



Purpose of policy:

This policy reflects the school's values and philosophy in relation to the teaching and learning of English. It gives guidance to all teaching staff, non-teaching staff with classroom responsibilities, school governors, parents, inspection teams, LA advisors, et al.

Contribution of English/ Literacy to the curriculum:

Literacy is at the heart of our desire to raise standards in our school. A first language education is pivotal for all learning in every curriculum area. We are adopting as our definition for literacy the one used by the Revised Primary Framework for Literacy. Literacy unites the important skills of reading and writing. Speaking and listening are an integral part of literacy.

Aims:

The teaching of English will:

- Cover the requirements of the National Curriculum for KS1 and KS2 and the Early Years Foundation Stage.
- Follow the Revised National Literacy Strategy Framework for Teaching throughout the school, making as many cross-curricular links as possible.

We aim for children to:

- Read and write with confidence, fluency and understanding
- Understand the sound and spelling system and use this to read and spell accurately (see KS2 Spelling policy)
- Have fluent joined handwriting (see Handwriting policy)
- Have an interest in words and their meanings
- Know, understand and be able to write in a variety of genres, fiction and non-fiction
- Plan, draft and edit their writing
- Develop a technical vocabulary, through which to understand and discuss their reading and writing
- To be confident to express their own needs, feelings, emotions and spirituality
- Be interested in books and read with enjoyment
- Develop their powers of imagination and inventiveness through reading, writing, speaking and listening

Teaching time:

There is a daily Literacy lesson for up to an hour's duration both in KS1 and KS2. In addition there will be time for extended writing each week. Each class has a period of quiet reading timetabled every day. The Letters and Sounds phonics programme is delivered daily at Foundation and KS1. Handwriting is taught in line with the Handwriting policy and reference is made to the Primary Framework. Spelling is taught in line with Letter and Sounds at KS1 and the Spelling Policy at KS2 where reference is made to the Primary Framework. Spelling is linked with handwriting and reading. At KS 2 the school delivers the Catch-Up reading recovery programme.

Links with parents:

Reading: The children are encouraged to take home reading books to share with their parents and carers. Parents are asked to show an interest in their child's reading and listen to or look at books together at home on a regular basis. This may be set as homework. A home to school record is maintained

Spellings: Children may be asked to undertake spelling activities at home. This may take many different forms. Most spellings are linked to the revised Framework or cross-curricular work. Parents are encouraged to help their child with the activity.

Parents are invited to visit the regular book fairs held at the school and to participate in the Book Week activities.

Use of ICT:

All pupils have the opportunity to develop word processing skills using Microsoft Word. By using the same program throughout the school, pupils can develop their word processing skills effectively. ICT is also used for research and spelling skills (Starspell). Easiteach enriches the teaching and learning in conjunction with the electronic whiteboards.

Targets:

- Children/teachers set their own individual short term progress targets
- Pupil targets for attainment at the end of the year are set at the start of each school year using teacher assessment, tests such as QCA and FFT information. Targets are set in line with 'Critical Pathways'
- a class target is set for pupils in reading and writing
- School cohort targets are set for statistical purposes in relation to how many children will achieve specific levels in each year group annually

Monitoring:

Monitoring is undertaken in various ways:

- The head teacher monitors by classroom observation and visits
- The literacy subject leader monitors with an English focus, which is usually a whole-school issue or an area for development
- scrutiny of pupil's work by both the literacy subject leader at times supported by the head
- analysis of the results of summative assessments
- and at times by the L.A. Inspector for Assessment and advisory staff from the Primary Strategy Team.

Assessment:

- informal assessment is continuous
- pieces of written work are added to the child's special book at least once a term and assessed against the National Curriculum levels or P scales as appropriate
- children will have comments on their English skills in the annual report to parents
- work is marked in accordance with the school's marking policy
- a standardised reading test is conducted twice a year, September and March in KS2, and in KS1 where it is appropriate
- the New Vernon Graded Word Spelling Test is conducted once a year in March for KS2 and for KS1 where appropriate. These tests are administered centrally, the records kept centrally and transferred to the next class teacher.
- National SATs tests in English are undertaken in year 2 and 6. Optional QCA tests are undertaken in years 3,4 and 5
- Tracking in reading and writing is maintained through the Orange Files.
- In KS1 and Foundation Stage, Letters and sounds and High Frequency words are assessed regularly.
- the Foundation Stage Profile is completed by the end of the academic year

Planning:

The Revised Primary Framework for Literacy is the basis of the medium term outline planning, using cross-curricular links where possible. The medium term outline planning is then adapted for more specific activity planning such as unit/ daily/ weekly plans. The medium term outline plans can be found on the network and in the head teacher's office. The unit activity/short term plans detail which activities and learning objectives intend to be covered. The teachers' personal daily plans adjust these intentions and reflect the progress of the pupils in the class. The Nursery and Reception follow curriculum guidance for the Early Years Foundation Stage.

Special Needs:

Teaching Assistant support is available every morning to each class. This generally coincides with the times when literacy activity takes place. It is expected that the TA will take an active role in supporting children and ensuring their progress under the direction of the class teacher. At times additional supporting adults are deployed in class again working under the direction of the teacher. It is the responsibility of the class teacher to plan for the deployment of the additional help. Literacy Strategy intervention schemes such as ELS are in place.

The headteacher also organise additional reading support at KS2 through the Catch-Up programme. SENSS is used to refer pupils with specific needs, assessments are made and learning programmes or strategies implemented. At Foundation stage, additional Speech and Language support is provided by a trained teaching assistant and external S&L therapists.

Resources:

Resources to match the learning objectives for all year groups are kept centrally in the lobby of the library but since the introduction of the revised Framework these are being reviewed. Resources include big books, class sets of readers, poetry books, group readers and teacher resources. There is a system for signing out which needs to be observed.

A large bank of speech and language materials has been built up.
CATCH-UP - reading recovery material is stored in the library.

KS2 individual reading books for children to borrow and read at school and take home are kept in the school library. A selection of books is colour coded and corresponds to reading ages. A small library of books is kept in each class room/year group area. The school employs a TA for a few hours each week to organise the library

Each class/year group has a set of dictionaries and thesauruses.
Each class is provided with a listening centre, headphones and story tapes.

Foundation and KS1 individual reading books and guided group reading books are kept in the support suite and classrooms, as well as group and audio material which support the schemes. The nursery has a small library of books and resources for literacy development.