

English & Literacy Policy

SLATED ROW SCHOOL

Headteacher: Mr J Budd

SLATED ROW SCHOOL | Old Wolverton Road, Wolverton, Milton Keynes MK12 5NJ





Written	Beth Smith (English Lead)	April 2013
Adopted	Full Governing Body	April 2013
Amended	Beth Smith (English Lead)	December 2016
Amendments agreed	Full Governing Body	January 2017
Reviewed	Annual	July 2019



Contents

- **English & Literacy Policy**

- **Appendix**
 - a. **Handwriting Policy**



A Shared Vision

Throughout the Key Stages at Slated Row School, staff work towards what we agree is our 'Positive Literacy Outcome':

"Young people at Slated Row School are able to participate meaningfully and assertively in decisions that affect their lives. Each young person can play an active role in navigating their path."

This is the ultimate Literacy outcome that we are working towards for each and every one of our young people.

Multiple 'Literacies'

All of our young people succeed in Literacy because we acknowledge that to be literate means different things to different learners. Whilst we see varying degrees of Communication, Reading and Writing as fundamental to all areas of the curriculum, our view of Literacy encompasses a more inclusive perspective.

We develop multiple Literacies across the curriculum at Slated Row School. In addition to Communication, Reading and Writing, we develop the following:

- Social, Moral, Spiritual and Cultural Literacy: our young people explore beliefs and experiences; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; and use imagination and creativity, and reflect.
- ICT Literacy: our young people learn about and choose ICT to critically, creatively, and ethically use, produce and communicate meaning.

A Cross Curricular Approach

Communication, reading and writing are, to varying degrees, integral to all lessons.

We approach the development of Literacy through three important areas that are cohesively planned and implemented across the curriculum. Teachers at Slated Row School agree that the following teaching and learning references from the National Curriculum Programmes of Study for English are cross-curricular responsibilities:

Communication across the Curriculum:

"Throughout the key stages and across the curriculum, pupils communicate appropriately."

Lower and Middle School pupils focus on the Key Stage 1 and 2 requirement that "pupils learn to listen and respond appropriately to their adults and their peers" across the curriculum.



Secondary pupils focus on the Key Stage 3 and 4 requirement that “pupils learn to communicate effectively through using Standard English” across the curriculum.

At Slated Row School, we know that a young person’s ability to communicate is a basic human right. Therefore, the young people at our school who do not learn to speak fluently and confidently are not “effectively disenfranchised” like the National Curriculum for English states, but are offered a Total Communication Package. With the Speech and Language Therapy Team, we ensure that the best ways to communicate with our young people are accessible throughout the key stages and across the curriculum.

Reading across the Curriculum:

“Throughout the key stages and across the curriculum, pupils experience a wide range of texts.”

Lower and Middle School pupils focus on the Key Stage 1 requirement that “pupils listen to and discuss a wide range of poems, stories and non-fiction” and the Key Stage 2 requirement that “pupils continue to read and discuss an increasingly wide range [of texts]” by experiencing texts across the curriculum.

Secondary pupils focus on the Key Stage 3 and 4 requirement that “pupils learn to read increasingly challenging material independently through reading a wide range of fiction and non-fiction”, by experiencing texts across the curriculum.

At Slated Row School, each and every classroom has a classroom library to invite browsing, spark curiosity and promote inquiry. Each collection contains books that are from a variety of genres and that span a significant range of difficulty. The classroom libraries are refreshed on a half-termly basis to ensure that subject-specific, curriculum supporting titles are on offer. The classroom libraries are incorporated into lessons throughout the key stages and across the curriculum.

Writing across the Curriculum:

“Throughout the key stages and across the curriculum, pupils develop positive attitudes towards writing.”

Lower and Middle School pupils focus on the Key Stage 1 and 2 requirement that “pupils should be taught to develop positive attitudes towards and stamina for writing” by developing their writing skills through play across the curriculum.

Secondary pupils focus on the Key Stage 3 and 4 requirement that “pupils write for a wide range of purposes and audiences” by developing their writing skills through ‘stop and jots’ across the curriculum.

At Slated Row School, we provide a healthy writing environment with opportunities for experimental and emergent writing in each and every classroom. A range of writing equipment is readily available and all attempts to write are responded to positively and with interest. All Key



Stage 3 and 4 teachers ensure that 'stop and jots' - brief written responses to questions or probes – take place across the curriculum. This strategy helps our young writers to overcome blocks of apathy and self-criticism because teachers across the curriculum focus on the content, fluency and speed of what the students are writing rather than correctness.

