



ENGLISH AND LITERACY POLICY

September 2019

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1. MISSION STATEMENT

'Our purpose is to create a happy, secure and stimulating learning environment within which all members of our community can achieve their full potential and develop a lifelong commitment to learning'.

This policy was developed and written over the Spring Term of 2010 and produced by the Literacy Co-ordinator and staff of Woodlands Primary School, the Co-ordinator providing the basic framework which the school staff were invited to agree and add to. It was reviewed and amended in the Summer Term 2019.

2. INTRODUCTION

There are three main purposes to this policy:

- it establishes an entitlement for all pupils
- it establishes expectations for the standards to be achieved
- it states the school's approaches to this subject in order to promote public, and particularly parent's, understanding of the curriculum

3. AIMS AND OBJECTIVES

At The Academy of Woodlands we believe that literacy is a fundamental life skill. Communication, both oral and written, is the key to educational progress, to social integration and to personal development and happiness.

We believe that it is the right of every child to become a competent and confident user of the English Language; able to live, work and succeed in a literate world. We aim to equip our children with the skills, knowledge and experience they need to use language effectively and communicate with the world at large and have the life chances they deserve.

Literacy is defined as the united skills and knowledge of reading, writing and oral language and we aim to develop English in all its forms, by providing children with the opportunity to talk, listen, read and write in order that they may express their ideas in a variety of ways and develop their English language skills to their full potential.

Our Literacy curriculum is delivered mainly through the Renewed Literacy Framework. We want our children to experience a wide range of both spoken and written English. Children with Special Needs and those with English as an additional language will be given support, which will enable them to access the language curriculum so they can achieve their full potential. EAL children's expertise in their first language will also be valued and respected. Throughout their time in our school, all children will be supported and encouraged to achieve their personal best.

4. SKILLS

By the age of eleven we aim for a child to be able to:

- produce a legible, joined, fluent style of handwriting

- use a full range of strategies – phonic, graphic, grammatical, contextual – to deal with reading and writing tasks independently
- 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
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation
- have a suitable technical vocabulary to articulate their responses

5. ROLE OF THE CO-ORDINATOR

To provide leadership in the development of Literacy throughout the school by:

- providing advice, support and guidance in the field of literacy; ensuring good planning and monitoring activities to enhance the delivery of the Literacy curriculum
- keeping abreast of professional development in the field of Literacy and ensuring links with outside agencies are maintained; ensuring that statutory requirements for curriculum delivery are met
- fostering cross curricular links and developing the use of ICT in Literacy throughout the school
- supporting parents with their children’s Literacy via meetings held throughout the year
- supporting staff with the delivery of Literacy
- raising the profile of literacy throughout the school

6. STATUTORY REQUIREMENTS

Statutory Requirements Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2017).

In the Foundation Stage (Reception) children are 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 a language rich environment.

At Key Stage 1 (Years 1 and 2) children are given opportunities to:

- Learn to speak confidently and listen to what others have to say.
- Learn to read and write independently and with enthusiasm.
- Learn to use language to explore their own experiences and imaginary worlds.

At Key Stage 2 (Years 3-6) children are given opportunities to:

- Learn to change the way they speak and write to suit different situations, purposes and audiences.

- Read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them.
- Explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

7. THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our Curriculum governors.

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

8. SUBJECT ORGANISATION

Foundation Stage

In Reception, children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. A range of texts, are used in the daily mixed ability Literacy lessons. Children have daily discrete Phonics lessons using the 'Sounds Write' phonics program in which all staff are trained. Individuals develop their early reading skills using Dandelion Readers linked to the phonics program and read with an adult approximately three times a week. Regular story times develop a love for books and storytelling.

Key Stage 1

In Key Stage 1, daily discrete phonics lessons continue and are taught in ability groups, where necessary, while children have daily mixed ability Literacy lessons with an emphasis on a 'read into writing' approach. Children take part in both guided and individual reading sessions and have regular story times and library visits to develop a love for reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programs, differentiated class teaching and targeted teaching groups.

