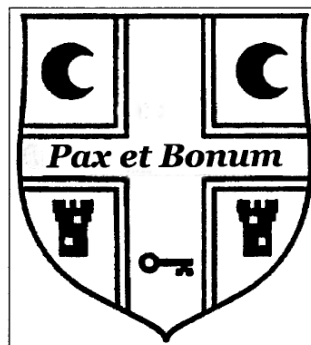


Our Lady & St Edward
Catholic Primary
& Nursery Voluntary Academy

Literacy/English Policy



Reviewed January 2020

English Policy

Governors and staff at Our Lady & St Edwards Catholic Primary & Nursery School value each child as a unique individual made in the image and likeness of God with a range of individual gifts and talents. Therefore, we aim to provide every child with access to a broad and balanced education and to ensure they develop the necessary skills and knowledge to communicate effectively within society.

The National Curriculum in England (July 2014) clearly states:
Teachers should develop pupils' 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.

Aims

To develop the pupils abilities to :

- Communicate effectively in speech and writing.
- Use reading as a source of information, a means of communication and a pleasurable activity.
- Listen with understanding, enabling them to be enthusiastic, responsive and knowledgeable.

Foundation Stage

Teachers in the Foundation Stage follow the Communication and Language strand and Literacy strand of the Early Years. Educational programmes must involve activities and experiences for children, as follows:

- 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 must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Foundation Stage (EYFS) Framework March 2014.

The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals set out below:

Communication and language
Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. **Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. **Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the

future. They develop their own narratives and explanations by connecting ideas or events.

Literacy Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Primary English Curriculum

The new English programme of study (2014) is based on 4 areas:

- ☐ Spoken language
- ☐ Reading
- ☐ Writing
- ☐ Spelling, grammar, punctuation and glossary

The new National Curriculum is divided into 3 Key stages:- Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6).

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The new National curriculum 2014, gives detailed guidance of what should be taught at each Key Stage under the following headings.

- Spoken language
- Reading - Word reading
- Reading- Comprehension
- Writing – Transcription- including spelling, handwriting and presentation
- Writing- Composition
- Writing- Vocabulary, Grammar and Punctuation

Speaking, Listening and Responding

1. Spoken Language:

The National Curriculum programmes of study states the statutory requirements for pupils in years 1 to 6 are as follows:

Pupils should be taught to:

- ♣ 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
- ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ♣ 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(s)

- ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ♣ select and use appropriate registers for effective communication.

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years

Objectives

To develop children as effective speakers and responsive listeners who will be able to:

- Use the vocabulary and grammar of standard English
- Formulate, clarify and express their ideas individually and in group discussion.
- Adapt speech to a widening range of circumstances and demands.
- Listen to others and respond appropriately in a variety of situations.

Method

Speaking and listening is planned for and assessed through AFL across the school. Children are encouraged as both speakers and listeners across all curriculum areas and at all levels, through individual, class and group discussion, investigations, presentations, problem solving activities, drama, role play and PSE activities. It is planned for and taught through literacy sessions guided by the National Curriculum and in other areas of the curriculum. These activities build upon and extend the child's speaking and listening skills.

Listening to gain information is stressed and being able to make appropriate and considered responses. Turn taking is used to develop the child's skill as both speaker and listener. Appropriate adult intervention is used to encourage progression through thoughtful comments and questioning and also to act as a role model.

Speaking and listening activities are planned across the curriculum, based on relevant learning objectives, to ensure progression. An understanding of the relevance and importance of standard English is fostered as well as a respect for dialect and accent. Children are encouraged to speak in a variety of situations and to use the appropriate form, manner and tone for the respective situation and audience.

Reading

The National Curriculum states that pupils should:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

The programmes of study for reading at key stages 1 and 2 consist of two dimensions: word reading and comprehension (both listening and reading). It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Objectives

To develop children as effective readers who will be able to :

- Read accurately, fluently and with understanding.
- Respond to the texts they have read.
- Read, analyse and evaluate a wide range of texts.
- Read for information.
- Read for pleasure.

Method

The skills required to become an independent reader are taught within the Literacy sessions and other curriculum areas through a wide range of appropriately planned activities and using a variety of organisational techniques. We begin the phonics phases in foundation and KS1 to focus on both the blending and segmenting of words for reading and writing. There are daily phonics sessions in FS, KS1 and LKS2 children in KS2 who have not reached the expected phase are targeted with specific interventions alongside their daily specific spelling lessons. Children are also taught to look for 'clues' by reading on and reading back, noting the word shape, using prediction and checking for meaning. Higher level skills such as skimming, scanning, inference, deduction, finding hidden meaning and forming opinions in response to a text, are taught as children develop as readers. Shared reading of whole class texts on screen and in paper version are used to teach reading skills, new vocabulary is discussed guided small group reading focuses on the assessment of decoding and comprehension skills.

