

## MILLWOOD SCHOOL, BURY

POLICY: English and Literacy

DATE: September 2016

DATE ADOPTED BY GOVERNING BODY: .....

**ICT is embedded in all areas of the curriculum to enrich and enhance learning.**

**This policy adheres to the principles of the Equality Policy and duty 2012.**

### **Introduction**

We aim to help all our children realize their full potential. We have high expectations and provide all pupils with a broad and balanced English Curriculum that is appropriate to both their needs and ability.

### **Aims**

The aim of this policy is to ensure that each child has access to a broad, balanced and differentiated English Curriculum that:

- Meets their specific learning need(s);
- Matches their ability;
- Ensures progression by building on prior knowledge and experience;
- Is cross-curricular;
- Uses statutory documents - *The National Curriculum 2014 and EYFS Framework 2014.*
- Uses other documents - *The P-Scales for English, Key Skills Tracker and Letters and Sounds.*

### **Objectives**

Millwood recognises the importance of developing skills in Literacy. We have high expectations and actively strive for each child to reach their full potential. We aim that every child will:

- Enjoy Literacy and be motivated to learn;
- Continue to develop communication, speaking and listening skills;
- Have an interest in books, sensory stories and reading for enjoyment;
- Develop skills using: signing, symbols, ICT, objects, pictures and words;
- Extend their spoken, pictorial and written vocabulary;
- Read aloud with developing fluency and intonation;
- Read and/or recognize their own name and other important key words;
- Make progress in phonics by knowing and applying letter sounds in reading, writing and/or speaking and listening;

- Make progress in Spelling, Grammar and Punctuation;
- Experience a broad range of texts and genres;
- Communicate answers to simple questions about past, present and future events and/or stories;
- Develop writing skills through writing for a variety of purposes;
- Continue to develop: mark making, fine motor and handwriting skills;
- Use their imagination in drama and role-play activities;
- Use ICT to support learning.

## **Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication and Language and Literacy sections of the EYFS Framework (2012, updated 2014), Both these documents have been used to create the 'Millwood Curriculum' (2014). This is available to view in school on the shared drive.

## **The Governing Body**

Regular reports are made to the governors on the progress of English provision. This policy will be reviewed every three years or in the light of changes to legal requirements.

## **Organization**

The English Curriculum is differentiated according to each individual child's needs and ability. It is delivered using the following documents:

- The National Curriculum (2014);
- EYFS Framework (Updated 2014);
- Other documents - Letters and Sounds, The P-Scales for English, Key Skills Tracker, Caspa, Jolly Phonics, Write Dance, Read Write Inc.

Millwood's English Curriculum operates alongside a topic-based Curriculum as a 2-year rolling program. This is to ensure that there is progression throughout the Key Stages. It also ensures that children are able to experience a broad range of texts and genres. The Millwood Long Term Plan for English incorporates activities and objectives from the following areas:

- a range of texts/genres;
- phonics;
- word reading;
- comprehension;
- writing composition and transcription;
- mark making and handwriting;
- spelling, grammar and punctuation.

All of which is underpinned by Communication and Spoken Language.

At the start of each half term (EYFS and KS1)/term (LKS2/UKS2), classes are provided with a bag of: Fiction, Non-Fiction and Poetry books. These books are used as a starting point to plan a range of exciting and challenging Literacy lessons. Literacy is planned for on a half-termly basis. All medium-term plans are available to view on the school's shared drive.

The class teacher plans for, delivers and assesses Literacy lessons in class. This is done on a: whole-class, group, paired or 1:1 basis. Teachers and children are supported by teaching assistants.

English objectives are also met through carefully planned individual workstation tasks.

Some children are provided with opportunities to develop inclusion links within school or mainstream links to extend and develop Literacy skills in another setting.

### **Approaches to Spoken Language**

Communication (see Communication Policy) and Spoken Language “underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing the whole curriculum” (National Curriculum 2014).

