



## **ST ANDREWS CE PRIMARY SCHOOL**

### **ENGLISH AND LITERACY POLICY**

This Policy reflects St. Andrew's Church of England Primary School's Christian ethos and mission statement. It was written with our Christian values of Creativity and Perseverance in mind.

#### **Introduction:**

At St Andrew's Primary School, we believe that Literacy is a fundamental life skill, enabling thought, learning and expression and ensuring that our pupils can play a full and active part as individuals within society. Learning and teaching in Literacy develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively and to become enthusiastic and critical readers and writers of stories, poetry and non-fiction texts in a range of media. They use their knowledge, skills and understanding across a range of different situations across the curriculum.

#### **Aims and objectives:**

We aim to ensure that the children's needs as learners and language users are effectively met across the curriculum and that practice within the school is consistent and clear through the use of an integrated approach to speaking & listening, reading & writing, based on the New Curriculum Framework 2014 for Literacy.

Through our teaching, we aim to enable children to:

- communicate effectively and practise using language in relevant, 'real life' contexts
- speak clearly and audibly, taking account of their listeners
- be active listeners who are able to concentrate, identify key information and respond appropriately to the speaker
- participate in drama and discussion to share ideas, opinions and feelings
- develop an extensive vocabulary to articulate clear and effective responses
- develop powers of imagination, inventiveness and critical awareness
- become confident, independent readers who read a range of texts (including IT based texts) with pleasure and understanding
- make critical responses about the language they read, view and hear in a variety of media
- understand how texts are created in relation to genre, purpose and audience
- write, with enjoyment, interesting and purposeful texts in a variety of styles and forms, demonstrating an appropriate level of accuracy and technical competence (spelling, grammar and handwriting)
- exercise choice about the best way organise and present their ideas, including the ability to plan, draft and edit their work

#### **Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Literacy, Communication and Literacy section of the new Development Matters 2012.

**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.

**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.

### **Teaching and Learning**

A variety of teaching and learning styles is used in Literacy lessons in order to meet the needs of all our pupils and so develop their knowledge, skills, and understanding. Children are enabled and encouraged to use and apply their learning in all areas of the curriculum and teachers maximise opportunities to link literacy with other subjects in order to provide real purposes and audiences for the children's work.

Literacy units of work are delivered through daily literacy sessions including whole class input followed by guided and independent activities, incorporating reading or writing and focused work on vocabulary, spelling or sentence construction. Teachers draw on *Talk for Writing* and *Support for Writing* from the Primary National Strategy materials to inform their planning. A daily phonics session, using *Letters and Sounds* is delivered in Foundation Stage and Key Stage 1. *Read, Write Inc.* is used where appropriate in Key Stage 2 to support children who need to secure their understanding and application of phonics. Children experience a wide range of texts and have access to a variety of resources to support their learning, such as working walls, role play areas, computers, library books, dictionaries and thesauruses and individual whiteboards.

Guided teaching of reading and writing is used to target teaching to the specific needs of small groups of pupils throughout the range of ability. While the teacher works with the guided group, all other pupils are expected to apply their independent learning skills to complete tasks individually, in pairs or in small groups.

A weekly Big Write lesson is used to develop children's:

- enjoyment of writing
- imagination and creativity
- independence and stamina
- ability to use and apply their learning of vocabulary, sentence construction and knowledge of text features and structure

IT is used to enhance learning, e.g. to:

- learn and apply the skills of reading text on screen
- research and use information to support all areas of the curriculum
- apply the ability to appraise and evaluate texts e.g to check for bias, validity,
- use word processing skills as part of their writing opportunities, including making decisions about the form, layout and presentation
- understand how words and images are combined to convey meaning
- combine words, sound and images to create a multi-modal texts

Wherever possible, Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

In the Foundation Stage language and literacy development are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-

play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books.

An environment is provided which reflects the importance of language through signs, labels and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves.

