

English and Literacy Policy

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1. MISSION STATEMENT

'A community of learning, growing together.'

2. AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading and 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 Holme St Cuthbert Primary School we strive for children to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self monitor and correct.
- Have an interest in books and read for enjoyment.
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Have an interest and understanding of grammar and punctuation, including terminology.
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.

3. STATUTORY REQUIREMENTS

3.1 Statutory requirements and expectations for the teaching and learning of English are laid out by stages in the National Curriculum and Early Years Foundation Stage.

3.5 The Governing Body

Regular reports are made by the Headteacher to the governors on the progress of English provision.

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

4. SUBJECT ORGANISATION

4.1 The English Curriculum is delivered by Teachers who plan to suit the needs of their class, with coverage over a 2 year rolling programme. The Hamilton Trust Scheme of work and Twinkl PlanIt are available for use by Class Teachers. The Early Learning Goals are followed to ensure continuity and progression from Early Years Foundation Stage through to the National Curriculum. Pupil provision is related to age related expectations, but may be adapted in line with our Special Educational Needs Policy.

4.2 See Early Years Policy for details on organisation in Early Years.

4.2 At Key Stages 1 and 2, children will be taught core English sessions in mixed age two-year classes in line with the curriculum expectations (Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2), with opportunity for development of literacy skills across a broad range of other curriculum subjects.

4.4 The National Curriculum details what we teach in the long-term. Our yearly teaching programme identifies the key topics in literacy that we will teach each year and ensures full coverage.

4.5 Our literacy unit plans are prepared by the Class Teachers, who may use and adapt Hamilton Scheme of work or Twinkl PlanIt, should they choose. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. Plans will also give details of how the lessons are to be taught. The class teacher is responsible for creating these plans to suit the needs of the class, and for making adjustments as necessary to maintain high expectations and sensitivity to children's progress.

5. APPROACHES TO SPEAKING AND LISTENING

Speaking, Listening and Group Work permeates the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards.

Children are encouraged to develop effective communication skills in readiness for later life.

Lessons include opportunity for;

- Paired talk (within and across ability and age groups)
- Small group discussion. (independent and adult guided)
- Whole class communication.
- Presentation.
- Dramatic Performance.

6. APPROACHES TO READING

6.1 Letters and Sounds – Children will follow the Letters and sounds 6-phase programme from Reception, giving children access to automatic word recognition and strategies for decoding words.

6.2 Guided Reading – Guided Reading will be embedded across a range of English lessons, giving children opportunity to share and discuss texts. Class Teachers may choose to run specific Guided Reading groups or sessions from time to time where this suits the needs of the class.

6.3 Shared Reading – Whole class shared reading will be included as part of a balanced approach in literacy sessions and also in other curriculum subject areas. Periodically, children are given opportunity to share a structured variety of text types with each other in mixed ability and age groups throughout the school.

6.4 Independent Reading – Holme St Cuthbert School uses Accelerated Reader to track, monitor and promote pupil progress at all levels. Children are encouraged to independently choose from a selection of texts within the identified 'Zone of Proximal Development' and can use the scheme to independently monitor their own progress and understanding through quizzes. Staff will use reports to intervene where children need support or challenge.

6.5 Paired Reading – Children may read alongside an adult using paired reading techniques to promote and encourage fluency and enjoyment in reading.

6.6 Home Reading/Links to Parents – Children are asked to read regularly at home, and parents/carers are encouraged to communicate regarding reading activities through the children's Reading Record books.

6.7 Reading for Pleasure and Wider Reading – Children make weekly independent selections from a range of texts available in the school library and Classroom reading areas, as well as the Mobile Library Service which visits termly. Class Teachers provide access to a range of authors

through regular reading of class novels. Children are encouraged to maintain, manage and select material for the library areas in each Classroom.

7. APPROACHES TO WRITING

7.1 Phonics and Spelling – Children’s phonic and Spelling abilities are developed gradually over the 6 Phases of phonics. Children are encouraged to spell words from Phase 2, through a variety of practical activities and experiences. School adopts the ‘No Nonsense Spelling Scheme’ from Year 2 – Year 6. **See Separate Phonics and spelling policy for details.**

7.2 Emergent Writing – Children are given free access to a writing table in Foundation / KS1, both within indoor and outdoor environments. Children are encouraged to mark make and write through use of a variety of approaches, resources and drawing on children’s own personal experience to make ‘mark making’ meaningful.