Interactive and differentiated teaching strategies are used to engage all pupils in order to raise speaking, listening, reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. At Millwood this is achieved by:

- Using alternative and augmentative forms of communication;
- Use of Speech Therapists;
- Giving children a voice;
- Pupil Premium groups;
- The School Council;
- Gifted and Talented and Bringing out the Best;
- Role-play, drama, performances and assemblies;
- Inclusion Links;
- Phonics activities;
- Reading aloud;
- Out of school services;
- Specific speaking and listening teaching.

### **Approaches to Reading**

Reading and pre-reading skills are taught from an early age starting with the child and topics that interest them. Reading at Millwood occurs in the following ways:

- **Shared reading and Sensory Stories** - Timetabled sessions in all classes. Each class follows Millwood's Long Term Plan for Literacy;
- **Pre-reading activities** - Tailored to each child's individual needs. Occurs throughout school and in all Key Stages;
- **Guided reading**- Occurs mainly in KS2;
- **Daily 1:1 reading**- When ready for formal reading, children take home words, library books and independent readers. Starting with no picture books and progressing through the book bands to extended, chapter books. Children throughout all Key Stages have 1:1 reading time on a daily basis;
- **Phonics**- Each class follows Millwood's Phonics Scheme, which incorporates both Letters and Sounds and Jolly Phonics. Phonics is taught throughout the school. PMLD and Nursery focus on Phase One, whereas Key Stages One and

Two work through Phases One to Six depending on the children's needs and building on previous experience. Children are actively encouraged to apply their phonetic knowledge in both Reading and Writing;

- **Word Reading** - Children are taught to recognize and read key words alongside learning their letter sounds;
- **Reading for enjoyment** - All children are encouraged to read for pleasure;
- **Pupil Premium Groups** - Children with Pupil Premium Funding take part in extra Reading activities either on a 1:1 or in a small group. These activities are planned for by an experienced teacher. Planning is available on the school's shared drive;
- **Gifted and Talented** - Children are provided with challenging but achievable Reading Objectives by class teachers;
- **Book Week** - Whole school event every other year;
- **National Poetry Day** - Whole school event every other year;
- **World Book Day** - Whole school event every other year;
- **Other themed weeks** such as Shakespeare week;
- **Use of the library** (See Library Policy).

### **Approaches to Writing**

Fine motor, mark making and writing skills are actively encouraged and developed at Millwood. Children are provided with a variety of opportunities to develop and refine their writing skills in a structured and safe environment.

- **Pre-writing Skills-** Children are provided with a variety of writing opportunities to develop their skills. They are actively encouraged to mark make, for example, through themed writing days. Gross and fine motor skills are developed by encouraging children to make: straight line, curved, zig-zag and circular marks in a variety of mediums. Children working within P1-P8 access Millwood's 'Progression in Writing' document;
- **Write Dance, Brain Gym, Beat Babies, Jump Ahead and Dough Disco** - Children in EYFS and KS1 use Write dance and Dough Disco to develop skills in fine motor, mark making and handwriting. Brain gym, Jump Ahead, beat babies and action raps are used to develop the co-ordination and balance that is needed in order to write. Occupational Therapy offers advice when needed;
- **Phonics-** Each class follows Millwood's Phonics Scheme, which incorporates both Letters and Sounds, Read Write Inc and Jolly Phonics. Phonics is taught throughout the school. PMLD and Nursery focus on Phase One, whereas Key Stages One and Two work through Phases One to Six depending on the children's needs and building on previous experience. Children are actively encouraged to apply their phonetic knowledge in both Reading and Writing;
- **Shared Writing** - Adults model writing to the children on a regular basis;
- **Guided Writing/Independent Writing**-Adults shape and guide children by helping them to: make marks, trace, copy write and write initial/medial/final letter sounds, words and simple sentences. All children experience writing for a variety of purposes.
- **Use of ICT** - such as Clicker and Purple Mash;

- **Pupil Premium Groups** - Children with Pupil Premium Funding take part in extra Writing activities either on a 1:1 or in a small group. These activities are planned for by an experienced teacher. Planning is available on the school's shared drive;
- **Gifted and Talented** - Children are provided with challenging but achievable Writing Objectives by class teachers.