Each class has a reading corner/area with books of various genres. Organisation is dependent on the available space and the age of children. Within each area, there is a mix of scheme and non-scheme material. The school also has a variety of reading material which has an age appropriate interest level with a lower age skill level which is stored in the school library. The reading books are colour coded following the national colour banding. Each class has access to a range of levels providing for the age and ability of all children in the class.

Whole Class/ Guided reading is a method used to teach reading skills and assess progress; it takes place at the beginning of the week for all children in KS1 & 2 and during the week in Reception. KS1 and KS2 children are asked comprehension questions about the text that they have read. Children are heard read individually in order to monitor progress and as an assessment technique. Children read to the teacher, classroom assistant or other adult according to the structure and activities of the Literacy session. Parents are urged to hear their children read regularly and to make positive comments on their child's progress in the child's reading record. Children may also comment on their reading and reading material in their reading record.

The school library is used to display a range of fiction and non-fiction texts as well as dual language books. The classification system is based on the Dewey System. Children are able to take books home. School librarians are appointed in the autumn term and these children are usually from Year 5 and run a story club two lunchtimes a week. Children are taught to use the reference system to access material. They are also taught research techniques. Children learn how to use title, contents and index to access relevant material. Children are also taught how to find and retrieve electronically stored information by means of a netbook or I pad.

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
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

The 2014 Curriculum divides writing skills into three dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)
- Spelling, Punctuation, Vocabulary and Grammar

We recognise that these elements are essential to success and we support the acquisition of 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.

Objectives

To develop children as effective writers who will be able to :

- Understand the relationship between writing and the spoken word.
- Communicate ideas and meaning to the reader creatively.
- Organise and structure their writing.
- Use a range of vocabulary.
- Use a variety of forms of writing for different purposes.
- Produce writing, which is grammatically correct and accurately punctuated.
- Re-draft their work through editing and improving on previous work.
- Use note-taking skills.

Method

Writing skills are taught during the Literacy session and embedded in all curriculum areas, they include the following: investigations in grammar, punctuation and sentence construction, spelling methods, vocabulary extension, a variety of writing styles and purposes, the planning of written work, note taking, dictation, rewriting. An opportunity to engage in extended writing is provided every week through Rainbow Write. Writing skills and specific writing targets are also taught through cross curricular work and other curriculum areas as appropriate. Children also learn word processing skills and producing texts on screen.

Teachers in KS1 and KS2 all use a three week literacy plan to ensure that all children are being taught the correct elements to ensure that they make good progress.

Children are given a range of writing opportunities including traditional style stories with predictable structures, stories using a range of genres (horror, adventure etc), retelling of stories, rhyming poetry, descriptive poetry, persuasive writing, limericks, haiku, riddles, reports, factual articles, instructions, lists, signs, labels, letters for a range of purposes, diaries.

Children are taught to use aids to support writing : vocabulary banks, checklists for writing composed during literacy sessions, dictionary, thesaurus, IT' spelling and grammar check'.

Children are exposed to a print rich environment providing examples of a variety of styles and forms of writing : hand written, letter templates, computer generated print. Interactive displays are also used to foster interest and support learning.

Children have access to a variety of writing tools and materials, including word processing, and opportunities for both free writing and formal writing activities.

Rainbow Write is a strategy used in school to encourage talk for writing and to develop an understanding of the importance of correct use of grammar, punctuation and effective vocabulary within their independent writing. It is also used as an assessment tool.

The teaching of spelling is supported by the 'Jason Wades Letters and sounds' scheme and 'Spelling Shed' in years 3-6 and children take home a list of spellings made up of common exception words, year group word lists and words including the spelling patterns taught.

Seeds and Weeds is a strategy used in school to encourage children to self-correct and improve on a previous piece of writing to encourage children to understand the importance of re-reading and checking. It is used as a way for children to self-evaluate their work.

FS and KS 1 phonics is underpinned by the 'Jason Wades Letters and sounds' phonics.

Handwriting

Objectives

To develop children as effective writers who will :

- Be able to form letters correctly.
- Produce neat, legible handwriting.
- Know and use appropriate styles of writing for differing purposes.