7.3 Through both Literacy units and other curricular subjects children are provided with a balance of Independent, Shared, Guided and Extended Writing activities and opportunities, and are encouraged to write for purpose and pleasure.

7.4 Children are encouraged to develop a joined style of writing from Year 2 once correct letter formation has been established, with a joined style being an expectation from Y3 onwards. In KS2 children will practice handwriting on a regular basis with additional small group support where necessary.

8. APPROACH TO SPELLING

8.1 **See Phonics and Spelling Policy** for discrete teaching of Phonics and Spelling, to include ‘No Nonsense Spelling Scheme’.

8.2 Children are expected to apply spelling conventions in their written work and marking of spelling will be used in line with the Marking and Assessment Policy at a level appropriate to children’s age and ability, without hindering use of more challenging vocabulary.

8.3 Each Class provides resources to support the application of spelling tasks in all writing and children will be encouraged to proof read.

8.4 A discrete spelling programme is delivered throughout the school following the Babcock ‘No Nonsense’ scheme of work; available for each year group.

8.5 Spelling will be assessed both as part of writing, and separately on scholarpack.

9. APPROACH TO GRAMMAR AND PUNCTUATION

9.1 Grammar and Punctuation will be taught as directed in the National Curriculum for each set of year group expectations, with regard to guidance notes. Grammar and Punctuation will be delivered regularly and as part of the English curriculum.

9.2 Children will be expected to apply known Grammar and Punctuation across writing in different contexts ie cross curricular.

9.3 Grammar and punctuation will be assessed as part of writing as well as separately on scholarpack.

10. CROSS CURRICULAR LITERACY ACTIVITIES

Teachers will take advantage of cross curricular links. They will plan for pupils to practice and apply the skills knowledge and understanding acquired through literacy lessons to other areas of the curriculum. This is the responsibility of the subject teacher.

9. THE USE OF ICT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate including;

- To research topics and areas of interest.
- To engage interest and support imagination.
- To support Special Educational Needs.
- To facilitate the editing process to improve writing.
- To present information in a variety of ways, including multimedia presentations.
- To record learning activities.
- To track pupil's progress.

10. ASSESSMENT AND TARGET SETTING

(see also assessment and marking policy)

10.1 Informal observations will be made daily by the class teacher with planning adjustments to be made as necessary. Feedback will be given to children verbally or in writing in children's exercise books.

10.2 Teacher Assessment on each child's progress towards reading, spelling and Grammar and Punctuation expectations will be supported each half term using Rising Star assessment materials. Writing will be assessed using End of Year Expectations for each year group, organised termly into 'Working Towards', 'At expected' and 'Working at Greater Depth' by

Twinkl Assessment Templates. All class teachers make use of an agreed criteria for assessment purposes. Assessment may also be supported with Scholar Pack formative assessment statements or End of Year Expectations each half term. This will inform future planning, class and individual learning targets.

10.3 Formal Assessments will be made through the use of SATs and Teacher Assessment in Years 2 and 6.

10.4 Children will be involved at an age appropriate level in the setting of targets and review of progress.

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. This identification will be in line with school assessment, pupil review, and SEND identification procedures and policy. Children will be identified and suitable learning challenges provided through differentiation. Children working at greater depth will be identified and suitable levels of challenge will be provided as well as opportunities for further development that may arise.

11.1 Intervention Programmes will be run according to need, and will be evaluated and reviewed annually.

11. 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 is responsible for improving the standards of teaching and learning in English through:

Monitoring and Evaluating:-

- Pupil Progress and attainment
- Provision of English
- The quality of the Learning Environment

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. CONCLUSION

This policy needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- ICT Policy
- Special Educational Needs and Disabilities Policy
- Marking and Feedback Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Phonics Policy
- Early Years Policy

Signed _____ Sarah Gale _____ (English Subject Leader)

Date _____ Sept 2018 _____

Signed _____ Lynn Carini _____ (Head Teacher)

Date _____ Sept 2018 _____