Provision in Literacy

The Lower and Middle School Team plan from the Early Years Curriculum. Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

The Middle School Team work on a three year rolling programme that is based upon the Key Stage 1 and 2 curriculums. The children may be working at 1 or 2 key stages below that of their chronological age. Children entering Middle School who have not yet met the Early Learning Goals for Literacy continue to follow the school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils follow the Year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum.

In **Key Stage 3**, planning is based on themes; the incorporation of age-appropriate thematic literature into the English curriculum stimulates content based Literacy learning. The children may be working at 1 or 2 key stages below that of their chronological age. If they are still struggling to decode and spell, they are taught to do this through rigorous and systematic Literacy lessons and interventions so that they catch up rapidly. Where classes are identified as 'Sensory', they follow a 'Personal Progress' pathway.

At **Key Stage 4**, the majority of students are on a 'Scaffolded' pathway, following the AQA 'Step up to English GCSE' Certificate syllabus, with the opportunity to access AQA English GCSE if they are working at an appropriate level. Students on the 'Personal Progress' pathway may be working at 1, 2 or 3 key stages below that of their chronological age, and follow the WJEC 'Personal Progress' Certificate syllabus.

At **Post 16**, the students follow two pathways 'Independence' and 'Employability', for English, with students following OCR Cambridge Progress and Functional Skills.

**The role of the Literacy Co-ordinator is to:**

Take the lead in developing the progression and continuity in Literacy throughout the school with curriculum partners;

Support colleagues in their development of work plans and in assessment and record keeping and provide guidance and support in implementing NC and schemes of work;

Monitor progress in Literacy and highlight action needed;

Take responsibility for the organisation of central resources for Literacy and manage a delegated budget and keep spending within it;

Keep up-to-date with developments in Literacy education and disseminate information to colleagues as appropriate by attending courses and feedback sessions organised by LEA, Cluster groups or other colleagues;

Assist with diagnosis and remediation of learning difficulties;

Encourage and assist in-service training;

Co-ordinate recording and presentation throughout the school in consultation with colleagues;

Advise the Head teacher of action required (e.g. resources, standards etc);

Encourage ways of involving parents in their children's learning;

Promote liaison throughout the school (moderation etc).

**Appendix a:**

Handwriting Policy

Rationale:

A consistently high standard of presentation and handwriting is promoted across the whole school which all students and staff recognise, understand and follow. For students and teachers this aims to foster a sense of pride and respect in their work.

Presentation across the school:

- All books are named with the subject and class.
- Every piece of work is dated (long date in all subjects when appropriate for students).
- Modelled examples are used to introduce new skills and reinforce expectations.
- Drawings and diagrams are in pencil when appropriate for students.
- Books are well kept with no writing or doodling on the outside or inside of covers.
- Students are taught where to start a new piece of work.
- Tippex and correction pens are not to be used by students.

Handwriting across the school:

- Students are encouraged to maintain correct posture and pencil grip.
- Handwriting is discretely taught.
- Opportunities for linking phonics and spelling are used.
- Additional handwriting support is given to those children whose letter formation requires improvement.
- Students write in pencil until they transition to Key Stage 3, where this is appropriate.

Specific Progression:**Lower School**

- Students are taught correct letter and number formation, moving from single letters to words and sentences.
- They are free to select a writing implement of their choice in child initiated learning.
- Correct sitting and pencil grip is taught.
- They are encouraged to write in a straight line from left to right.
- Some students are taught how to write 'on the line' and begin to join letters.

Middle School

- Students are taught how to maintain regular size and shape of letters and regular spaces between words.
- They develop the fluency of their handwriting at word and sentence level.
- They are all taught to write 'on the line' where this is appropriate.



Key Stage 3 and 4

- This is the transition time from pencil to pen. Children continue to use pencil in their work books, but are taught to use pens where this is appropriate.
- Students work on improving fluency and continuing spelling links.
- Students are expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Students write in paragraphs around a theme where this is appropriate.
- Students are taught to adapt the layout of their written work to fit the intended purpose, i.e. letter presentation.

Key Stage 4 Post 16

- Students write in pen where this is appropriate.
- They are expected to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Handwriting support is given and continues to develop an efficient writing skill and aid spelling.
- Students learn to select the most appropriate presentation style for different writing genres.