Key Stage 2

In Key Stage 2, children have daily Literacy lessons. Spelling and Grammar skills are taught both discretely and embedded within literacy lessons. Additional literacy sessions include guided reading, spelling practice, grammar, handwriting, and daily reading aloud of class novel, which is usually a text which children are studying for their Literacy lessons. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; intervention programs, TA aids and differentiated class teaching.

Throughout our school we will:

- teach writing through guided writing plus shared and individual writing during Literacy lessons. Planning for writing will be informed by the Literacy Framework. Years 1, 2, 3, 4, 5 and 6 will use a 'read into writing' approach, using quality texts, chosen on a termly basis, as an inspiration for their Creative Writing lessons, as well as teaching discrete SPAG and Comprehension lessons. Years 5 and 6 will also use a variety of other published resources to supplement the literacy framework.
- children will be taught to write in a variety of styles for different purposes and audiences
- children will be encouraged to develop their vocabulary and write imaginatively
- punctuation will be taught as part of the daily Literacy lesson as well as through discrete SPAG lessons.
- weekly spellings are sent home and children are tested each week

- handwriting is taught systematically – Key Stage 1 and Key Stage 2 using 'Letterjoin'. Pre-cursive script is introduced from Year R onwards, with children encouraged to then start using a continuous cursive script from Year 1, when it is deemed to be appropriate, on an individual basis.
- ICT based activities and tasks will be used to support pupil's learning in writing
- at the end of each term, children will take part in an unaided writing session. These sessions will be an independent writing task related to the text children have been studying that term. A level will be given to these pieces of writing, using the schools levelling system, which helps to track a child's progress and inform future planning.
- provide a variety of opportunities for speaking and listening, group discussion, interaction and drama. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. From Foundation through to Key Stage 2 children are given the opportunity to develop effective communication skills for later life via the following: PSHCE – circle time; School Council meeting with verbal reports to the whole school; class assemblies; hot seating; whole school drama productions; drama club; talk partners; speaking and listening activities built into the National Curriculum framework.
- give children opportunities to read and be read to from a variety of texts. Every child will follow The Oxford Reading Tree scheme according to their abilities and interests. Project X will be used through both key stages to boost boys' reading. Each child will have a home to school contact book which will be sent home to invite parents to contribute and comment on their child's reading.
- Shared reading will be an integral part of the daily Literacy lesson. Guided reading will be daily. A diverse range of reading materials can be found in the school library and all children will take home a reading book which will be changed at least twice weekly.
- phonics is taught daily via the Sounds-Write synthetic phonic Program. This begins in Foundation and through both key stages. An interactive ICT programme will be used in both Key Stages as an aid to delivering lively brisk phonic lessons. Dandelion readers, Songbirds and Floppy's Phonics schemes will be used in Reception, Year 1 and Year 2 to support the teaching of phonics.
- the school library provides pupils with a broad and positive experience of books. All children have the opportunity to visit the school library and mobile library to choose a book to take home.
- Teacher assessment of reading in Reception is made against the EYFS criteria for communication, language and literacy. In Key Stage 1 and Key Stage 2 the Oxford Reading Tree benchmark books are used to assess children's reading levels. Children's reading ages will be tested three times a year (beginning of terms 1, 3 and 5) using the Hertfordshire reading scale tests.

9. CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Extended writing is expected to be produced in Topic and Science; to showcase the children's transferrable literacy skills.

Mathematics

English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in KS1 are immersed in stories and rhymes that rely on counting and sequencing. Children in KS2 are encouraged to read and interpret problems in order to identify the mathematics involved. They communicate mathematically through the developing use of precise mathematical language. Mastery skills can be acquired by a child's ability

to reason and justify their understanding of mathematical concepts. Every class teacher strives to achieve this by supporting children's developing explanations.

Computing

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the internet when searching for information about a different part of the world or Topic facts. We encourage all children to use ICT as a resource for learning, whenever it is appropriate.

10. RESOURCES

The responsibility for maintaining an adequate supply of resources rests with the Literacy Co-ordinators. The effective management of these resources in the classroom is also the responsibility of each classroom teacher who uses them.

11. ASSESSMENT (see School Assessment Policy)

Formative assessment carried out by the class teacher is used on a daily/weekly basis to inform future planning and to identify progress against teaching objectives and targets.

