

Kuwait International **English School**



Early Years Department **English Policy**

ENGLISH POLICY

Early Years

Through careful planning and observations of each child, the teacher can cater to the individual needs of the children. Most children entering the Early Years department are learning English as a second language and Teachers make provision for this in their teaching methods, explanations and expectations of the children.

Early Reading Aims

- To teach English in KG and Reception classes through a combination of the Early Learning Goals and foundation stage profile.
- To learn the sounds and names of the letters of the alphabet.
- To recognise and read some of the Reception HFW's.
- To begin to sound out CVC words.
- To begin to read simple story books.

Implementation

In the 'Early Years', children begin the reading process through the development of pre- reading skills. Through play, they will emulate the reading and writing behaviour of adults such as 'Teacher', 'Doctor', 'Receptionist' etc during Role Play sessions.

Using the "Jolly Phonics" and "Letters and Sounds" scheme, children will learn the sounds, actions and rhymes in the KG year. This will be constantly revisited on a daily

basis throughout the Reception year, and children will begin to spell simple CVC words and learn some of the High Frequency words for Reception level. Alphabet names will be taught in the Reception year.

All children, on entering school, will learn to identify and read their own names. By the end of Reception, many will also be able to read the names of their peers.

During the second term, Reception children will begin the 'ORT' reading scheme. A reading record will be kept for each child.

The classroom environment will be displayed with signs, symbols, notices, numbers, words, rhymes, songs and pictures, to encourage children to understand that print has meaning.

Early Writing skills

- To provide opportunities and encouragement to use their skills in a range of situations and for a range of purposes.
 - To be supportive in developing the child's confidence at all times.
 - To write letters independently using correct sequence of movements.

Implementation of Writing Skills

In KG, children will begin 'mark making' using a variety of tools, such as finger painting, marks in the sand, crayons, pencils, paint etc.

They will have opportunities to overwrite their names and letters of the alphabet, with constant encouragement from teachers.

Holding a pencil correctly is encouraged from the beginning when they first attempt colouring.

Reception children will learn the correct formation of the letters and overwriting in the first term. This will lead to copywriting from a model in the second term, and basic emergent writing, using their phonics knowledge, in the Summer term.

All children are to be encouraged to 'have a go' and constant praise given for all attempts.

Writing skills will be encouraged on a daily basis and all children should be able to write their own name independently at the end of the Reception year. Children will be encouraged, but not forced, to colour within the lines from the onset and to take pride in the presentation of their work.

Classrooms are to be well equipped with a good range of writing and painting materials at all times, to allow children the freedom to choose to engage in writing activities whenever time permits.

Early Speaking and Listening

To give children the opportunity to talk and communicate in English in a widening range of situations. Eg. by responding to adults and each other, by listening carefully, and by practicing and extending their vocabulary and communication skills during play.

To enable children to become confident communicators both inside and outside the classroom.

Each morning will begin with 'Circle Time' in both KG and Reception classes. This is a vital opportunity for the development of talking and listening skills. Teachers will encourage children to talk about their own experiences and feelings to promote language.

All seven areas of learning provide a variety of opportunities for the development of talking and listening skills and children are encouraged to use the English language wherever possible. Assistants in some of the classes are able to translate when the need arises.

Children will learn language through rhymes, songs, poems and stories as well as through general day to day activities and play.

Children will learn to understand basic commands and communication skills in KG. This will further advance as the children move through the Early Years programme and gain in confidence.

Reception children are to be encouraged to communicate and discuss given tasks with their teachers and peers, in English. Teachers should use open ended questioning to encourage children to elaborate on their answers.

APP in English and all areas of learning

Assessing pupils' progress in the Early Years is done on a daily basis and notes are kept on the 'Observation' sheets. Each child is observed at least once in each term and the necessary steps are taken to ensure he/she is progressing steadily. This also allows the teacher to plan activities according to the abilities of the individual child.

Any concerns are brought to the attention of the Head of Early Years and to the school Psychologist, if necessary, after which a full observation will be carried out and the parent's informed.

Early Years children have their own 'All About Me' books, in which significant achievements can be recorded and pieces of work displayed.

The APP and Observations of each child are passed on to the next Teacher in September.

This will enable her to understand the child's abilities, strengths, and target areas to be addressed during the transition period.

KG and Reception teachers have APP records and assessment profiles for all areas of learning such as colour recognition and naming, numbers, phonics, HFW's etc. This enables them to see at a glance where each child is at, and differentiate activities accordingly. This information also aids the completion of the 'Profile' and end of year School Report for parents.

KG children are assessed regularly and progress is documented and updated termly. This information is used to facilitate report writing in January and June, and passed on to the next teacher.

All children in Early Years are encouraged to progress at their own rate and helped to achieve over and above the Early Learning Goals where necessary.