Method

Handwriting is taught in a variety of ways ; whole class, group and individual teaching, as appropriate. Early writing skills are taught using textures (sand, salt, foam, water etc) to develop fine motor skills, A variety of media is used ; pencils, felt tip pens, handwriting pens, white boards and pens. Handwriting pens are introduced as children are ready and can join their handwriting, the aim being for children to be writing in pen as soon as they are ready. From the foundation stage, children are

taught to form their letters with a small joining flick. From year 1 children are encouraged to join their handwriting. The use of handwriting style books have been introduced to encourage correct letter formation.

Spelling, Punctuation and Grammar .

Objectives

To develop children as effective spellers who will :

- Be able to attempt spellings using a range of approaches.
- Be aware of spelling rules and patterns.
- Know that there are exceptions to spelling rules.
- Be able to use strategies to find/check spellings.

Method

Spelling, punctuation and grammar (or SPAG) is taught as a separate areas:

- Daily phonics teaching in FS and KS1 and LKS2. In the early years and KS1, the main emphasis is on hearing and recognising sounds, phonic awareness (the ability to segment and blend phonics) in order to spell and read words. Children are initially taught to identify phonics in spoken language and to understand how these sounds are represented by letters and letter combinations. Phonic awareness is combined with understanding and recognising specific spelling patterns. Multi sensory techniques are also used to support the spelling process.
- At least weekly grammar and punctuation lessons using elements from the 'Rainbow Grammar' scheme to underpin teaching.

Spelling activities are part of the weekly homework for children from Year 1 upwards. Attention is given to the spelling patterns being covered in phonics sessions. All classes have access to dictionaries and children are encouraged to use these as an aid to independent writing.

Children are encouraged to write independently from an early age with value being placed on their own writing. Older children are encouraged to check their work for spelling inaccuracies. All children are expected to embed and show their understanding of spelling, punctuation and grammar teaching within their writing.

Teaching and Learning

A range of teaching strategies, appropriate to the activity and the needs of the children, are used. These include, ability groups, mixed ability groups, pairs and small groups, individual work, specific target groups and whole class teaching. Teachers plan and use differentiation to cater for the range of abilities within a class. This may take the form of differentiation in activity, resources, outcome, intervention, support or questioning. Differentiation is based on teacher assessment, evaluation of previous work and the needs of the individual.

Assessment

Assessment is an integral part of English Teaching and takes the following forms :

- Teacher Assessment is ongoing through AFL for all children and is based on daily interaction, questioning, observation and outcome. It is used to inform day to day planning and is recorded in the class assessment file and on end of year/key stage records.
- The Early Years Foundation Stage Profile covers development throughout the foundation stage and is completed by the end of the Reception Year. Data is sent to the LEA.
- Reading Tests take place towards the end of Advent, Lent and Pentecost Term from Year 1 to Year 6. A range of assessments are used including national end of key stage testing, Rising Stars, Test Base and PIRA and PUMA. This information is recorded on Eazmag and also passed to the Assessment Co-ordinator and receiving teachers.
- Key Stage 1 English SAT results are recorded on the child's record, passed to the DfES and Assessment Co-ordinator and given to parents.
- Key Stage 2 English SAT results are recorded on the child's record, passed to the DfES, given to parents and sent to the Secondary school.
- Regular work trawls take place to monitor coverage, differentiation and progress.
- Teacher assessment of individual pupil progress is recorded termly and submitted to the assessment coordinator. All data is analysed regularly by the SLT and with teachers and teaching assistants at pupil progress meetings termly in order to target areas in need of development for the individual child, the group/class or the whole school. Pupil progress meetings are held between the head teacher/assessment coordinator, LoLaD, SENCO, class teacher and TA to discuss the progress of individuals and effectiveness of intervention strategies being employed.

Monitoring

Planning is monitored by the Literacy Co-ordinator and SLT alongside work scrutiny on a regular basis, in order to ensure positive cross curricular links, continuity and progression.

Standards are monitored in conjunction with the Assessment Co-ordinator; this is done with regard to both local and national standards of achievement and opportunities for moderation of work is planned for with other schools across the OLOL trust.

Work samples are analysed by the SLT in accordance with the monitoring schedule and on an informal basis during classroom visits. The literacy coordinator undertakes classroom visits of literacy lessons at least termly and as necessary during the year for individual staff. SLT observe learning in lessons on a half termly basis. Feedback is given through discussion with the teacher and action points agreed and given to the class teacher and head teacher. This evidence feeds into performance management reviews.

This policy will be reviewed in line with the school policy review cycle.

This policy was reviewed by the literacy coordinator Joanne Greenwood January 2020.