

Cutnall Green CE First School

English and Literacy Policy

1. Aims and objectives

We aim to develop pupils' abilities within an integrated programme of Speaking and 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.

In the Rivers Academy, we strive for each child to be able to use language with imagination and accuracy in order to communicate appropriately and effectively.

By the end of Year 6 we aim for a child 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;
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to audience and purpose;
- be developing the powers of imagination, inventiveness and critical awareness;
- have a suitable technical vocabulary to articulate their responses;
- Understand that writing is a process and see themselves as writers.

2. Statutory Requirements

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

In the Foundation Stage 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, 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.

At Key Stage Two, children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn to understand and use correct terminology.

The Governing Body

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

3. Subject organisation

The English Curriculum is supported by the National Curriculum 2014. This provides a broad and balanced curriculum and gives opportunities for a wide variety of genres to be covered. Development Matters in The EYFS is followed to ensure continuity and progression from the

Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

In all classes, children are taught in a mixture of groupings, including whole class, ability groups and mixed groups, as appropriate to task. Class teachers plan to set appropriate learning challenges for all children and work is differentiated to reflect this. Medium term plans are based on the National Curriculum 2014. These are detailed and identify key objectives and outcomes for each phase together with possible learning activities.

4. Approaches to speaking and listening

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate 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.

5. Approaches to reading

Opportunities are provided for:

Systematic teaching of phonics – taught as a discreet session daily in the foundation stage and KS1. The Letters and Sounds programme is used. Regular sessions continue into Year 3, supplemented by the Spelling policy using guidance from the National Curriculum 2014. Teachers in Years 4 to 6 teach spelling following National Curriculum 2014 statutory guidance. Phonics intervention is provided for those children who experience difficulty acquiring the necessary skills for reading.

Shared reading – this takes place within literacy lessons and in other areas of the curriculum through the use of ICT as well as printed matter.

Guided reading – pupils are ability grouped for guided reading sessions, which take place daily in KS1 and lower KS2, usually outside of the literacy lesson. The teacher or teaching assistant focus on one specific skill per session and records of progress are kept. In upper KS2, greater emphasis is placed on higher order reading skills taught during shared reading sessions within the literacy lesson and in daily sessions at other times of the day. Guided reading sessions are provided as an intervention for those children who have not yet acquired the necessary skills for reading.

Independent reading – pupils have independent reading books and have regular opportunities to read independently. They are encouraged to read these books at home as well as at school as well as to read for a purpose.

Resources – Bug club and Big Cat form our main reading scheme and this is supplemented by other schemes and texts. All classes have a reading area which houses a collection of texts for school and home reading and includes fiction and non-fiction. Topic books are stored centrally for shared use.

Links to parents – pupils have reading diaries, which are completed by parents of children in KS1 and, increasingly, by the children themselves in KS2. Teachers monitor these weekly, commenting on pupil progress and liaising with parents.

Wider reading – time is allocated on a daily basis for children to be read to as a class. In this way, they have the reading process modelled via a wide range of literature.

6. Approaches to writing

Opportunities are provided for:

Emergent writing – from Foundation Stage onwards, pupils are encouraged to ‘have a go’ and are given opportunities to for emergent writing with role play areas, writing areas, interactive whiteboards and interactive displays in class.

Talk for writing – talk is used as an important tool to improve children’s writing. Pupils are given the chance to collect vocabulary, rehearse the structure of sentences and refine ideas as they work collaboratively to plan, draft and improve their writing.

Shared Writing – teachers regularly model the thought process involved in writing and allow pupils to contribute their ideas, both within the literacy lesson and in other areas of the curriculum. This is a step in the process towards independent writing.

Guided Writing – teachers provide an additional supported step towards independent writing for groups of children with similar needs. Teachers focus on particular skills related to curricular or pupils’ independent targets.

Independent Writing – many opportunities are provided for children to write independently, both within literacy lessons and in other areas of the curriculum. Children are provided with a rich range of stimuli for writing and are given time to plan and write.

Handwriting and spelling –Cursive handwriting is taught and used from reception and throughout school and is linked to spelling. Discrete phonics and spelling sessions are taught on a daily basis.

Links to parents – pupils are encouraged to write in a range of genres at home and this work is celebrated when brought into school. Homework is provided in the form of ‘Learning Logs’ and children are encouraged to collaborate with parents.

7. 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.

8. The use of ICT

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

9. Assessment and target setting

Work will be assessed using Pupil Tracker. Teachers will set personal targets using jigsaw targets and involve children wherever possible in setting their personal targets Each teacher is responsible for monitoring and evaluating the progress of their pupils’ literacy skills. Targets are taken from the relevant year group in the National Curriculum 2014. These are used in both reading and writing and are used to inform planning and pupil targets. Pupils are aware of their own targets and refer to these as well as teacher feedback to improve their skills. We inform parents of their children’s targets and seek their support in helping the children to meet these.

10. Inclusion and equal opportunities

We aim to provide for all children so that they achieve as highly as they can in English according to their potential. 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 challenges provided. 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.

11. 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 and attainment;
 - provision of Literacy (including Intervention and Support programmes in conjunction with the SENCo);
 - the quality of the Learning Environment
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources as agreed with SLT
- Keeping up to date with recent Literacy developments

12. Parental involvement

We regard the role of parents as crucial in supporting the development of their children's literacy skills. We aim to involve parents by:

- providing termly consultation evenings where information regarding their child's progress and targets is shared;
- providing half-termly curriculum newsletters
- sending reading books and liaison books to monitor progress at home and school;
- provide meetings to share teaching methods with parents and show how they can support their children at home
- encouraging parents to volunteer within the school

13. 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 Policy

Marking Policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

Member of staff responsible: *A Murray*

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Date approved by the full Governing body:

Date to be reviewed: *July 2015*