



St Thomas' Church of England
Primary School

English and Literacy Policy

School Purpose and Vision Statement:

Within the love of God we Guide, Challenge, Inspire, Nurture

A guiding light

Challenging minds

Inspiring hearts

Nurturing talents

Grounded in God's love

Amidst the ever changing tides of life

"I am the way; the truth and the life" John 14 v6

Mission Statement:

At St Thomas' we

Guide: lead, encourage and model by example through our Gospel values

Your word is a lamp to my feet and a light to my path

Psalm 119 v105

Challenge: expect the best from the whole school community

Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go

Joshua 1:7

Inspire: promote creativity, spirituality, teamwork and ambition through a growth mindset

Therefore encourage one another, build each other up, just as in fact you are doing

1 Thessalonians 5:11

Nurture: love, value and care for everyone within our school family

Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience.

Colossians 3:12

Member of staff responsible: Mrs S Farrar
Date policy written: January 2018
Date approved by the full Governing body: 23rd January 2018
Date to be reviewed: Spring Term 2021

ENGLISH AND LITERACY POLICY

Aims

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.

At St Thomas' CE Primary School we strive for children to be a 'Primary Literate Pupil'
We aim for children 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.

Statutory Requirements

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

In the Early Years Foundation Stage (Nursery and Reception) children should be given opportunities to:

- speak, listen and represent ideas in their activities;
- use communication, language and Literacy in every part of the curriculum;
- listen to and read a range of texts;
- become immersed in an environment rich in print and possibilities for communication, where mark making opportunities are widely available.

At Key Stage One (Years 1 and 2), children should learn to children learn to speak confidently and listen to what others have to say. They continue to read and write independently and with enthusiasm. They have opportunities to 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 purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They have the opportunity to 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 Literacy Governor.

This policy will be reviewed every 3 years or in the light of changes to legal requirements.

Subject Organisation

The English Curriculum is delivered using the National Curriculum English Document (2014). The Early Learning Goals are followed to ensure continuity and progression from the Early Years Foundation stage through to the National Curriculum.

Using the Lancashire English curriculum, teachers throughout School will follow the units set out for their year group every year.

Teachers group children according to their abilities and work should be differentiated accordingly using effective methods such as support, outcome and task. Where appropriate, literacy units will link to creative curriculum themes to promote cross curricular learning.

Units are generally planned over a three week period using the model provided by Lancashire consultants and include 3 distinct phases – reading, gathering content and writing. These phases allow the children to thoroughly explore the text type and its features before practising aspects of writing and then writing more independently to produce their own version of the text type.

Approaches To Speaking And Listening

The School aims to help children:

- understand and produce a simple and an elaborate language;
- use speech for a variety of purposes e.g. describing events, expressing opinions, articulating feelings and investigation;
- use language to aid social and emotional development;
- use Standard English, vocabulary and grammar;
- use language for enjoyment;
- listen carefully and respond to what is said.

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.

Approaches To Reading

The School aims to:

- encourage a love of reading by making it a successful and enjoyable experience;
- produce effective readers;
- provide a wide and stimulating variety of texts;
- build up a sound base of reading strategies using phonic awareness;
- develop initial and advanced reading skills;

Reading is an important part of the English curriculum in our School. Home reading books are organised on a banding system ensuring the children read books appropriate to their level (the children's reading should be 99% accurate in these books). These books will be provided and sent home on a daily basis for parents to read with their children. Reading resources will provide enriching vocabulary, correct grammatical structure and interesting content. Home reading is also boosted through the Bug Club – an online reading resource that children are encouraged to use at home, and complete associated activities to increase comprehension, deduction and inference skills.

Each parent is given the opportunity to liaise with teachers through reading record books which record when the children have been listened to in School by a member of staff or a volunteer, and at home, and any issues or positives there may be. Children who have moved on from the reading scheme have access to the class book selection and School Library or they can bring a book to read from home.

Children in our School are encouraged to read widely and our School Library offers the children the opportunity for wider reading through the borrowing of a variety of books. The children have weekly access to the School Library which offers a wide variety of texts to capture interest. They also have access to listening to a range of texts through their class novel which the teacher reads to them as much as possible throughout the week.

Shared reading taking place within English lessons will provide enriching experiences through more challenging texts. Teachers will also share stories with the class displaying an enthusiasm for reading and setting a positive example as a reader.

