

Intent

Aims

Through our English curriculum Pound Hill Infant Academy promotes high standards of language and literacy by equipping pupils with a strong command of the spoken and written language. Pupils are supported to develop their love of literature through widespread reading for enjoyment, as well as through our rich text approach to writing (Power of Reading).

Our curriculum for English ensures that all pupils:

- Read easily, fluently and with good understanding;
- Develop the habit of reading widely and often, for both pleasure and information;
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- Appreciate our rich and varied literary heritage;
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

Timetabling

Reception

Literacy adult led session	Literacy- child initiated activities/adult directed activities	Phonics/Spelling	Whole class/Group reading	Handwriting
5 times	Through continuous provision	20 minutes	20 minutes	15 minutes

Year 1

English Session	Phonics/Spelling	Whole class/Group reading	Handwriting
1 hour a day	30 minutes	30 minutes	15 minutes

Year 2

English Session	Phonics/Spelling	Whole class/Group reading	Handwriting
1 hour a day	30 minutes	30 minutes	15 minutes

Planning

The following documentation supports the planning of English at Pound Hill Infant Academy:

- English Overview (National Curriculum 2014)
- English Knowledge progression overviews.
- The Power of Reading Teaching Sequences
- Sounds-Write planning documentation
- LetterJoin Handwriting programme.

The **long-term planning** for English (Curriculum Map progression) has been written to ensure that there is a knowledge of progression in skills taught across the academy.

Medium term planning is produced by year group teams using the above documentation to ensure progression. The **Power of Reading** teaching sequences are used to plan the unit of learning for the selected quality text for the term. In addition, teacher's use assessment information to inform the medium-term plans.

- The medium-term planning plots the learning across each term and is recorded on Pound Hill Academy's English Medium-Term Planning Proforma (Appendix a).
- The medium-term planning is broken down into weekly learning objectives and activities.
- A parent information leaflet (topic web) is produced half termly to inform and support both our parents and carers of the learning for the coming term (Appendix b).

Weekly planning follows the medium-term planning as well as teachers implementing the plan, do review cycle to ensure that the **needs of all pupils'** are met and to ensure pupil progress towards the expected standard.

- Weekly planning is recorded on Pound Hill Infant Academy's Weekly Planning proforma (Appendix c).

Assessment for Learning

Learning Objectives are skills based and separated from the context of the lesson.

Learning Objectives are written: We are learning to...

Success Criteria are supportive steps to achieve the learning objective.

Success Criteria are written: Remember to...

For example:

We are learning to...write instructions

Remember to...

- List what you need
- Use imperative (bossy) verbs
- Use numbers, bullet points or similar
- Use time connectives
- Write instructions in order
- Include diagrams/pictures if appropriate

English Books

At Pound Hill Infant Academy, the pupils use lined English books to support the development of handwriting and presentation. In addition, the opportunity to write freely in a book aids creativity because pupils are not limited by space; they can turn the page and keep writing.

Spelling

In order, to ensure the full coverage of the National Curriculum statutory requirement Spelling is taught daily within our 30 minute Sounds – Write phonic sessions. In Reception, spellings are taught in phonics as well as being accessible within the continuous learning environment. For Year 1 and 2, spellings are accessed through our daily 30 minute Sounds-Write phonic sessions and in addition to this can be accessed through the Letterjoin handwriting program.

Grammar, Punctuation and Vocabulary

Grammar, punctuation and vocabulary is taught through our English teaching sequences and other planned opportunities within the English sessions to ensure curriculum coverage and links to quality texts are met.

Spoken Language

Opportunities for developing spoken language are taught through the Power of Reading teaching sequences as well as other planned opportunities within the English sessions to ensure curriculum coverage.

Spoken Language opportunities are planned using teaching approaches such as:

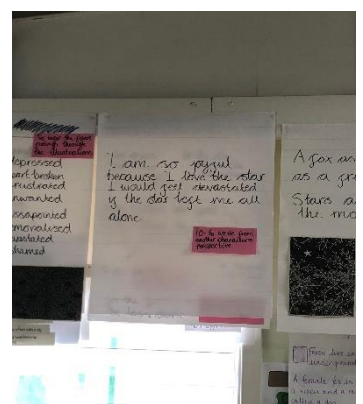
- Drama
- Role play
- Conscience alley
- Story Boxes
- Small World
- Puppets
- Story telling
- Tell me- Book Talk

English Working Walls

Working walls will be prominent and clearly defined within the classroom, close to the teaching space and can be built upon over the sequence of lessons by both adults and children. Working Walls show the process of learning to achieve the outcome and provide support for children to be successful.

Working walls at Pound Hill Infant Academy are:

- Labelled with a title e.g. English Working Wall
- Contain the key information children need to support their learning, for example:
 - Learning objectives if appropriate
 - Examples of the success criteria for the learning outcomes
 - Key vocabulary
 - Examples of learning (including the success criteria)
 - Pictures
 - Story plans
 - Modelled examples by the children or an adult
- Changed frequently to match the sequence of learning
- Used and referred to throughout each lesson by adults and children



Meeting the needs of all pupils

The academy has a variety of strategies to enable all pupils to have increased access to the curriculum through a multi-sensory, visual, auditory and kinaesthetically approach.

Feedback and Marking

Please see the Academy's Feedback and Marking Policy.

Assessment

Please see the Trust guidance for Assessment and Pound Hill Infant Academy's Assessment Policy.

Policy status and Review

Written by: Mrs N Chamberlain
(English Lead)
Reviewed: September 2022
Next review date: September 2023