### **Approaches to Spelling, Vocabulary, Punctuation and Grammar**

All children at Millwood are provided with opportunities to enhance their vocabulary through the use of ACC and Standard English. Where appropriate, children are provided with structured opportunities within English lessons or by accessing workstation tasks, to develop their: Spelling, Punctuation and Grammar skills. Millwood's spelling scheme (based on the National Curriculum) is accessed by any child who is ready for more formal spellings regardless of key stage.

### **Cross-curricular English opportunities**

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

### **Assessment and Recording**

Assessment at Millwood is a spiral process as it is fed straight back into the planning. All staff are involved in the process by: assessing work with the child, marking written work, listening to reading, identifying and recording salient progress. Next steps are identified with the child and with the class team. Parents' views are also included, particularly in the IEP targets, which are shared with them each term, and reviewed in the annual review of statement.

English is assessed in the following ways:

- Through IEPs;
- The P-Scales for English;
- Key Skills Tracker;
- Inputting data into Caspa three times a year;
- End of year and Key Stage Data;
- Observations and post-it notes;
- Photographs/film clip;
- Annotating children's work;
- Assessment files;
- Marking and levelling work;
- Sharing WALT and WILF targets with children;
- Daily reading records;
- Running reading records;
- Phonics Screening (Year 1);
- Year 2 SATs tasks;
- SPaG test at KS2;

- EYFS Profile;
- IYATS;
- Teacher Assessment;

English TLR Leader will monitor termly plans and annual data. He/she will report to the Governors regularly. Observing lessons, learning walks and work scrutiny are also part of the monitoring process.

## **Resources**

Opportunities to use ICT to support teaching and learning in English will be planned for and used on a daily basis. Examples of ICT include: whiteboard, Promethean hardware, netbooks, IPADs, use of AAC, DVD, video, camera and the use of story phones.

All Independent reading books are book banded. Our reading scheme includes: Oxford Reading Tree, Collins Big Cat, Rigby Star, Floppy Phonics, Clinker Castle, Pirates Cove, Glow Worms and Sails, These books are updated on a regular basis according to pupil need. Guided Reading resources include Rigby Star and Phonics Bug books. Each Key Stage is provided with a bag of topic-based: Fiction, Non-Fiction and Poetry books on either a half termly or termly basis. These books are linked to the Millwood Long term Literacy Plan. Other English Resources include: story sacks, Jolly Phonics, Write Dance, Mark Making resources and the use of two library pods. The English TLR Leader audits resources on a regular basis.

## **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 - Data is inputted into Caspa three times a year. Gifted children are identified and suitable learning challenges provided, for example, through mainstream links, Gifted and Talented sessions, Bringing out the Best, Pupil Premium, extra in-class support and the use of ICT.

## **Intervention**

In English, Millwood currently offers the following:

- Pupil Premium groups;
- In-school inclusion links;
- Mainstream links;
- Weekly Gifted and Talented sessions;
- Physical Literacy;
- Speech Therapy;
- Whole school themed events.

## **Equal Opportunities**

Children must have equal access to a broad and balanced English Curriculum whatever their religion, ethnicity, first language, special educational needs and gender (see Community Cohesion Policy)

## **Parental Involvement**

Liaison with parents is a vital element in the creation of home/school partnership to support learning in school. Effective communication is the key. Parents support the teaching of English at Millwood by:

- Reading with their child at home;
- Attending whole school events and assemblies;
- Attending annual reviews and parent's evening;
- Providing feedback on: IEPs and annual report;
- Helping in school.

## **Monitoring and Evaluation of this Policy**

Annual monitoring of the policy takes account of developments in the Curriculum, as well as developments and improvements in interventions and support. The governor with responsibility for English visits school to monitor the progress of English and to see what impact it has across school. This is reported to the governing body.

## **Conclusion**

This policy needs to be read in line with other school policies particularly Communication.

Policy written by Natalie Parkes-Thompson

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