Guided reading takes place daily and allows adults to work with small groups to assess their reading abilities against KLIPs, as well as allowing the children to access independently a variety of reading activities. These sessions are led by the class teacher allowing the children to develop their reading and comprehension skills. Following their Guided Reading session the children are allocated an activity to complete in their reading journals which supports the learning objective. This is assessed against Lancashire's KLIPS guidelines for reading allowing teachers to make accurate judgments regarding a child's progression and attainment.

Phonics is taught daily in Early Years Foundation Stage and Key Stage One following the framework 'Letters and Sounds'. This will involve a 20 minute daily session of planned

systematic phonics' delivery, with a wide opportunity for application of skills through the environment and other lessons.

Approaches To Writing

The School aims to:

- give writing a purpose and make it an enjoyable experience by presenting a wide variety of writing opportunities;
- develop the children's confidence as young writers;
- help children see writing as an important means of communication;
- develop Writing by positive teaching of skills and encouragement;
- give each child the opportunity to write in a variety of genres and for a variety of audiences.

Classroom writing situations should emphasise to the children the purpose of Writing and give the children the opportunity to write in a variety of genres and for different purposes and audiences.

Shared and modelled writing, taking place within English lessons, allows the teacher to demonstrate good writing practice to the children while using their ideas. Teachers must ensure that the writing demonstrated shows high expectations and covers the success criteria they would expect to see in the children's writing including across the ability groups.

Children are expected to write daily in a range of forms. Throughout the Reading Phases this may be responses to a text, filling in text feature grids or short writing tasks such as writing as a character. In the gathering content phases the children are writing with the purpose of practising new skills learnt appropriate to the text type they are learning about. In the Writing Phase the children are writing at length with the aim of producing a finished outcome. As part of writing assessment the children write a piece of extended writing independently at the end of a unit of work which is assessed using the Lancashire KLIPS for writing.

In our School we have high expectations of presentation. The children follow the DUMTUMS rule when beginning any new piece of work in their books and they are expected to use cursive writing. To support this handwriting, practice is undertaken regularly across School and children write in pencil until they obtain a pen licence. Teachers and Teaching Assistants are expected to demonstrate high quality presentation and handwriting when marking, working with children or scribing in a lesson.

In the new English curriculum grammar and spelling now plays a key role in the children's writing. To support our children's grammar and spelling progression and attainment the teachers integrate time to practising these skills within their English lessons. There is also the opportunity for the children to put these skills into practice during lessons where the children will practice the application of skills and a GPS time when the children may practise the skills independently.

Teachers take the skills for their year group from the Lancashire KLIPS to ensure progression throughout the year groups.

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.

The use of ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate ensuring the activity has a strong English base.

Assessment and Target Setting

Teachers will be set annual targets for their children's progression and attainment as part of their performance management. Pupil progress meetings will be held half termly and assessments against the national criteria will be made at the end of each term (December, March and July).

The statutory tests will be taken at the end of Key Stage 1 and 2 and in EYFS assessments are carried out in September and July to monitor progress made.

At the end of Year 1 the children sit the Phonics Screening Test and those who do not pass re-sit it at the end of Year 2.

Assessment is a critical part of teachers' planning and work will be assessed in line with the Assessment Policy.

- We complete regular writing assessments at the end of the teaching of each unit to track the children's progress. These are assessed using Lancashire's KLIPS allowing teachers to make accurate judgments.
- Individual writing targets are set for the children to help them to make progress.
- Teachers mark writing with pink and green identifying one area for the child to work on in order to improve their work in line with the Marking Policy.
- Teacher assessments in Reading are made using the Lancashire KLIPS
- Phonics assessments are carried out regularly using the Letters and Sounds Assessment sheet and this information is recorded using the Phonics Tracker to track progress through the phonics phases.

Intervention Programmes

Intervention programmes are implemented to support children where appropriate and for children identified by the class teacher and the SLT during Pupil Progress Meetings. These may include ELS, FLS, Quest, Nessy, Phonics Booster Groups and additional 1:1 reading. They

may however be planned specifically to a group's needs using assessments from the teacher.

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.

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
- Feedback and Marking policy
- Special Educational Needs Policy

Review date:

