

The Avenue Pre-Preparatory School and Nursery

KS1 Curriculum Policy English

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Authorised by Mary Fysh, Principal and Sarah Tapp, Head and
Martin Ayres, Chair of Advisory Body

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Introduction

We believe that the development of language and literacy skills is of the highest importance. Both children and parents are aware that language is the main tool of continuous learning and communication.

The purpose of this language policy is to ensure the effective delivery of the National Curriculum for English. Following *The Hamilton Trust and Jolly Grammar Schemes*, we ensure that language skills are developed and used across the whole curriculum.

Aims

We aim to develop the skills of each child to the highest level and produce confident children able to understand and use appropriately the varieties of language available to them.

Speaking and Listening

From the beginning, children are actively encouraged to speak and listen. Opportunities are given for school, class, small group and individual discussion, expression of ideas and presentations. Children are actively encouraged to:

- listen and respond with constructive comments, questions or answers in a variety of speaking and listening activities, developing wide ranging and suitable vocabulary.
- listen and follow instructions and to relay messages accurately.
- plan and discuss work cooperatively where appropriate.
- develop social skills and good manners, showing courtesy to each other and visitors.
- By the time they leave us, our children have fluency and confidence to use language to convey information, ideas, comments and personal views in a socially acceptable manner and appropriate to the purpose and audience.

Writing

We teach each child handwriting, spelling and grammar for them to become effective writers. Each child enters school at a different level of writing ability, but we aim to teach all children the skills to:

- use writing as a tool to aid learning and to record their experiences in a wide range of activities across the curriculum.
- employ a variety of forms suitable to the context, purpose and audience.
- achieve independent writing of a high quality.
- present work that demonstrates thought, care and pride.

We encourage the children to celebrate not only their own achievements but those of others by showing that we value the work of each and every child. Their work will be displayed in the school, and they will be encouraged to share it with others, for example, by writing letters and e-mail messages.

Reading

Children are encouraged from entry to develop an interest in all kinds of books and the print around them. Children will have the opportunity to:

- play pre-reading games and exercises to develop the variety of skills needed to learn the complex task of reading.
- learn a variety of approaches to reading, including phonics, whole word recognition picture and context clues to make sense of text.
- read from a foundation reading scheme and have this supplemented with a wide range of books offering a choice of genre and vocabulary at the appropriate level and a variety of fonts and layouts.
- browse, share and enjoy books with family and friends as well as reading sessions with the teacher. Short daily opportunities of enjoying and reading books E.R.I.C.Q. (Everyone Reading In Class Quietly). Have the opportunity to read with an adult, as this is essential for successful, confident reading to be realised.
- to make use of the well-stocked library not only for reference but for books to read, enjoy and take home on a regular basis.

Spelling and Grammar

Through the Jolly Grammar Scheme, the children are taught to read and write using synthetic phonics, which is widely recognised as the most effective way to teach children to read and write in English. The Jolly Grammar Scheme is designed to follow on and build on the work done in Reception. We revisit work and then extend the children's knowledge through extension activities.

The programme teaches not only phonics, but spelling, punctuation, and grammar too.

The children are given systematic teaching of phonics, grammar, spelling and punctuation throughout KS1.

- Throughout KS1 the children continue to revise and extend their phonic knowledge.
- Teaching is multi-sensory and active, with fun actions, stories, and songs.
- Spellings are set each week and are based on the specific sound or spelling pattern of the week, but also include other high frequency sight words.
- Each week the children have a dictation test where dictation exercises include words from the spelling list, general CVC words that the children should be able to work out and later, as the term progresses, other words using spelling patterns from previous weeks spellings. This is done to check that the children are retaining spelling patterns. We also check this by observing whether rules are being applied in their written work.
- The children grow in their confidence and knowledge of letter patterns as the year goes on by constantly revisiting past patterns.

Differentiation

We will encourage and support all pupils to reach their full potential through the provision of varied opportunities. To this end we will ensure that all teaching provides equal opportunities in differentiated ways to enable individual children to make good progress. Teachers will monitor and record progress from starting points so that individual children can have clear aims in their work so that they can see what progress they are making. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school. We will pay close attention to sequencing work so that children can move forward on the basis of their understanding and learning at each and every stage. Where additional support is required to meet individual needs, this will be provided.

Evaluation and Assessment

The assessment of the children's work is an integral part of teaching. It allows teachers to identify what has been learnt and to monitor pupils' progress. Assessment should also diagnose and identify ways of overcoming particular learning difficulties. Examples of work will be assessed regularly using the KS1 level descriptors and termly records kept in the Pupil's Profile and Assessment Folder.

Equal Opportunities

The teaching of English will be in accordance with the present policy for Equal Opportunities. We aim to provide equal access to English for those children with Special Educational Needs and those pupils who are very able and require extension activities, through small groups and through the use of Classroom Assistants help where available.