



Crofton Hammond Infant English Policy

Intent	Implementation	Impact
<ul style="list-style-type: none"> • We aim for all children to read and write with confidence, fluency, creativity and understanding, using a range of independent strategies to spell, decode and self correct • To teach children to use synthetic phonics to enable them to decode unknown words • We want children to develop a love of reading and to see us as readers ourselves • We will encourage children to develop an interest in words and their meanings and develop a growing spoken and written vocabulary • We aim for children to experience a range of genres and be able to write in a variety of styles and forms 	<ul style="list-style-type: none"> • English lessons take place daily • Daily phonics sessions are taught that follow the school synthetic phonics programme • Grammar and punctuation is taught through English sessions or alongside units of work • Spelling is taught daily • Language rich text drivers are at the heart of English planning • English planning follows the teaching sequence of 'stimulate and generate, capture sift and sort, create refine and evaluate • Genre, style and form is identified specifically in planning and teaching • A variety of strategies are used to develop writing skills: emergent writing, shared writing, guided writing and independent writing • Phonic support cards, word cards, 'must have' posters and working walls are used for children to check, self correct and support their writing and spelling 	<ul style="list-style-type: none"> • Pupils will enjoy reading for information and for pleasure • Children will be able to talk about books they have read, retell stories and answer a range of questions • Children can confidently apply their phonic knowledge and 'onsight' knowledge to spell and read phonically decodable words • Children will enjoy writing for different purposes and be proud of what they produce • Progress in spelling, grammar and punctuation skills will be evident in children's books as they move through the school • Children's writing will be creative and imaginative



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- We will provide children with a high exposure of quality language rich texts
- We want children to develop imagination, inventiveness and critical awareness
- We will provide and promote a working library for the school community
- We will use literature throughout the curriculum to support areas such as maths, PDL and topic work
- We will provide children with opportunities to read and write daily
- We will ensure support and challenge for all children
- We want children to take pride in their work and present it neatly using kinetic handwriting style
- We will use verbal and written feedback to help children

- Clear learning journeys are displayed on our working walls that include vocabulary development
- A specific marking and feedback policy is followed during writing sessions so children know where they have done well and what their next steps are
- Tasks are planned carefully and differentiated where needed to provide support for those needing to revisit and practise or challenge for those needing to move forward
- Regular 1:1 reading takes place alongside guided reading sessions in Year One and Two
- A 'daily read' on a one to one basis is given to those who are below the expected level
- Shared reading takes place in English lessons
- Colour band books are used and sent home that link to the children's specific phonic ability

- Children will make adventurous vocabulary choices
- High quality writing will be evident in other areas of the curriculum
- Children will be able to articulate what their next steps in writing are
- Presentation and handwriting will be of a high standard
- Teacher's judgements of children's progress are accurate due to regular assessments and moderation both within school and with other schools
- Interventions and support provided result in a greater number of children reaching ARE
- Children can be visibly seen using working walls and resources to support their learning



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understand what they have done well and what their next steps are.

- We will assess children regularly to ensure they make good progress
- We will encourage and support parents in helping their children to practise spelling and reading at home

- Spellings and words are sent home weekly
- Parents are provided with support to help their children engage in reading and spelling at home using effective strategies - with parent workshops to provide support
- Suggested reading lists are sent home to parents to support them in providing quality reading experiences
- A termly reading newsletter is issued to provide ideas and information
- Home reading diaries are used to communicate with parents about children's reading, progress and ideas for support
- Children are able to become weekly 'star readers' for practising a specific number of times at home
- Children use and access the library within school time regularly.
- Opportunities are provided for parents and children to use the library outside of school hours twice a week



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- Half termly assessment and moderation of writing to plan next steps and learning journeys
- Regular PM benchmarking is carried out to ensure children move forward at the right time in reading
- Role play, response partner, group work and story telling opportunities are provided to support the development of speaking and listening, imagination and inventiveness
- A variety of texts are used to support other the teaching of other areas across the curriculum

To promote love of reading:

- All teachers have a 'my special books' box
- Book buses go out during dry play and lunch times
- Library times are regular within school and after school for both children and parents
- Teachers read 'rich class readers' during a daily story time



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- Teachers share what they are reading at home
- Hampshire book awards
- Yearly whole school reading challenge
- Extreme reading challenges on world book day
- Whole school 'book of the month'
- Opportunities to 'paired read' across the school once every half term

- The programme kinetic letters is taught throughout all year groups