handwriting

EYFS	Year 1	Year 2
<p><b>ELG: Fine Motor Skills</b> I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p><b>ELG: Writing</b> I can write recognisable letters, most of which are correctly formed.</p>	<p>I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I can form lower-case letters in the correct direction, starting and finishing in the right place. I can form capital letters.</p> <p>I can form digits 0-9.</p> <p>I can understand which letters belong to which handwriting 'families' and practise them regularly.</p>	<p>I can form lower-case letters of the correct size relative to one another.</p> <p>I can start using some of the diagonal and horizontal strokes needed to join letters.</p> <p>I can understand which letters, when adjacent to one another, are best left un-joined.</p> <p>I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>I can use spacing between words that reflects the size of the letters.</p>

### Spelling

EYFS	Year 1	Year 2
<p><b>ELG: Writing</b> I can spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>I can spell words containing each of the 40+ phonemes.</p> <p>I can spell common exception words and days of week.</p> <p>I can use the spelling rule for adding –s or –es as the plural for nouns.</p>	<p>I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>I can spell phonemes for which one or more spellings</p>

	<p>I can use the spelling rule for adding -s or -es for verbs in the third person (he watches, she talks). I can use the prefix -un.</p> <p>I can use -ing, -ed, -er and -est where no change is needed in the spelling of root words.</p> <p>I can write from memory simple sentences dictated by the teacher that include known GPCs and CEW.</p>	<p>are already known, and learn some words with each spelling, including a few common homophones.</p> <p>I can spell common exception words.</p> <p>I can spell more words with contracted forms.</p> <p>I can spell words with singular possessive apostrophe.</p> <p>I can spell homophones /near-homophones.</p> <p>I can add suffixes to spell longer words (ment, less, ful, ly).</p> <p>I can apply spelling rules/ guidance from Y2 appendix.</p> <p>I can write from memory simple dictated sentences which include known GPCs. CEW and punctuation.</p>
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## Composition

EYFS	Year 1	Year 2
<p><b>ELG: Being Imaginative and Expressive</b></p> <p>I can invent, adapt and recount narratives and stories with peers and my teacher.</p> <p><b>ELG Writing</b></p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>I can write sentences by saying out loud what I am going to write about.</p> <p>I can write a sentence /sentences by composing a sentence orally before writing.</p> <p>I can sequence sentences to form short narratives.</p> <p>I can re-read what I have written to check that it makes sense.</p> <p>I can discuss what I have written with the teacher or my friends.</p> <p>I can read my writing aloud, clearly enough to be heard by my teacher and friends.</p>	<p>I can demonstrate stamina for writing.</p> <p>I can write narratives about personal experiences and those of others (real and fictional).</p> <p>I can write about real events.</p> <p>I can write poetry.</p> <p>I can write for different purposes.</p> <p>I can consider what I am going to write about by planning or saying it out loud first.</p> <p>I can write down ideas and/or key words, including new vocabulary.</p> <p>I can encapsulate what I want to say, sentence by</p>



		<p>sentence.</p> <p>I can make simple additions, revisions and corrections to my own writing.</p> <p>I can evaluate my writing with my teacher and friends.</p> <p>I can re-read my writing to ensure it makes sense.</p> <p>I can check that verbs of time are used correctly.</p> <p>I can proof-read my writing to check for errors in spelling, grammar and punctuation.</p> <p>I can read aloud what they have written with appropriate intonation to make the meaning clear.</p>
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### Vocabulary, Grammar and Punctuation

Year 1	Year 2
<p>I can leave spaces between words.</p> <p>I can join words using 'and'.</p> <p>I can join clauses using 'and'.</p> <p>I can punctuate sentences using a capital letter and a full stop.</p> <p>I can punctuate sentences using a capital letter and a question mark.</p> <p>I can punctuate sentences using a capital letter and an exclamation mark.</p> <p>I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>I can use capital letters and full stops accurately.</p> <p>I can use exclamation marks and question marks accurately.</p> <p>I can use commas to separate items in a list.</p> <p>I can use an apostrophe for contractions.</p> <p>I can use an apostrophe for possessive singular nouns (e.g. the girl's dress).</p> <p>I can use sentences with different forms (statement, question, command, exclamation).</p> <p>I can use expanded noun phrases to describe and specify.</p> <p>I can use the past tense and progressive past tense correctly and consistently.</p> <p>I can use the present tense and progressive present tense correctly and consistently.</p> <p>I can use subordination in sentences (when, if that, because).</p> <p>I can use co-ordination in sentences (or, and, but).</p>

