



English Policy

Intent

The manner in which our curriculum is organised enables all children, including those with additional needs and EHCPs, to fully participate in all learning activities.

Our Achieve principles of curriculum design ensure:

- All children are provided with the very best learning experiences
- Classrooms are stimulating and a safe space where children develop their love of learning
- Happiness of all is paramount
- Individual needs are recognised and met; an inclusive curriculum for all
- Every child is engaged, motivated, challenged and inspired across all curriculum areas
- Voices of the children are heard and listened to, ensuring that they are at the heart of everything we do and every decision we make
- Each and every child makes the best possible progress, leading to lifelong academic and personal achievement

We have developed an active approach to learning and teaching which enables us to respond to the needs of our children as they move from Nursery to Reception and then on to Year 1 and 2.

At Torpoint Nursery and Infant School we will ensure that our children develop a love of learning with particular reference to all aspects of the English Curriculum. Children will develop as confident communicators through speaking and listening, reading and writing all of which will be enriched through the delivery of our ACHIEVE Curriculum. We will work in partnership with parents and support the development of the home learning environment to enhance each child's learning experience.

By the end of Year 2 children will be equipped with skills that will support and enable learning in all other areas of the curriculum.

As a Nursery and Infant School we lay the foundations of future learning and we believe that it is our responsibility to allow children to develop both confidence in, and enjoyment of, all aspects of the English Curriculum.

We will:

- Enable children to speak clearly and audibly with a command of Standard English.
- Encourage children to listen with concentration in order to be able to listen and respond appropriately to adults and their peers.



- Encourage children to speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences.
- Enable children to develop phonological awareness to support both reading and writing with all children in Year 1 passing the government Phonic Screening check.
- Encourage reading for pleasure, aiming to establish each and every child as a lifetime reader.
- Enable children to develop as confident and independent readers, supporting them to foster an interest in words and their meanings, gaining an appreciation of books from a variety of genres.
- Encourage children to become enthusiastic and reflective readers who understand how reading can allow access to a wide variety of information.
- Help children enjoy writing and recognise its value.
- To develop and enhance children's love of reading and reciting poetry
- Enable children to write with accuracy and meaning in narrative and non-fiction and using different media.
- Teach children to develop a fluent and joined handwriting style that can be adapted for different purposes.
- Use the skills the children develop in English to support learning across all areas of the curriculum contributing to their own future economic well being.
- Assess using the National Curriculum expectations and the EYFS profile to ensure that we are always aware of each child's strengths and the next steps in their learning.
- Involve the children in the assessment of their own work and the evaluation of their own progress.



Implementation

Our approach to all children as individuals, including those with SEN, alongside our accurate and on-going assessment, together with our curriculum organisation (see Curriculum Teaching and Learning and Assessment document) mean that all children, including those with additional needs, can access the curriculum on offer.

Speaking and Listening

Through the delivery of our ACHIEVE curriculum children are given frequent opportunities to develop their speaking and listening skills from EYFS1 through to Year 2. From when the children enter school in Early Years Foundation Stage 1 there are many opportunities to experience a rich language environment where children are encouraged to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations. These foundations are then built on as they progress into EYFS2 and Key Stage 1.

As a nursery and infant school, with children of such a young age, speaking and listening is at the heart of our school. We provide early intervention for children with speech and language needs. We wholeheartedly understand how important it is for our children to learn to communicate through speech not only on a safeguarding level but for their own emotional well-being.

We develop confident speakers and good listeners through a wide variety of activities including:

- small group work, paired work, the opportunities to take part in whole school assemblies presenting to peers and parents
- whole school performances
- talk for writing activities
- the EYFS2/Year 2 buddy scheme
- opportunities to join our school council
- regular reciting of rhymes and poems
- children playing an active role in their own learning, e.g. making decisions about how to approach a task, selecting appropriate resources
- using language creatively and imaginatively through storytelling, drama and roleplay.

Phonics

We are using the Little Wandle Letters and Sounds Revised Programme. Phonics is taught daily across the school and the scheme is followed with fidelity. Our Children from Nursery through to Year Two receive daily phonics sessions. These sessions focus on key reading skills such as decoding to read words and segmenting sounds to spell words. During phonics lessons we also



teach children to read and write 'tricky words'. Progress is tracked regularly and all children complete an individual assessment at several points throughout the year. Children who need further support receive targeted support through 'Keep Up' sessions which are tailored to meet their individual needs, and their progress is monitored closely. All staff receive up-to-date training to ensure the quality of teaching phonics is of a high standard. (see Phonics Policy)

Reading

We understand that reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities.

We will ensure that we teach children the skills necessary for reading through their application of phonics. These skills are primarily taught through shared and guided reading. Children are given the opportunity to read a range of literature that includes narrative, non-fiction, poetry and media texts. Every child will take part in three guided reading sessions per week, each of these sessions will have a different focus: decoding, prosody and comprehension.

