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ENGLISH AND LITERACY POLICY

1. MISSION STATEMENT

We aim to provide a Christian setting in which all our children can grow in an atmosphere of love and understanding.

We strive to:

- ✓ *Promote a feeling of being a part of God's family.*
- ✓ *Develop relationships between staff and children so that all are valued and given respect.*
- ✓ *Provide good Christian role models for the children.*
- ✓ *Develop and strengthen our links with the parish and its community.*
- ✓ *Encourage children to care for each other, their families, the community, the environment and God's living world.*
- ✓ *Through daily worship, praise, the teaching of RE and links with the church provide a firm grounding in the Christian faith whilst respecting the integrity of other traditions.*
- ✓ *Strengthening in each of our children, the Christian virtues of love, integrity, tolerance, compassion and kindness.*

2. AIMS

Statement of Intent

To enable all pupils to read, comprehend and engage with texts for information and enjoyment.

To empower all children through the acquisition of writing skills, to express thoughts, ideas, facts and opinions

To embolden all children to have confidence and fortitude through the ability to communicate effectively and listen intently.

We aim to develop pupils' abilities within an integrated program of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At St. Cuthbert's Primary School we strive for children to be a 'Primary Literate Pupil'.

We aim for a child to be able to:

- ✓ read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct.
- ✓ have an interest in books and read for pleasure

- ✓ have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- ✓ understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation.
- ✓ develop their powers of imagination, inventiveness and critical awareness.

3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2012)

In the Early Years Foundation Stage (Nursery and Reception) children should be given opportunities to:

- ✓ speak and listen and represent ideas in their activities;
- ✓ use communication, language and literacy in every part of the curriculum;
- ✓ become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds. They should begin to understand grammatical terms and recognize and spell common letter strings and High Frequency Words.

At Key Stage Two (Years 3-6), children should learn to adapt the way they speak and write to suit different situations, purposes and audiences. Pupils should read and write in a range of genres, non-fiction and poetry. The pupils should become competent spellers, using a range of strategies. They should also be familiar with grammatical terms set out in the Curriculum.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our Curriculum Governor, Mrs. Sarah Mitchell.

This policy will be reviewed every three years or in the light of changes to legal requirements.

4. SUBJECT ORGANISATION

The English Curriculum is delivered using the New Curriculum Framework 2014. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

Planning in the long term follows the Lancashire Grid for Learning recommendations. Medium term planning takes the form of the unit overviews. Short term plans (daily plans) are devised by the teachers. The plans indicate work which, throughout the week, will cover the relevant objectives for Grammar, Punctuation and Spelling, Reading

and Writing. Differentiation is achieved through use of Teaching Assistants and by selecting the appropriate objectives / activities for each pupil. This is indicated on the short term plans.

5. APPROACHES TO SPEAKING AND LISTENING

Speaking and Listening have strong foundations here. The actions of speaking, listening, group discussion and interaction, and drama permeate the whole curriculum. Teachers are professional role models and set exceptionally high standards for the pupils. Children in EYFS are encouraged to share things with their class regularly, and are asked to present a "talk" to their class at Key Stage 1. They regularly share stories out loud, taking part in drama-based follow up activities. They are encouraged to discuss and interact on a daily basis.

At Key Stage 2 the pupils are asked to discuss and debate topics in a more formal manner. Interaction, group discussion and drama are used regularly too.

Pupils develop their speaking, listening and drama skills through the regular church services, class assemblies, Christmas performance, Strawberry Teas Show and the Year 6 Leavers' Service. We regularly have visiting theatre groups, who perform plays for the pupils. Outdoor provision includes a stage area in the Foundation Stage and a Storytelling Area in the main grounds.

6. APPROACHES TO READING

Reading enjoys a high profile throughout the school, with the emphasis on access to high quality text. The school is a text-rich environment, with a good central library and small class collections.

In the Foundation Stage and Key stage 1 there are daily phonic lessons, as set out in the "Letters and Sounds" document.

In the EYFS, Guided reading sessions take place right from Reception, with the teacher using similar ability groups and also mixed ability groups. Children are read to on a daily basis.

Progress through Key Stage 1 is recorded in Reading Records which show progression through the levelled reading scheme. Each level is secured before pupils are allowed to move on to the next band by consulting the appropriate level descriptor. Guided reading is a strong feature of Key Stage 1, with the emphasis on comprehension of the texts. Children are read to on a regular basis throughout the week.

At Key Stage 2, the children are encouraged to read for pleasure. They have 2 books: one staged reading scheme book, and a choice book from the Library or home. This allows the children to read what interests them as well as progress through more challenging books. Independent reading occurs daily, with reading forming the beginning of each afternoon. Guided reading occurs in groups, with pupils grouped according to reading level. These guided sessions are led by either teachers or teaching assistants and occur at least once a week for each group. Each class has a class novel (which is read by the teacher) in progress at all times. In most cases there are sets of

the novel for each child to have their own copy. Pupils in Upper Key Stage 2 have access to weekly magazines and a weekly newspaper.