**Year 1: Detail of content to be introduced (statutory requirement)**

<b>Word</b>	Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun  <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> )  How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i> ]
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun I</b>
<b>Terminology for pupils</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

**Year 2: Detail of content to be introduced (statutory requirement)**

<b>Word</b>	Formation of <b>nouns</b> using <b>suffixes</b> such as <i>–ness, –er</i> and by compounding [for example, <i>whiteboard, superman</i> ] Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>–ful, –less</i> (A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1) Use of the <b>suffixes</b> <i>–er, –est</i> in <b>adjectives</b> and the use of <i>–ly</i> in Standard English to turn adjectives into <b>adverbs</b>
<b>Sentence</b>	<b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> ) Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ] <b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b>

<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
<b>Terminology for pupils</b>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

### Teaching and Learning:

The English subject leader will be responsible for overseeing the planning, resourcing and monitoring of the school's English programme.

The subject matter covered in English reflects the requirements of the national curriculum and that of the Early Years Foundation Stage.

The English programme will be delivered by all teachers in a range of teaching and learning situations, with respect to the needs of individual pupils.

At Black Horse Hill Infant School, English lessons take place every day. Handwriting activities are delivered daily in the Foundation Stage and discrete handwriting lessons are taught weekly in key stage 1.

Teachers adapt Literacy Counts, Ready, Steady, Write programme to meet the needs of all learners.

Perhaps like no other subject, English has many links to all areas of the curriculum, and our high standards of English are transferrable and upheld across the curriculum.

### Moral, Spiritual and Cultural:

Moral development can be demonstrated when discussing protecting our environment which links with the Year 1 book, *The Secret of Black Rock*. Children reflect on how to protect the planet. Similarly, the Year 1 text, *The Last Wolf*, has an important message about conservation and the value of nature in our lives. *Bog Baby* (a Year 2 text) also contains important messages about looking after creatures and keeping them in their natural habitat.

Spiritual development is through discussion and debate. For example, Year 2 use the text, *The King who Banned the Dark*, which is a thought provoking story that encourages learners to think about mistakes and overcoming them. *Rosie Revere Engineer*, another Year 2 text, contains many opportunities to explore personal qualities such as determination and resilience as the children will study Rosie, the main character, who believes in herself and pursues her passion.

Social development is promoted via cooperation and teamwork, being able to work in groups, listening to presentations and asking questions. Peer assessment is an integral part of our teaching and we encourage focused feedback between learners, whereby they support and encourage each other, reflecting and giving advice using their own method for success.

Cultural development is encouraged through speaking and listening activities. Theatre trips and visits from published authors give students the opportunity to access cultural activity which grants children experiences that they may not have encountered before.

### **Planning:**

Through staff-training, all teachers know the expectations for planning in English.

Long-term planning will be used to outline the units taught within each year group:

Whole School English Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1 nursery	Goldilocks and the Three Bears Jack and the Beanstalk The Three Little Pigs The Three Billy Goats Gruff The Gingerbread Man  Join in with repetitive texts  Writing: distinguishing between different marks children make Wide-range of large scale mark making	Stick Man – Julia Donaldson Look Up! Nathan Bryon The Best Diwali Ever! Bear Stays up for Christmas – Karma Wilson Owl Babies – Martin Waddell Room on the Broom – Julia Donaldson What the Ladybird Heard at Christmas – Julia Donaldson  Writing: giving meaning to marks children make eg. making signs for the building site, picture list and drawing their homes	Dinosaur Roar! - Henrietta and Paul Stickland Dear Dinosaur – Chae Strathie Crunch, Munch Dinosaur Lunch! – Paul Bright and Michael Terry Dinosaurs in the Supermarket – Timothy Knapman Am I Yours? – Alex Latimer Bones, Bones, Dinosaur Bones! – Byron Barton  Writing: giving meaning to marks.  Beginning to write own name.	Spring themed books. Author Study – Julia Donaldson The Gruffalo – Julia Donaldson Elmer – David McGe Colour Monster – Anna Lengs Stuck in the Mud – Gary Parsons and Jane Clarke  Writing: giving meaning to marks. Beginning to use some letter shapes eg. from name or sound of the week. Key words alongside pictures to read and write.	Day Monkey, Night Monkey – Julia Donaldson Going on a Bear Hunt – Michael Rosen How to Choose a Pet Monkey Puzzle – Julia Donaldson The Very Hungry Caterpillar – Eric Carle The Great Pet Sale – Mick Inkpen  Writing: use some familiar letter shapes in mark making  Chalk marks in puddles	Mr Archimedes – Bath Pamela Allen The Pig in the Pond – Martin Waddell How Billy Duck Learned to Swim – Martin Waddell Titch – Pat Hutchins Five Minutes Peace – Jill Murphy The Rainbow Fish – Marcus Pfister  CVC words from text to read, match and copy.  Writing: Wide range of purposeful mark making eg. role play – making a boat, Draw yourself on the boat and write your name
F2 reception	The Something by Rebecca Cobb  A Finding Story Recount	Little Red by Bethan Woollyn  A Traditional Tale Instructions	Juniper Jumper by DeAnna Kinney  A Superhero Story Information: A Letter	Star in the Star by Sam Hay, Sarah Massini  A Finding Story Information: Poster	The Storm Whale by Benji Davies  A Friendship Story Poetry	The Extraordinary Gardener  A Transformational Story Instructions

