



WRAGBY PRIMARY SCHOOL
ENGLISH AND LITERACY POLICY

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INTRODUCTION

Staff have a shared vision and have developed the whole school curriculum to give meaning and motivation, inspiring the curiosity and creativity of each child. Subjects are linked together through topics making timetabling simpler and more flexible.

Creativity is key to our curriculum and there is ownership among staff and pupils in the learning experiences they plan. Creativity is not an addition to our curriculum but is central to the whole learning process. Children are partners in their learning, and meaningful learning opportunities are carefully planned to include first hand experiences and independent learning. Our curriculum is dynamic and open to change and modification.

At Wragby School we strive for children to be a 'Primary Literate Pupil'

By the age of eleven we aim for a child 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.
- 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.

This policy needs to be read alongside the new National Curriculum in England (published September 2013) and other documents from the Standards and testing Agency.

Our Curriculum overview, medium and short term planning can help support this policy, as will a look at these relevant schemes of work:

- Phonics
- Grammar and Punctuation
- Spelling

Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At School we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant through-out school life

and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

We are an inclusive school, we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support, small groups and cross-phase work to help with this. We plan teaching opportunities to help those with disabilities outlined in the SEN code of practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13)

Our aims and connected provision

Aims

- To inspire all children, regardless of gender, cultural origin or first language with a positive **attitude** and keen work ethic towards literacy/English.
- To develop children as **confident** and **competent** users of literacy skills/the English language in their everyday lives.
- To provide a stimulating and motivating curriculum that promotes interest and enjoyment.
- To provide a wide range of literature for pupils to enjoy and learn from.
- To set high expectations and aim for high attainment.
- To involve pupils in target setting, so that they understand what to do to make progress.
- To take account of current research on teaching and learning to improve attainment in English.
- To inform parents of pupils' targets, in order to work as a partnership.
- To enable children to speak clearly and audibly, in ways which take account of their listeners and situations.
- To help children enjoy writing and recognise its value.

Children who are literate and skilled in their use of language should:

- Speak, read and write with confidence, fluency and understanding.
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, and contextual) to monitor their reading and correct their own mistakes.
- Understand the sound and spelling system and use this to read and spell accurately.
- Have joined, fluent and legible handwriting.
- Have an interest in words and their meanings, a growing vocabulary, an understanding of grammar and knowledge of linguistic conventions.

- 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 literacy ideas of setting, character and plot.
- Understand, use and be able to write a range of non-fiction texts.
- Be able to plan, draft, revise and edit their writing. Write clearly and accurately for a range of purposes and audiences.
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing.
- Be interested in books and appreciate a varied literary heritage, read for enjoyment and information, evaluating and justifying their preferences.
- Through speaking, reading and writing, develop their powers of imagination, inventiveness and critical awareness.
- Have the capacity to express themselves effectively in a variety of ways appropriate to their audience and purpose.
- Be able to listen to and evaluate the opinions of others, and to take part in discussions, formal presentations and debates.
- Use literacy skills to access other subjects of the curriculum.

Foundation Stage

We teach Literacy in Foundation Stage as an integral part of the school's work. As the Foundation Stage is part of the National Curriculum, we relate the Literacy aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a wide range of situations, to respond to adults and each other, to listen carefully and to practise and extend their range of vocabulary and communication skills. The children are taught phonics and then encouraged to explore the sounds through a variety of activities. They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations.

1. Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10) They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and

responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- Encouraging talk-time at home through 'talk homework' and by encouraging reading and talking about books
- Poetry recital
- School Plays
- Class debates
- Weekly assembly
- Events within the community
- School Council
- Talk partners
- Drama / role play
- PSHE and circle time
- We also use the 'Talk for Writing' and 'Big Writing' methodologies

2. Reading:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13) Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13). Schools are expected to have library facilities and support and encourage reading at home.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

2.1 Our aims and connected provision

- Pupils learn to read easily and fluently through daily phonics in Key Stage One, regular reading to adults in school, reading partners and incentives to read at home
- Pupils develop skills in reading for understanding using the Oxford Reading Tree, Collins Big Cats and Ginn schemes and we have adapted these to meet the needs

of our pupils. In essence, pupils often study a book, related to their half termly topic, where possible. They often study books which are more challenging than those which they might be able to read independently. They will use this book as the basis for reading, writing, speaking and listening tasks.