All pupils have a reading record which forms a link between home and school. Both parents and staff record in this.

Every two weeks, there is a 30 minute "reading partners" session. In this, Key stage 2 pupils are paired with Key stage 1. They get together around the school and share the books they are reading. The younger of the pupils may read to the elder, or vice versa, which encourages performance reading. They discuss their likes and dislikes about the texts.

Reading is assessed and progress tracked every half term. Plans and interventions are then tailored to this.

Enhancing Reading

We actively seek ways of promoting reading, for example:

- We celebrate Children's Book Week every year. The whole school focuses on a text, author or Genre and produce age-appropriate work throughout the week.
- We hold an annual Scholastic Book Fair
- We have weekly visits from the Library bus
- We have y6 reading ambassadors who perform a variety of roles, including reading buddies and taking books out at playtimes
- We hold an annual Book Swap
- We promote reading through events such as Readathon and Extreme Reading!

7. APPROACHES TO WRITING

In early Reception, children are encouraged to experiment with mark-making. They learn to write several letters weekly in cursive style. All early writing is encouraged: writing names, using the whiteboards and making cards. Weekly letters are sent home in the Spring Term for extra practice. There are daily phonics sessions, fun activities and role play to encourage writing for different purposes. Later in Reception, small group guided sessions are used to model writing.

At Key Stage 1 writing is developed through the daily English session. During the lessons, shared and / or guided writing occurs. Guided writing is in targeted groups. Individual writing occurs daily with each child aware of their targets. Children are beginning to write for sustained periods.

At Key Stage 2, writing is developed through the daily English session. During the lessons, shared and / or guided writing occurs. Individual writing occurs daily, with each child aware of their targets/expectations for their year group. Extended writing is developed throughout Key Stage 2, building stamina.

Throughout the school, we adopt the Talk for Writing Approach, based on the teachings of Pie Corbett. It is based in familiarity with quality texts, drama, speaking and listening, knowledge of text structures and applying literacy devices that accompany the text type.

Writing progress is assessed and tracked every half term from Year 1. Children are asked to write a completely independent piece. They then edit and redraft this in their writing portfolios. Plans and interventions are tailored from this.

Spelling

In the Foundation Stage and Key Stage 1, daily phonics sessions occur. At Key Stage 2 daily spelling sessions continue the spelling work, using resources taken from the Twinkl Spelling Scheme which include high frequency and common exception words. Pupils work throughout the week on a particular focus, complete games and activities and practice their handwriting.

Pupils' vocabulary is also enhanced through the spelling scheme, as children are encouraged to use the spelling words in their weekly work or homework.

Every half term, the children are tested on a selection of words from their spelling lists. This encourages over learning and retention.

Grammar, Vocabulary and Punctuation

This is taught both explicitly and as part of the current unit of work. It is evident on teachers' plans. In each classroom, displays are visible for children to use or refer to when they are working.

Enhancing Writing

Opportunities are sought to promote writing, for example:

- Every October, we celebrate Children's Book Week - the whole school reads and writes based on a theme.
- Occasionally the school holds competitions to raise the profile of writing throughout the school.
- Lots of quality writing is on display around the school and on the website

Handwriting

From Reception a cursive style is adopted. This is then practiced regularly throughout every year group. For more information see the separate policy.

8. CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

9. THE USE OF IT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate.

10. ASSESSMENT AND TARGET SETTING

In Reception, the children are assessed against the Early Learning Goals. From Year 1, children are assessed every half term in reading, writing and spelling. The results give teachers a wealth of information to check progress. The children are set individual

targets, usually recorded in their writing portfolios or English books, based on their assessments.

In Key Stage 2, the reading tests the children completed are sent home for parents' information. Parents are also kept informed of their children's spelling progress. Progress is tracked on grids and is used to identify children who may need extra support or intervention programs.

11. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning opportunities provided, such as Sports Journalists.

INTERVENTION PROGRAMMES

Pupils requiring intervention programs are identified through the use of our tracking system. The interventions we currently use are Read, Write, Inc., Fast Forward Grammar, Nessy and tailored intervention groups run by teachers focusing on specific requirements.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

12. ROLE OF SUBJECT LEADER:

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating Literacy:-

Pupil progress

Provision of Literacy (including Intervention and Support programs)

The quality of the Learning Environment;

The deployment and provision of support staff

Taking the lead in policy development

Auditing and supporting colleagues in their CPD

Purchasing and organising resources

Keeping up to date with recent Literacy developments

13. PARENTAL INVOLVEMENT

Parents are encouraged to take an active role in helping their child acquire Literacy.

They are asked to read with their child frequently, discussing the text and recording this in their records. They are supported in this by receiving guidance sheets and bookmark. Parents can also help with their child's homework.

Parents' Workshops are held as required, providing information on matters such as Phonics and Reading at Key Stage 2.

Parents may also be asked to support the school during any events such as National Book Week or National Poetry day.

Parents are kept updated on their child's performance by receiving their termly assessments. They will be able to check progress and see the expectations for the year group.

14. CONCLUSION:

This policy also needs to be in line with other school policies.