

South Kilworth C of E Primary School

Literacy and English Policy

Date of Adoption by Governing Body _____

Signed _____

Date of Review _____

1. MISSION STATEMENT

All children are individuals with active creative minds and have a need to succeed. We believe learning is maximised when it takes place in a safe and caring environment enriched with support, encouragement and assistance and allows for individual differences and learning styles. We focus on the whole self and support the spiritual, moral, intellectual, social, emotional and physical development of every child empowering them to reach their educational and personal potential whilst nurturing their self confidence and self esteem and developing a respect for others. Above all, we want our children to enjoy freedom through knowledge and lay the foundations for a happy, healthy, productive and meaningful life.

2. AIMS

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.

By the age of 11 we aim for a child 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.

3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2000) and in the Communication, Language and Literacy section of the Curriculum Guidance for the Foundation Stage (2000).

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 and to our Literacy Governor.

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

4. SUBJECT ORGANISATION

The English Curriculum is delivered using the Primary National Strategy framework. The Foundation Stage Guidance and framework are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

We use a topic approach to learning and our work in English is linked to the class topic and may be cross - curricula when suitable.

Usually each class undertakes daily English lessons. Some aspects of English such as spelling and handwriting may be taught outside of that lesson.

Children can be taught as a whole class, in groups or individually. Work is differentiated appropriately.

5. 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.

Examples of where speaking and listening might occur within the classroom:

- stories, songs and poems
- storytelling
- describing events ,observations and experiences
- giving reasons for actions
- explaining ideas and opinions in discussion and responding to others
- planning ,predicting and investigating in small groups
- presentation to different audiences
- reading aloud
- imaginative play and role play
- drama
- hot seating
- listening to CDs
- class council/school council
- circle time

6. APPROACHES TO READING

See separate reading policy

7. APPROACHES TO WRITING

Phonics and spelling- We follow the letters and sounds programme in FS and KS1 leading into support for spelling at KS2. From Year 1 upwards children have weekly spellings to learn. Children who require additional support in KS1 may participate in ELS. Children are encouraged to use dictionaries and thesaurus' to support their spelling. For further details see separate Phonics policy.

Emergent writing

Children are encouraged to write for a range of purposes and across the curriculum. They are encouraged to use their knowledge of letter sounds to support their writing in the early stages. As children develop their ability they are expected to use their spelling knowledge to write words correctly as appropriate to their ability. Marking and feedback time is used for children to correct spellings they should know making use of personal word books.

Shared Writing

The Pie Corbett talk for writing framework with the teacher modelling the thought processes and behaviours of a writer forms the basis of whole class shared writing sessions. Children have opportunities to be immersed in the text type before capturing their ideas and moving onto writing

Guided Writing/Independent Writing

This leads into opportunities for children to write independently or as part of a guided group. Children are given opportunities to focus on particular aspects of writing e.g. drafting, grammar, punctuation and to improve upon their work. As well as having opportunities to follow the writing process through incorporating modelling,

scaffolding, independence, re-drafting and producing a final draft. V.C.O.P. work is used as appropriate

Extended writing

Children have opportunities for extended writing both within English lessons and across the curriculum on a regular basis. Success criteria help children to focus on their work and to self evaluate. Marking and feedback ensures children know their strengths and next steps (see marking policy). Time is given for children to make recommended changes.

Handwriting

See separate handwriting policy

8. GRAMMAR and SPELLING

Grammar is taught during English lessons and all classes follow the grammar progression document. Spelling is also taught weekly in accordance with the spelling scheme of work. Children from Y1 onwards have weekly spelling tests. Children will be encouraged to correct spellings in their work if they are appropriate to the child's ability and have already been taught or given.

9. 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.

10. THE USE OF ICT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate.

11. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy. All children have targets in their reading diaries and English books these are based on APP and reviewed regularly.

12. 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. More able children will be identified and suitable learning challenges provided.

INTERVENTION PROGRAMMES

A number of intervention programmes are used across the school as appropriate.

ELS

Superstars

FLS

Spelling

1-1 tuition

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.

13. ROLE OF SUBJECT LEADER:

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating Literacy:-

- pupil progress
- provision of Literacy
- the quality of the Learning Environment;

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

14. PARENTAL INVOLVEMENT

Parents can support their children with literacy - by reading to their children on a regular basis and also hearing their children read. There is a home/ school reading diary which is used as a two way communication booklet between staff and parents. All children have regular English homework. There are numerous booklets available for parents which give support for their role in reading and writing. There are also curriculum evenings which explain curriculum issues to parents

14. CONCLUSION:

This policy should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment Policy

Marking policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Handwriting Policy

Phonics Policy

Reading Policy

Presentation Policy