



## Water Primary School

ENGLISH AND LITERACY POLICY

Member of staff responsible: **Elizabeth McKay**

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### MISSION STATEMENT

At Water School our aim is to teach to inspire, motivate and nurture the next generation of creative and critical thinkers. We work in partnership with parents and the community to achieve the highest standards. Our main goal is to encourage our children to be resilient, respectful and independent learners, who are equipped for lifelong learning. Through stimulating, safe learning environments and excellent opportunities to succeed in and out of the classroom, we encourage children's progress and achievements.

### AIMS

Our objective within our English teaching is to develop children's abilities in Reading, Writing and Speaking and Listening. We aim to stimulate and encourage our children's learning through creative and engaging lessons. Pupils also have the opportunity to employ their English skills across our curriculum, consequently reinforcing the English objectives taken from the New National Curriculum (2014). At Water, we strive for our children to be a 'Primary Literate Pupil.'

#### **We aim for a child to be able to:**

- speak fluently and listen with attention and understanding;
- read and write confidently, with fluency and understanding;
- use a full range of reading cues (phonic, graphic, and syntactic) to monitor their reading and correct their own errors;
- understand the phonics and spelling system and use this to read and spell accurately;
- have fluent and legible handwriting;
- have a keen interest in words and their meanings and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- understand, use and be able to write a variety of non-fiction texts;
- plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary for literacy through which to understand and discuss their reading and writing;
- develop a love of books, read with enjoyment and evaluate and justify their preferences;
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness;

•present finished pieces of work in various ways, including through the use of ICT.

## 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 Statutory Framework for the Early Years Foundation Stage (2014) In the National Curriculum for 5 - 11 year olds, English is developed through four key areas:

- Spoken Language
- Reading - Word Reading & Comprehension
- Writing - Transcription & Composition
- Spelling, Vocabulary, Grammar & Punctuation

**In the 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.
- Undertake a daily phonics lesson.

**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.

**At Key Stage Two (Years 3-6)**, 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 how the structure of language works.

## **THE GOVERNING BODY**

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

## SUBJECT ORGANISATION

The English Curriculum is delivered using the National Curriculum objectives and key skills in English. The Early learning Goals are followed to ensure continuity and progression from the Early Years Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age. Our goal is to ensure all children achieve to their full potential.

Using the new National Curriculum and key learning skills, teachers generate weekly plans and medium term plans, they ensure that objectives are carefully planned and prepared for. Due to the mixed age classes throughout the school, teachers will follow the mixed age plans developed from the Lancashire suggested units and alternated over 2 years. In short, creating a two-year cycle of a year A and B for each class; ensuring that children cover all the skills necessary to develop their English abilities.

Teachers group children according to their abilities; work is differentiated accordingly using effective methods such as support, outcome and task. Where appropriate, English units will link to our creative curriculum topics to promote cross curricular learning.

Children need to build on the language experiences they bring to school. We create situations for expansion of language through social and curriculum interests. Meaningful activities help children develop and these are supported by carefully selected, presented and arranged resources. Children are given the chance to work independently, in partners or small groups or as a whole class. Therefore enhancing and promoting a range of English skills.

## 5. APPROACHES TO SPEAKING AND LISTENING

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. Pupils should develop an ability to explain their understanding of books and other reading, and to prepare their ideas before they write. Pupils should be taught to understand and use the conventions for discussion and debate. At Water, all pupils should be enabled to participate in and gain knowledge, skills and understanding through drama, not just within English but through all curriculum areas. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences. 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.

## 6. APPROACHES TO READING

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

Skilled word reading involves pronunciation of unfamiliar printed words and the recognition of familiar printed words. Phonics should be emphasised in the early teaching of reading to beginners when they start school, in order to enable children to progress in skilled word reading. Phonics for reading is taught daily by teachers and teaching assistants using letters and sounds. Children are grouped according to ability and in relation to the phonic phases.

Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, and from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination, encouraging children to write with creativity and confidence. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence.

Children all have a home reading book which is read most nights, usually with an adult for KS1 and Lower KS2 children, we encourage parents to talk to their children about the home reading book to strengthen comprehension skills. All pupils are given a reading record book so staff and parents can liaise with each other about their child's reading progress. Children in the EYFS setting also have a home reading book; these begin with pictures to aid discussion, children then move through a coded reading scheme to ensure they are reading appropriate books at the correct level.

Guided reading sessions take place daily; children are grouped according to ability and are given appropriate, levelled books. Pupils also have a range of tasks given to them in relation to the assessment criteria and staff working within each class have a targeted group each day. Children are encouraged to read a range of books outside guided reading sessions and children have access to the school library. Whole class reading, shared reading and independent reading takes place regularly during the English sessions and in other areas of the curriculum.

## 7. APPROACHES TO WRITING

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two areas. Children should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: on spelling quickly and accurately, this is taught through daily phonics sessions (KS1) and focussed spelling lessons (KS2). Children are all given spelling words to learn weekly, these are taken from Support for Spelling (Lancashire document) and the National Curriculum objectives. Writing also depends on fluent, legible and, eventually, speedy handwriting. To support the development of composition, we aim for children to enjoy writing and to find the process creative, enriching and fulfilling. Children are encouraged to express and record their thoughts and ideas in all areas of the curriculum using a variety of genres and styles. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching, grammar is taught through English lessons and other timetabled sessions.

