

# Motcombe



## English Policy

At Motcombe we firmly believe that good Communication Skills are key to ensuring Economic Well-being for the future. Children's ability to problem solve and develop effective thinking skills are vital if we are to secure the best outcomes for every child.

The English curriculum supports the development of key skills in Speaking & Listening, Reading and Writing. Children learn to express themselves creatively and imaginatively and become enthusiastic and critical readers of a range of texts.

Policy reviewed annually in Term 6

## **School Mission Statement**

*'Flying High Together'*

### **Our School Vision**

*"To build a learning community that cares for and values everyone, where promoting confidence through creativity, challenge and high expectations leads to enjoyment and success for all!"*

### **Our School Values**

1. Motcombe School is a community where children feel safe. It is a place where children can learn, play, work and grow together and where individuality for all is nurtured and valued; diversity is celebrated and all members feel able to meet their full potential, through the joy of life-long learning.
2. Children at Motcombe School have the right to the highest quality of teaching, which embraces all learning needs and is committed to raising academic standards and emotional growth.
3. We acknowledge that we live in an ever-changing world and are committed to preparing and empowering children to communicate well and fulfil their responsibilities as British and global citizens, whilst developing the ability to use all available technologies, in a safe and secure environment.
4. We promote respect for self and others, fostering qualities of initiative, creativity, growing independence and self-confidence, co-operation and self-motivation through the delivery of a relevant and challenging curriculum that acknowledges the need for health in both mind and body.
5. We are committed to supporting staff in their personal and professional development.

### **Ethos**

Our school ethos is our shared vision and common sense of purpose. As an Infant School we recognise that it is a privilege to work with children at the start of their school career and as infant practitioners we have a strong understanding of the need to balance social and emotional maturity with academic ambition and plan learning that supports the development of both. This ethos aims to guide the day to day life and development of the school and strongly influence the 'feel' of the school.

### **Equal Opportunities**

At Motcombe we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

### **Disability Statement**

Motcombe is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability. We have easy access into the main part of both buildings and have facilities that include toilets for the disabled.

## Speaking and Listening

Motcombe School recognises the importance of effective Communication Skills as a Key Life Skill. We ensure that planned learning encourages the further development of Speaking & Listening skills that deliver the Early Learning Goals and National Curriculum Objectives.



Principles	Values	Strategies
At Motcombe we:		
model good Speaking and Listening Skills	ensure that children's responses are valued and taken seriously	plan for regular Circle Time activities where: <ul style="list-style-type: none"> <li>• firm ground rules are set and maintained</li> <li>• all children are given equal opportunity to speak</li> <li>• all children know that they will be listened to</li> <li>• conventions of correct speech can be modeled and practiced</li> <li>• children are taught the conventions of discussion and debate</li> </ul>
provide areas and activities that promote opportunities for Speaking and Listening	acknowledge that children need the freedom to explore language through play	plan learning that encourages children to explore language such as: <ul style="list-style-type: none"> <li>• Role play and drama activities</li> <li>• Response Partners</li> <li>• 'Hot Seating'</li> <li>• Outdoor Play</li> <li>• Problem solving tasks</li> </ul>
provide opportunities for children to work collaboratively	believe that children must develop skills of co-operation and collaboration through Speaking and Listening which will lead to the vital development of Conflict Resolution Skills later on	develop skills of co-operation through: <ul style="list-style-type: none"> <li>• Role play</li> <li>• Taking turns</li> <li>• teaching children to organise themselves</li> <li>• group projects, e.g. problem solving tasks</li> <li>• valuing and celebrating group achievements (however small)</li> <li>• class assemblies and school performances</li> </ul>

Children for whom English is an additional language will be given extra support from the Ethnic Minority Service. These children will be offered full access to the language/literacy curriculum at an appropriate level to encourage their acquisition and development of spoken English.

## Reading

At Motcombe School we acknowledge the importance of being a good reader. Through the Early Learning Goal for reading and the National Curriculum we acknowledge that reading underpins all areas of the curriculum and is a vital tool for learning. We also recognise that a love of books is something that will ensure lifelong learning and enjoyment of reading.



Principles	Values	Strategies
At Motcombe we:		
provide children with opportunities to interact with texts	acknowledge that children respond to their environment and it can be used as a powerful tool to promote learning	ensure opportunities for: <ul style="list-style-type: none"> <li>• reading labels around the school that are at children's eye level</li> <li>• self registration in the Foundation Stage</li> <li>• self-selecting the outside environment (FS)</li> <li>• self-selecting books to read at home</li> <li>• planned Library sessions</li> <li>• planned Comprehension tasks</li> <li>• fostering enjoyment of reading</li> </ul>
recognise that children need to have a sound phonic knowledge	acknowledge that the value of phonic knowledge is in its application	<ul style="list-style-type: none"> <li>• plan daily phonics sessions with 'Letters and Sounds across both the foundation stage and KS1.</li> <li>• children taught and encouraged to apply phonic strategies when reading, e.g. during Guided Reading sessions.</li> </ul>
know that good readers employ a range of decoding strategies	acknowledge that the power of learning is in the application of skills	<ul style="list-style-type: none"> <li>• explicitly teach Reading Strategies</li> <li>• model the use and effectiveness of the strategies in daily Guided Reading sessions</li> <li>• encourage children to verbalise how they have decoded a word</li> </ul>
Know that practising new skills improves their effectiveness	encourage children to read with Parents/Carers on a regular basis	<ul style="list-style-type: none"> <li>• Y2 classes use a visual reading record that encourages the children them to want to read</li> <li>• have a Parent's Friday afternoon reading group in FS</li> <li>• parents are asked to read with their children 5 times a week, which is recorded in their reading diaries,</li> </ul>
believe that early intervention can be helpful when difficulties occur and can help to enable progress to be made and monitored	acknowledge that a high self-esteem and self-confidence are crucial for children to make successful progress	<ul style="list-style-type: none"> <li>• use Provision Maps for children identified as underachieving</li> <li>• run small groups for children with SEN</li> <li>• use 'Apples and Pears' in KS1.</li> <li>• a reading age test to identify vulnerable children.</li> <li>• use 'Speedy-Readers'</li> </ul>

## Writing

At Motcombe School we acknowledge that children need to be able to communicate ideas in the written form. Through the Early Learning Goal for writing and the National Curriculum we actively teach writing skills for a range of situations and audience.



Principles	Values	Strategies
At Motcombe we:		
recognise that children need to have a sound phonic/grammatical knowledge	acknowledge that the value of phonic/grammatical knowledge is in its application	<ul style="list-style-type: none"> <li>• plan Word and sentence Level work from Letters &amp; Sounds</li> <li>• use ICT</li> <li>• plan opportunities for extended writing across the curriculum</li> </ul>
recognise that talking is a vital stage in the writing process	encourage children to listen and learn from sharing ideas with others	<ul style="list-style-type: none"> <li>• use Role Play</li> <li>• plan play situations that enable talking for writing</li> <li>• develop planned use of 'Talk for Write' at KS1</li> <li>• encourage the sharing of ideas with Response Partners</li> <li>• use feedback from partner work as a way of broadening children's ideas</li> <li>• use 'Big Talk' at FS</li> </ul>
recognise that children need to know what they are going to learn, how they are going to learn it and how they will know when they have	believe that children should be encouraged to take responsibility for their own learning and that all staff should have high expectations of children's independence in order to achieve this	<ul style="list-style-type: none"> <li>• give clear explanations of Intended Learning and why at KS1</li> <li>• use individual Targets to address areas for improvement</li> <li>• plan plenary sessions with clear objectives that move learning forward</li> </ul>
believe that early intervention can be helpful when difficulties occur and can help to enable progress to be made and monitored	acknowledge that a high self-esteem and self-confidence are crucial for children to make successful progress	<ul style="list-style-type: none"> <li>• use targeted Provision Maps for children identified as underachieving</li> <li>• run small groups for children with SEN</li> <li>• targeted in class support/intervention groups</li> </ul>
plan carefully for learning	acknowledge that children learn best when tasks are set in an appropriate real life context	<ul style="list-style-type: none"> <li>• plan writing for a range of audiences and purposes e.g. writing areas, lists, captions, labels, instructions, letters, invitations, postcards, stories, accounts, poems, descriptions, persuasive writing, non-fiction and many more</li> <li>• develop "Talk for Writing" activities</li> <li>• use 'Big Write' regularly to assess work and as a tool for setting small targets.</li> </ul>

## Spelling

At Motcombe School we acknowledge that children need to be able to communicate ideas in the written form and therefore recognise the need for correct spelling as a sign of progression through the writing process.