- Pupils are encouraged to read widely, through our use of differing class texts and high quality, attractive books in classroom libraries.
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time, listening to an adult read and the various methods outlined above.
- Pupils also need to read to find information in all lessons and comprehension is assessed in a formal way every term.
- Pupils are exposed to a range of texts from their literacy heritage during their school career
- Pupils often look at books in guided reading sessions
- Pupils use technology to support their reading journey including iPads and online publications.
- Key Stage Two pupils who are struggling with reading or making slow progress are given accelerated reading support

3. Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

3.1 Our aims and connected provision

- We teach grammar as a separate lesson where necessary
- We correct grammatical error orally/ written work (where appropriate)
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice

- We use the 'Big Write' methodology: setting talk homework; up-levelling written work; VCOP to support sentence structure and formation, grammar and punctuation.
- We encourage and promote 'talk for writing'
- We provide writing frames to support the least confident
- We provide time for planning, editing and revising
- We mark extended pieces of work in-depth and set targets with the pupil
- We use checklists for pupils to self assess or peer assess, when appropriate so they can evaluate effectively
- We encourage joined handwriting to support spelling and speed and have weekly handwriting sessions
- We use drama and hot-seating to help pupils to think about another point of view
- Support for pupils with learning and motor difficulties
- Meetings with parents to help them support their child

4. Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active- supported by the 'Big Writing and Talk for Writing games'
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in examinations
- Subject specific- accurate mathematical and scientific words

4.1 Our aims and connected provision:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words to take home and learn
- Wow Word Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- In-depth word based lessons looking at patterns
- Using dictionaries, thesaurus and similar programmes
- Using the Big Cat Reading Scheme and other texts to explore vocabulary choices and the effect they have
- Carrying out systematic testing and providing feedback to pupils
- Targeted one to one/ small group support, where appropriate

5. Planning and Assessment:

5.1 Planning:

- Curriculum overviews can be found online for Key Stages One and Two
- Planning shows differentiation by ability
- Long term, medium term (half –termly) planning are stored centrally.

- English is planned for separately to other subjects and monitored by the subject leader and Headteacher
- Schemes of work for phonics and grammar and spelling are used to ensure developmental learning building on prior knowledge
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions
- Pupils may be streamed by ability for some sessions/ types of homework/ support
- Pupils entitled to Pupil Premium funding will be given additional English support which is tracked and monitored termly

5.2 Assessment:

- Staff assess pupils learning during and as part of every session, they adapt their practice accordingly
- Weekly 'Big Write' tasks are levelled and this is tracked half termly
- Formal assessments of Reading Comprehension ability are carried out, tracked and monitored at least termly
- Writing levels are assessed using Ros Wilson's Criterion Scale to create a best fit, moving away from the current 'levels' system to assessment without levels. These are tracked termly
- Staff attend moderating sessions, in school with partner classes and across key stages and within county including the local cluster
- The Deputy Headteacher has been a KS2 moderator for North East Lincolnshire Local authority
- End of Key Stage Assessments are analysed by the Co-ordinator and Head teacher and feed into the school SEF, development plan, pupil progress meetings and performance management
- Children's levels of achievement in reading and writing will be submitted to the Headteacher six times a year. For Foundation Stage an overall CLL level will be recorded.
- Weekly records of assessments will be kept by teachers on their planning documents and used to inform the next steps.
- All children should have an individual literacy target referring to work in spelling, grammar or sentence formation. Parents will be notified of these targets and progress towards them. Planning should also take into account these targets.

6. Professional development:

- The English Co-ordinator attends training within county and reports back to all staff as appropriate
- The local cluster has an English group which meets termly
- Staff are expected to attend relevant courses during the school year
- Moderation takes place in house, within the cluster and with support from county
- A writing moderation file is held in the Headteacher's office for consultation

7. Specific groups:

- Analysis of English achievement is carried out termly, pupils who are slow moving or making little or no progress are discussed and plans made
- Pupils entitled to pupil premium are given additional English support and this is monitored for effectiveness termly
- Pupils with EAL are given additional support in all aspects of English
- Pupils who are gifted and talented receive additional support, differentiated curriculum and may be entered for Level 6 tests at the end of Key Stage Two
- Pupils with SEN will have English based targets on their IEP. These are reviewed termly with parents, the SENCO, pupils, teachers and outside agencies.

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
- Provision of Literacy (including Intervention and Support programmes)
- The quality of the Learning Environment;
- The deployment and provision of support staff
- Planning and organisation
- 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
- Leading staff training and INSET where appropriate.
- New curriculum development

PARENTAL INVOLVEMENT

Parents are encouraged to support English and literacy work in a range of ways, including:

- Supporting literacy work through homework
- Reading at home and recording progress in the Reading Record.
- Participating in class topic planning sessions – identifying areas for learning.
- Supporting reading in school.
- Supporting literacy celebration days – e.g. book week
- Supporting knowledge, understanding and progress towards targets
- Participating in the talk homework

CONCLUSION:

This policy is developed in line with other school policies and should, therefore, be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Marking and Feedback Policy
- Special Educational Needs Policy

- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy

REVIEW

This policy reflects the views of the whole staff. The implementation of this policy is the responsibility of all staff. The headteacher and teaching staff will review this policy annually. Any amendments will be presented to the Governing Body for approval.

Literacy Coordinator

Laura Kenyon
January 2017