In EYFS and Key Stage 1 children are encouraged to become independent writers and use their phonic knowledge to aid their Spelling and independence. Emerging writers in the EYFS setting have opportunities to write through specific learning areas around the classroom. Each child has individual targets to work towards in English, these are continuously assessed and new ones written when appropriate. In Key Stage 2 children complete an extended write on a fortnightly basis, they work towards the targets set by the class teacher and are continuously assessed. Through daily English lessons, all teachers plan thoughtful and creative writing opportunities which incorporate shared, guided and independent writing.

### **Spoken Language**

The children should:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

The teacher should:

- Give opportunities for a variety of speaking and listening situations within the classroom, including collaborative discussion work, debates and question and answer sessions.
- Be aware that listening is a skill which increasingly needs to be taught to children and should provide specifically designed activities to this end.

## Reading

The children should:

- Relate reading to their own experiences and environment.
- Have the opportunity to read silently or share books.
- Acquire research skills necessary for the use of dictionaries, atlases and other information books and resources.
- Develop the ability to read aloud to others.
- Be able to discuss books they have read, relating to plot, characters and themes.
- Acquire an increasingly large sight vocabulary.
- Be able to bring in books from home and to share them with others.
- Be encouraged, through the reading schemes, to continue the reading process at home.
- Recognise that reading is an essential part of all areas of learning.
- Gain confidence and enjoyment to promote lifelong reading.

The teacher should:

- Read aloud (fiction and/or non-fiction).
- Value books and show an interest in them by setting a personal example.
- Give children opportunities to read a range of fiction, non-fiction and poetry texts.

## Writing

The children should:

- Experience a wide range of writing activities including fiction, non-fiction & poetry
- Relate writing to their own experiences and environment.
- Discuss their writing frequently, talking about the various types and purposes of writing.
- Be aware of the need to write legibly and to use layout and space effectively to aid the reader.
- Experience grammatical vocabulary such as: sentence, verb, tense, noun, adjective and pronoun, both in the context of their own writing and through specifically designed activities.
- Have experience of and become accustomed to drafting and redrafting their work.
- Write in response to a wide range of stimuli.
- Become increasingly aware of the correct modes of punctuation and spelling through the learning of rules and some rote learning of common exceptions.

The teacher should:

- Write alongside pupils, sharing and discussing their writing.
- Respond positively and with interest to all attempts at writing.

- Provide a healthy writing environment, including experimental or emergent writing areas for Key Stage 1.
- Reinforce correct spelling, punctuation and grammar where appropriate. This should include the teaching of basic rules of spelling, grammar, punctuation, as well as the more common exceptions.

## 8. CROSS-CURRICULAR LITERACY OPPORTUNITIES

At Water, we seek to take advantage of opportunities to make cross-curricular links. We plan for children to practise and apply the skills, knowledge and understanding through English lessons and other areas of the curriculum. In our planning and delivery of lessons, we incorporate opportunities for children to develop their writing skills, as well as reading a range of texts and creating chances for children to develop their speaking and listening skills through drama activities and presentations.

## 9. THE USE OF ICT

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

## 10. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy. In EYFS the assessments made follow the Early Learning Goals criteria and are recorded on a regular basis.

Assessment for learning is a focussed assessment tool; it takes place on a daily basis through questioning the children, self and peer assessment and observation of their work. Individual writing targets are set and monitored; lessons are planned with clear objectives and success criteria's.

The marking policy is used across the school and this provides a uniform assessment tool for both children and staff. Children are assessed against the new curriculum and key skills in reading, writing and speaking and listening, these are divided into year groups. Teachers assess children through extended writing and through regular guided reading sessions; these are monitored termly and highlight any children who need intervention. Year 6 and Year 2 complete SATs at the end of each year to monitor progress throughout the key stages. Each year, any annual assessments are forwarded to the next teacher and are recorded on each child's individual assessment record.

## 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 challenges provided. Intervention sessions are carefully timetabled and planned for. They are monitored half termly through progress meetings and assessment.

## INTERVENTION PROGRAMMES

- Talk boost
- Toe by Toe
- Beat Dyslexia

## 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. Planning should set high expectations and provide relevant learning opportunities for achievements for boys and girls and for pupils from all social backgrounds and ethnic groups. Teachers should assist pupils to high standards

by using a variety of teaching strategies to motivate pupils; develop self-esteem; make the most of resources from a variety of cultures; avoid stereotyping; and provide appropriate support

## 12. ROLE OF SUBJECT LEADER:

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

1. Monitoring and evaluating Literacy:-
  - pupil progress
  - provision of Literacy (including Intervention and Support programmes)
  - the quality of the Learning Environment;
  - the deployment and provision of support staff
  - book scrutinises
  - Observations of phonics, guided reading and English lessons.
2. Taking the lead in policy development
3. Auditing and supporting colleagues in their CPD
4. Purchasing and organising resources
5. Keeping up to date with recent Literacy developments

## 13. PARENTAL INVOLVEMENT

Parents are kept informed of their child's progress through two termly parent evenings and informal parent meetings which take place as and when the need arises. A written report of the child's progress, which includes possible ways forward, is given to parents at the end of each year. Teachers offer an open door policy; this enables parents to have a greater involvement in their children's learning.

## 14. CONCLUSION:

This policy is in line with other school policies and is a true reflection of the English provision offered at Water Primary School.

*Miss E. McKay*

English Coordinator  
January 2015



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