



ENGLISH AND LITERACY POLICY

MISSION STATEMENT

"Our School, our family, modelled on Christ"

INTENT

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & 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. Mary's school we strive for children to be a 'Primary Literate Pupil'

We strive to enable each child 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.
- by developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

At St. Mary's Primary School, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes primary literate and progresses in the areas of reading, writing, speaking and listening.

Staff at St. Mary's feel it is seminal to highlight and be aware of the differing groups of learners and vulnerable children in their class. Once this information is acquired, teachers can plan and teach personalised English lessons which focus on the particular needs of each child. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success.



St Mary's RC Primary School

English at St. Mary's will not only be a daily discrete lesson, but is at the cornerstone of the entire curriculum. It is embedded within all our lessons and we will strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring curriculum expectations and the progression of skills are met, the children at St. Mary's will be exposed to a language heavy, creative and continuous English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

STATUTORY REQUIREMENTS

The school will follow the statutory requirements for the teaching and learning of English as laid out in the National Curriculum English Document (2014) and in the Communication and Language Development section of the Early Years Foundation Stage Profile (2019).

In the Foundation Stage 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.



THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision.

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

IMPLEMENTATION

The English Curriculum is delivered using support materials from LPDS units and Lancashire suggested units front cover planning sheets. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

Literacy sessions are taught each day throughout the school and children are grouped according to ability within their own class. Work is differentiated according to ability and support staff are deployed to support where necessary. Unit planning is completed by all teachers using the schools Literacy planning format. As we believe consistency and well-taught English is the bedrock of a valuable education, at St. Mary's we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. In line with the National Curriculum, we ensure that each year group is taught the explicit grammar, punctuation and spelling objectives required for that age groups. As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities to ensure that children are achieving the objectives at the expected level and that some children can achieve at a greater depth standard. All year groups use the same format for assessing writing which have been produced in line with the end of Key Stage assessment frameworks as published by the Department for Education.

In order to expose children to a variety of genres which helps to utilise and embed the writing skills, teachers use a writing journey to plan, structure and teach their English lessons. This journey is designed to show progress, teach the pertinent year group objectives, apply and consolidate these skills and develop vocabulary. Writing is taught through the use of a quality text, which exposes the children to inference, high-level vocabulary, a range of punctuation and characterisation. Each text is purposefully selected in order to promote a love of reading, engagement and high quality writing from each child.



SPECIFIC APPROACHES TO SPEAKING AND LISTENING

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. Talk for Writing is also used to develop imaginative, creative and effective writers.

SPECIFIC APPROACHES TO READING

St. Mary's school has a strong focus on developing the child as a reader. Time is devoted to the teaching of reading on a daily basis and across the curriculum.

Shared reading- takes place on a daily basis in Literacy sessions and also across the curriculum.

Guided reading- each class has a dedicated guided reading session for each group. Each class is given the option to decide whether this takes place during or outside the Literacy session. Teaching assistants are also trained for the support and delivery of Guided reading.

Independent reading- Children are given a home reading book as well as having the option to have a library book to encourage independent reading. The school uses 'Accelerated Reader' to assess the children's understanding of texts that they have independently read.

Phonics- each class in Foundation stage and KS1 has a daily 30 minutes phonics session (see phonics policy)

Resources – All home reading books are organised according to Accelerated Reader 'Zone of Proximal Development' (ZPD). Each child has an individual ZPD as set by the 'Star Reading Assessment' system on 'Accelerated Reader'. In this way, teachers can ensure that children are reading books suitable for both their age and ability. Library books are organised into fiction and non-fiction and the children have free choice when selecting a library book.

Links to parents – Literacy homework is set once a week and reading and spellings are also sent home. Phonics workshops are held for parents and assessment information gathered from 'Accelerated reader' is sent home termly.



Wider reading – all classes have access to the school library and throughout KS1 and KS2 each class will be looking at a class novel. Each class also has a well-stocked and inviting class library for the children to access and enjoy.

Home Reading- Children are given a home reading book and a reading record in which parents and teachers can communicate. They are encouraged to read at home as often as possible for a sustained period.

SPECIFIC APPROACHES TO WRITING

Phonics and spelling- in EYFS and in Year 1 daily phonics sessions occur. From Year 2 onwards, spelling patterns are taught on a weekly basis and children are streamed into single age groups for this.

Emergent writing- in EYFS there are opportunities across the curriculum and in its organisation for emergent writing to occur within both the indoor and outdoor curriculum.

Shared Writing, Guided Writing/Independent Writing- is planned for and taught as part of the Literacy sessions.

Extended writing/writing across the curriculum- All classes explore opportunities for writing across the curriculum wherever possible. Teachers also provide regular opportunities for sustained independent writing that can be used for assessment purposes.

Handwriting- handwriting is practised and taught throughout the school. Children are taught their letter joins and the school follows Nelson scheme.

ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy. In addition to this:

Reading will be assessed from Y1 TO Y6 using KLIPS materials and a level will be submitted to the assessment co-ordinator each term. 'Star Reading' assessment data will also be used to measure and monitor progress and also to identify and set targets for children. In Reception, children are assessed against the EYFS objectives and FS profile.



St Mary's RC Primary School

Writing will be assessed using KLIPS and in Y2 and Y6 Interim writing standards produced by DfE inform summative judgements.

Optional SATS are also undertaken.

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided. Provision for children with special educational needs and GAT will be clearly identified on teachers planning.

INTERVENTION PROGRAMMES

Intervention programmes in school are delivered each half term and include: Additional phonics (RWI), IDL Literacy, Fast Forward Grammar, Reading booster, NuffieLd Early Language Intervention (NELI) and Accelerated Reader targeted interventions.

ROLE OF SUBJECT LEADER:

The Subject Leader is 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

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



IMPACT

The impact of the English Curriculum at St. Mary's as set out in this policy on our children is clear: progress, sustained learning and transferrable skills. Children make excellent progress in Reading and Writing given their starting points and attainment at the end of KS2 is consistently above national average.

Due to the rich reading diet children receive, they are fluent, expressive readers with excellent understanding and a highly developed vocabulary. Reward systems and staff's passion for reading ensures that children develop a life- long love of reading.

With the high quality CPD provided for staff on the planning throughout the 'phases' to carefully map that reading to writing journey being well established and taught thoroughly in both key stages, children are confident writers and by the time they are in upper Key Stage 2, they are familiar with a wide range of genres and teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards are high and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.