Reading and writing targets have been adapted from the National Curriculum Attainment Targets. Child friendly 'I can' targets are placed in the children's writing books and reading profiles. Year 1 assessment is based on teacher assessment based on Attainment Targets for Year 1 in the National Curriculum. Writing is assessed twice termly in Foundation and Key Stage 1. Reading is tested in Key Stages 1 and 2 using the Hertfordshire reading test at the beginning of terms 1, 3 and 5 as well as termly Reading comprehension assessments (Rising Stars). Spelling is tested using the Schonell spelling test at the beginning of terms 1, 3 and 5 and via termly spelling tests (Rising Stars). The optional English SATs tests and teacher assessment will be used in years 2 and 5. Year 6 will take the compulsory English SATs test in the summer term. Year 1 will take the phonic screening test in June and results will be reported to both Medway and the parents of the children taking the test.

Assessment within Foundation is constant and ongoing with the profiling system. Parents will be informed of their child's progress in literacy via parent evenings and through yearly written reports. Teachers also keep parents informed at other times as necessary.

12. MAKING LITERACY INCLUSIVE (SEN and EAL)

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 are under-achieving and take steps to improve their attainment.

Children with special educational needs will be supported in a variety of ways to ensure they can access the literacy curriculum. This support will include:

- differentiated teaching – lesson plans identify the different ability levels and needs of children; teaching is differentiated by outcome, task, questioning, level of support
- additional support for children falling behind age appropriate levels in reading is offered during daily reading sessions supported by teaching assistants and via the Sounds-Write Co-ordinator
- daily/weekly support from the SEN department using intervention programmes for reading, writing or speaking and listening

- the SENCo will suggest specific targets related to the child's provision map and sessions to support these targets delivered by teaching assistants during the literacy hour
- The Sounds-Write Co-ordinator will monitor the teaching of phonics throughout the school and support children who are not achieving the expected level
- in year 6 Saturday morning booster classes to assist with SATs revision
- It is the responsibility of the teachers to identify children who are gifted and talented in Literacy, as well as those who require additional support and to place them in appropriate groups in order to enrich and improve their learning.

Children who have EAL will be supported in a variety of ways to ensure they can access the literacy curriculum and the home language and culture of each child are valued. 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.

13. EXCELLENCE IN ENGLISH

Excellence is celebrated with praise, stickers and displays of work, read or spoken presentations to the class or school and certificates of achievement presented during 'Special Mentions' Assemblies. Every week, a 'Writer of the Week' is selected from each class and is presented with a certificate. Special guests to the school, such as visiting authors and performing arts groups are also actively sought, providing children with stimulating and enjoyable experiences associated with Literacy. Special events such as World Book Day and visiting book fairs are also used to promote excellence in English.

Homework and the Role of Parents

We see parents as important partners in the process of developing children's literacy skills.

- They have an important influence on children's language before they come to school.
- They provide valuable support at home in helping children to become readers and writers.
- They offer a useful audience for children in their development as speakers and listeners, readers and writers as the children move through the school (e.g. phonics, reading, SAT's revision).

We therefore encourage parents to play their full part in their children's education by:

- Involving parents in the school's reading programme from the moment their child starts school.
- Updating the guidance for parents as their children move through school so that they can continue to offer appropriate support.
- Give parents termly outlines of the curriculum areas in English that each year group will be studying.
- Welcoming offers of help from parents to assist in school by listening to children read.
- Sending homework home in accordance with the school's Homework Policy and encouraging parental support.

14. MONITORING AND REVIEW

- The policy will be evaluated each year by the co-ordinator along with other teaching staff
- Evaluation will include: effectiveness, ease of implementation, identifying any amendments needed and additions required to the policy as a result of legislation change
- Teachers should ensure they are confident with the subject matter and inform the Literacy Co-ordinator of their training and support needs

- The Literacy Co-ordinator should ensure that they are well informed of current ideas and abreast of developments in Literacy by attending appropriate courses, liaising with the literacy advisory team and other professionals
- Any new member of staff will attend the four day Sounds-Write training

15. CONCLUSION

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

- Teaching and Learning Policy
- Assessment and Record Keeping
- Responding to Pupils' Work/Feedback/Marking Policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy