



West Byfleet Infant School

Expectations

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

Assessment, Recording and Reporting

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy. Analysis of assessment data is used to set targets. Children are involved in setting their own targets and are encouraged to review their progress towards these through self, peer and teacher assessment.

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

English Policy 2016

At West Byfleet Infant School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

Our English policy is based on 4 principles

1. To promote a shared love and understanding of literacy;
2. To establish an entitlement for all pupils;
3. To establish high expectations for teachers and pupils
4. To promote continuity and coherence across the school.

At West Byfleet Infant School we aim to ensure that our children can..

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.

Reading

Aims

To enable children to:
develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
use reading skills as an integral part of learning throughout the curriculum;
read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Pupils will.. Have access to a wide range of reading opportunities that include:

guided reading
shared reading
regular independent reading
home/school reading
hearing books read aloud on a daily basis
selecting own choice of texts including ICT texts
reading in other subjects including ICT texts

Much of the Programme of Study will be taught through English lessons. Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, listening to whole class stories and research linked to other subjects.

Teaching and Learning

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

In guided reading texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learnt and allow teachers to plan which skills they need to develop next. We believe that well-planned guided reading activities are more effective in developing children's reading skills than simply ensuring that every child reads aloud from a 'reading book' every day. Teachers plan for a variety of activities based around word, text and sentence level work as well as developing comprehension skills and inferring meaning from fiction and non-fiction text.