Classroom environments are stimulating with reading materials being presented in an attractive and inviting way and reading areas within each classroom encompass a variety of texts and genres. This encourages children to want to read or share a book and therefore enhances their love of reading and their passion to read for pleasure.

From EYFS1 through to Year 2 children are encouraged to take home a wide range of fiction and non-fiction reading materials. Each week children will take home a book from our library to develop their love and enthusiasm for reading as well as a fully decodable book which is matched closely to their phonics phase.

To support reading in our school we provide a language rich environment through displays, class collections of books, topic related books, the school library, captions, labels and interactive displays.

We work closely with parents and carers so that the skills taught at school can be practised at home. A meeting at the start of the Autumn term informs parents about how they can support their child/ren's reading. There is a home school reading record devised by the school which provides parents with materials for supporting their child in reading.

Half termly phonics updates for parents are provided by class teachers to help inform parents of what their children will be learning in phonics and how best to support them at home. There



is also a dedicated section on our school website which directs parents to materials which can be used at home.

Above all, we want children to become enthusiastic, independent and reflective readers and essentially our key aim is for children to develop a love for reading, encouraging reading for pleasure, aiming to establish each and every child as a lifetime reader.

Writing

Writing is one of the primary forms of communication and it allows thoughts to be clarified, emotions to be expressed, opinions to be stated and experiences and explanations to be shared. We aim to enable our children to consider themselves as 'writers' and we believe that it is essential that we develop positive attitudes towards writing. We teach children the skills they require to be successful writers through shared and guided writing activities and children are given regular opportunities to utilise and revisit these skills in their independent writing.

Writing is taught and celebrated daily across a range of subjects and, wherever possible, we create cross-curricular writing opportunities. Children are taught the skills of writing across a range of genres including narratives, non-fiction texts and poetry.

Links between reading and writing are made explicit and children are encouraged to understand that we read as writers and we write as readers. We encourage children to 'think it, say it, write and then read it' as we believe that children need to read before they can write and they need to be able to 'talk' their writing before putting it down on paper.

Children develop skills of drafting and re-drafting, editing and improving their work along with self and peer assessing.

We ensure that the school learning environment is language rich so that it supports the children's learning through class displays, labels, captions, interactive displays, working walls and writing areas.

To enable children to develop a fluent handwriting style they are given daily opportunities to develop the skills required to write in a legible and confident script. Through all teaching they are encouraged to practise the correct formation and orientation of letters. They are involved in developing the gross motor skills and fine motor skills required, through practical activities from EYFS 1 through to Year 2. The school's handwriting policy is adhered to by all staff and this supports children from EYFS through to Year 2. Support materials have been devised to



support practice at home. Joined handwriting is taught when appropriate, our aim is to have most children beginning to join by the end of Year 1 and by the end of Year 2 all children will be using a joined handwriting style.

Assessment

We share with the children what is required in order for them to become successful in their reading, writing, handwriting and speaking and listening. This enables children to become involved with their own assessment in each area of the English curriculum. The use of individual or group marking toolkits, often devised with the children, enables each child to self-assess or peer assess their own work. Every half term, summative assessments take place, where each individual child's progress is assessed by the class teacher and targets set using the school's own assessment tracking system. At the end of EYFS, children are assessed against the Profile and at the end of KS1 children are assessed against the Assessment Framework. As a school we do this rigorously ensuring that there is a broad range of evidence for each of the assessment statements. Moderation of reading and writing takes place across the school at least half-termly and members of the Senior Leadership Team are present within these meetings.

Impact

Children, including those with additional needs, are well prepared for the next phase of their education.

Children, including those with additional needs and EHCs, leave us as independent learners. Our knowledge of research relating to one to one support ensures that children do not become reliant upon adult support to complete their learning activities.

As all aspects of English are an integral part of the curriculum, children transfer the knowledge and skills taught within speaking and listening, reading and writing activities into other subjects. This shows consolidation of skills and a deeper understanding of how, and when, to use and apply what has been learnt.

When the children leave us at the end of Year Two they will:

- be confident speakers and listeners with the ability to apply these imperative skills in a range of contexts
- have developed a love for reading and become a lifetime reader, a skill which will be used throughout their adult life
- be able to make links between reading and writing and will understand that we read as writers and we write as readers
- be confident writers who can apply the skills they have learnt independently and can write for a range of purposes.

The impact of our English curriculum on our children is evident in the school data outcomes. When children leave our school at the end of Year 2 they achieve well above other schools nationally in reading and writing. This ensures that they are well prepared and equipped to face the next stage of their education and providing our children with these strong foundations sets them up to be successful, lifelong learners.



Review

This policy will be reviewed as appropriate by staff and governors.

Effective Date

Reviewed September 2026

Next to be reviewed September 2027