Year 1	Old Bear by Jane Hissey  Discovery Narrative Recount Messages	Rapunzel by Bethan Woollyn  Traditional Tale Instructions	Hermelin by Mini Grey  Detective Narrative Letters	Where the Wild Things Are? by Maurice Sendak  Portal Story Non-chronological report	The Secret of Black Rock by Joe Todd-Stanton  Return Story Postcards	The Last Wolf by Mini Grey  Hunting Story Recipes
Year 2	A River by Marc Martin  Circular Narrative Letter	The Night Gardener by the Fan Brothers  Setting Narrative Diary	The Bog Baby by Jeanne Willis  Finding Narrative Instructions	Grandad's Island by Benji Davies  Return Narrative Instruction	The King Who Banned The Dark by Emily Haworth-Booth	Rosie Revere by Andrea Beaty  Invention Narrative Exploration

Short term or daily planning will be used to outline the learning intentions, vocabulary and knowledge that will be taught in each unit of work, as well as highlighting the opportunities for assessment.

## 6. Impact

Children are able to write with confidence, clarity and imagination. They understand and apply their knowledge of phonics, spelling and grammar accurately. Children understand how to write for a range of purposes and audiences across a range of genre including non-fiction and poetry. They have a love of vocabulary and build up an increasing word-bank during their time in school. Children choose suitable sentence construction and vocabulary during their independent writing.

Monitoring and review: The English subject leader will undertake a monitoring of the curriculum exercise at least once a term.

This policy will be reviewed on an annual basis to ensure that it complies with the latest legislation, guidance and best practice.

Assessment:

We want our children to become confident, independent learners and use assessment for learning to develop this. The children should share in the creation of their success criteria and be fully aware of how they will achieve the skill being taught. Children use collaborative learning structures wherever possible (e.g. Think, Pair, Share). Children also regularly self and peer assess, helping them to see whether they have met success criteria and where they need to go next.

The English subject leader will ensure that assessment:

- Is embedded as an essential part of teaching and learning.
- Involves sharing learning objectives and success criteria with pupils.
- Aims to help pupils to know and recognise the standards they are aiming for.
- Involves pupils in peer and self-assessment.
- Provides subject-specific feedback which leads pupils to recognising their next steps and how to take them where appropriate.
- Involves both teacher and pupils reviewing and reflecting on assessment data.
- In the yearly written report given to parents, (sent in July) parents will be informed of their child's attainment grade.

## **7. Equal Opportunities/Promoting Diversity in English**

- All pupils will have equal access to the English/literacy curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- Texts used as a stimulus for writing and any other supporting materials will be respectful and inclusive. Materials across the school should reflect our diverse country and represent people of different abilities, gender, faith, ethnicity and religion.

## 8. Roles and Responsibilities

The English subject leader will be responsible for:

- Developing, resourcing and reviewing this policy.
- Planning, instigating and monitoring teaching programmes.
- Liaising with colleagues, including the SENCO, to differentiate teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of pupils' work.
- Keeping up-to-date with current affairs and best practice regarding English.
- Providing guidance, including INSET training to English staff, as part of their ongoing professional development.
- Celebrating and promoting the English curriculum and the work of pupils throughout the school.

Staff teaching English will be responsible for:

- Contributing to the development of this policy and teaching programmes.
- Developing schemes of work and lesson plans in line with this policy and the objectives of the English curriculum.
- Facilitating the teaching of the English curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress, ensuring the English subject leader is fully updated.
- Providing feedback to parents on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days or training for the English curriculum.
- Keeping apprised on current affairs and best practice on their English curriculum, and applying this to their schemes of work.

T Murphy

October 2024