### ***Speaking and Listening***

Pupils are:

- taught how to speak confidently, clearly and audibly in a wide range of contexts
- taught to understand how to adapt their use of language, varying use and register in relation to purpose and audience
- taught to listen with concentration to a wide range of spoken language in real contexts, such as: live talks, radio, television, film
- enabled to participate in pair/group discussions, debates and individual presentations
- given opportunities to reflect on their own and each other's use of language
- enabled to use drama strategies; these provide inter-active opportunities for developing spoken language
- given opportunities to listen to stories, poetry and novels

### ***Reading***

Pupils:

- read for pleasure and develop research and study skills.
- read a wide range of fiction and non-fiction, including media and IT texts and texts from a variety of cultures and traditions
- explore meanings of text using drama strategies
- have the opportunity to read on-screen texts
- are enabled to use a range of skills and strategies to read accurately for meaning and pleasure, through opportunities to take part in shared, guided and independent reading and systematic phonics teaching
- read for information and other purposes in other areas of the curriculum
- are given opportunities to explore the links between reading and writing

### ***Writing***

Pupils:

- are encouraged to see writing as an enjoyable activity in itself
- are encouraged to write with commitment and vitality and develop independent distinctive and original styles
- are taught to write fluently and accurately, understanding how to use the main rules and conventions of written English
- write for a range of purposes: - to communicate to others, create imaginary worlds, explore and describe experience, organise and explain information, imagine and explore feelings and ideas, use language creatively to engage a reader, inform and explain, to persuade and present arguments
- write in a variety of forms, e.g. narrative, letter, poems, notes
- are given opportunities to choose form and content to suit purpose and audience
- compose both on paper and on computer screen, using different formats and layouts to present work
- discuss and respond critically to their own and other pupils' writing, analyse strengths and weaknesses and make improvements at the formative stage
- use re-drafting to improve and develop content, style and accuracy of writing
- apply the skills and strategies involved in writing through opportunities to participate in shared, guided and independent writing
- are given opportunities to write at length

***Drama*** is of central importance in developing language use and the curriculum provides opportunities for pupils to:

- create, adapt and sustain different roles individually and in groups
- explore meanings of texts – characters, actions, themes, emotions and ideas
- participate in spoken performances, dramatic interpretation, improvisations
- write original scripted scenes to develop written skills
- evaluate their own and each other’s contribution and effectiveness of performance
- experience drama for a sense of achievement, enjoyment and to develop self-esteem.
- deepen pupils understanding of other curricular areas e.g. history, geography and music etc.

### **Assessment and Target Setting**

Assessment of pupil work and progress is on-going by the class teacher and informs future planning. Teachers mark work in literacy in line with the school marking policy. EYFS teachers use EYFS Development Matters and early Learning Goal statements to assess children’s progress. Teachers use National Curriculum 2014 year group objectives to track pupil progress. Teachers and pupils complete the tracking sheet at the four assessment points during the academic year and children are assessed as ‘Emerging, Expected, Exceeding or Mastering’ against the year group objectives.

This information informs the planning for groups and individual pupils, and to set targets. Children are encouraged to self and peer-assess their work during lessons (and over the course of a unit) in order to develop their learning skills and use of mathematical language.

In the core subjects, statutory assessments are made at the end of Foundation Stage and end of Key Stage 1 and 2. Parent/teacher discussions are held in the Autumn and Spring terms and parents receive a mid-year progress report and an annual report at the end of the year.

There are four assessment points each academic year. Teachers use these to monitor pupil progress and update each child’s attainment on the Oxfordshire Pupil Tracker (OPT). Following these assessment points, pupil progress meetings are held to discuss any pupils of concern.

### **Inclusion**

The school aims to provide a broad and balanced education for all children so that they achieve as highly as they can in English according to their individual abilities. Assessment information is used to identify pupils or groups of pupils who are under-achieving and steps are taken to improve their attainment, e.g. through the provision of specific guided group work, 1:1 support or intervention programmes. Gifted and talented children are also identified and suitable learning challenges provided.

### **Equal Opportunities**

In line with the Equal Opportunities Policy, 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.

### **The role of the Subject Leader:**

The Subject Leader is responsible for raising 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
- Leading in policy development
- Keeping up to date with recent Literacy developments
- Auditing CPD needs and supporting colleagues in their CPD
- Auditing, purchasing and organising resources

### **The Governing Body**

Initiatives are discussed with the teaching and learning committee and regular meetings take place on the progress of English provision with the Literacy Leader and Literacy Governor.

### **Involvement of Parents/Carers**

We believe that parents have a fundamental role to play in helping children to learn in literacy. In order to promote this, we:

- provide home/school reading diaries in EYFS and KS1 and reading/homework diaries in which details of homework tasks are written in KS2
- offer guidance to parents, in the form of information letters/leaflets, areas on the school website ... about how they can support their children with homework
- hold regular curriculum open days and evening meetings to explain relevant developments in literacy education
- hold parents' evenings twice a year to discuss children's progress
- send an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning

### **Review**

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

Signed: Chair of Governors- *Simon Pollard*

Date: March 2016