Principles	Values	Strategies
At Motcombe we:		
believe that children need access to a bank of high frequency words in manageable amounts	acknowledge that being able to spell independently boosts confidence and encourages children to take risks with their writing	<p>In Foundation Stage we:</p> <ul style="list-style-type: none"> <li>• use a range of phonics resources</li> </ul> <p>In KS1 we:</p> <ul style="list-style-type: none"> <li>• Use word games</li> <li>• use ICT spelling/word banks</li> <li>• teach phonemes, graphemes, digraphs and trigraphs</li> <li>• teach spelling through handwriting</li> <li>• use key word displays and word mats</li> </ul>
believe that children need access to an ever growing vocabulary	believe that ambitious word choices enable children to make good progress with writing	<ul style="list-style-type: none"> <li>• plan word level work from</li> <li>• encourage children to use a dictionary and thesaurus</li> <li>• Vocabulary displays and word banks, e.g. 'Wow Word' walls</li> </ul>
believe that children need to develop the confidence to try spelling new words	acknowledge that children learn best in an environment where making a mistake is accepted as a good way of learning and refining new skills	<ul style="list-style-type: none"> <li>• encourage children to attempt unknown spellings for themselves</li> <li>• expect that children will use their knowledge of phonemes to help with spelling</li> <li>• expect children to begin to take responsibility for self-checking their spelling</li> <li>• expect children to use learned words correctly in all their writing</li> </ul>

## Handwriting

At Motcombe School we acknowledge that children need to be able to write legibly and fluently for all recorded learning.



Principles	Values	Strategies
At Motcombe we:		
plan for the development of skills and their application	recognise that the acquisition of fine motor skills is the precursor to successful handwriting	use the following in the Foundation Stage: <ul style="list-style-type: none"> <li>• use 'Jump Ahead' to develop gross and fine motor skills</li> <li>• offer a variety of pencils and pens for children to use to develop a good pencil grip</li> </ul>
recognise the need for a consistent approach to the teaching of handwriting	acknowledge that children make better progress if they are aware of expectations	Throughout the school we: <ul style="list-style-type: none"> <li>• Model how to join all digraphs and trigraphs.</li> <li>• Teach letter formation in letter formation families.</li> </ul> In Foundation Stage we: <ul style="list-style-type: none"> <li>• have daily handwriting focus during letters and sounds sessions.</li> <li>• Use consistent letter formation (see appendix 1)</li> </ul> In KS1 we: <ul style="list-style-type: none"> <li>• Have daily discreet handwriting sessions</li> <li>• Consistently use the same letter formation (see appendix2)</li> </ul>
recognise the importance of children seeing a wide range of scripts and styles	believe that children benefit from being exposed to variety	<ul style="list-style-type: none"> <li>• ensure that all labeled displays have a clear writing style ( using precursive font where possible)</li> <li>• ensure that Teachers and Support Assistants model writing that is a clear cursive style and well presented</li> <li>• ensure that Teachers writing in children's books matches the style of writing that we are actively teaching</li> </ul>
promote high standards at all times	believe that having high standards promotes excellence	<ul style="list-style-type: none"> <li>• have high expectations of all children in all situations</li> <li>• are consistent in our expectations</li> <li>• ensure that all children are clear about our expectations</li> <li>• ensure that Teachers and Support Assistants act as excellent role models for the promotion of setting high standards</li> </ul>

## Year Group Targets



At Motcombe we acknowledge that effective learning stems from knowing where children are, where they need to go, how they are going to get there and how they will know when they have 'arrived'.

These Targets are intended to ensure that appropriate progression of skills is planned for during literacy activities. We recognise that children develop their skills at different rates and therefore the most appropriate targets will be selected for each Year Group, Class, Group and/or Individual.

Targets for the Foundation Stage:
<ul style="list-style-type: none"><li>• To speak in a sentence</li><li>• To write a simple sentence – e.g. "I can..."</li><li>• To use simple connectives e.g. Charlie <b>and</b> Flora</li></ul>
Targets for Y1:
<ul style="list-style-type: none"><li>• To use a capital letter and full stop or question mark to punctuate sentences</li><li>• To write '<b>super sentences</b>' by using <b>because</b> and <b>but</b> to add detail</li><li>• To improve word choices by using a thesaurus</li></ul>
Targets for Y2:
<ul style="list-style-type: none"><li>• To use more complex words and phrases to link sentences</li><li>• To use more complex conjunctions e.g. <b>meanwhile, during, in the meantime</b></li><li>• To choose a variety of starting words and phrases and re-ordering phrases to make more complex sentences</li></ul>

### Success Criteria

By following these guidelines we expect that there will be a consistent approach to the teaching of English, which will result in the raising of standards. We will measure our success by monitoring the success criteria listed below.

- Teachers and Support Assistants will feel confident in the delivery of high quality English provision
- Children will be confident communicators both in the written and verbal form
- Children will be confident and enthusiastic readers
- Presentation of writing will be of a high standard
- Children will be good spellers
- Children will make significant progress in all aspects of English
- The levels of achievement across the school will be at least good

These guidelines will be reviewed annually by the English Subject Leaders and information will be reported to the SLT who will inform the full Governing Body as to the effectiveness of this Policy.