



Veryan Church of England School

Policy for English and Literacy

Aims:

- to provide guidance on an integrated programme of Speaking & Listening, Reading and Writing to develop pupils' abilities;
- to ensure that the requirements of English teaching are covered within a broad and balanced approach including cross-curricular teaching;
- to ensure that pupils are given opportunities to consolidate and reinforce taught literacy skills across the curriculum.

At Veryan Church of England Primary School we strive for children to be a 'Primary Literate Pupil', as we believe that to be able to access learning within the primary school and beyond and to have good life chances each child needs to have good levels of literacy by the end of Key Stage 2.

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.

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 (Reception) 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.

Subject Organisation:

The English Curriculum is delivered using objectives from the Primary National Strategy framework. The Early learning Goals are followed in the Foundation Stage to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

During the daily literacy lesson in KS1 and KS2, children may experience whole class shared/modelled reading and writing, whole class or group word or sentence activity, extended writing time or guided group work. Children are taught literacy in mixed ability classes, by their own class teacher. Differentiation is planned for and appropriate challenge and support put in place, dependant on the needs of the pupils.

In KS1, much of the key skills of literacy will be taught using the Read Write Inc programme, with planned speaking and listening and genre awareness opportunities planned, alongside writing opportunities in other areas of the curriculum.

In KS2, staff use the Primary National Strategy framework planning for a starting point for long and medium term planning, and to ensure that a full range of genre are covered. Teachers then adapt this to suit the needs of the class and to allow for links to be made with the topic. Planning is taught in a two yearly cycle, to allow for the mixed age classes that we have in Veryan School. Cross curricular links are sought out to allow pupils opportunity to apply their skills and opportunities for summative assessment are identified. Planning is monitored within the school by the subject leader in subject leadership time.

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.

Approaches to Reading:

Opportunities are provided for:

- Shared reading - within literacy lessons and at other times of the day;
- Guided reading - this usually takes place outside of literacy lessons (see individual class timetables);
- Independent reading;
- Phonics - Read, Write Inc lessons on a daily basis in Foundation and Key Stage 1, Support for Spelling taught a minimum of three times a week in Key Stage 2;
- Resources - We have a wide collection of book banded independent reading books in the hallway as our main reading scheme. All classes have a collection of texts linked to their current topic, dictionaries and thesauri, Pelican BigBook Interactive books, interactive whiteboard for displaying e-texts and sharing text with a class, iPads talking books apps, fiction and non-fiction big books.

Approaches to Writing:

Opportunities are provided for:

- Emergent writing in Foundation Stage and Key Stage 1 through directed teaching activities or as a result of continuous provision in class
- Shared Writing - within the literacy lesson
- Guided Writing/Independent Writing - within the literacy lesson or other areas of learning
- Extended writing - within the literacy lesson and/or as stand-alone sessions
- Handwriting - practised regularly within the literacy skills lessons or as a separate handwriting lesson using the PenPals scheme in KS2 and the Read, Write Inc integrated approach in Foundation Stage and Key Stage 1.

- Writing stimulated by experiences outside the classroom or as a result of a visitor to school.

The teaching of writing in Veryan C of E School takes two main approaches as a way of providing a varied diet of opportunities for the pupils. It is expected that over the course of one academic year six fiction and six non-fiction or poetry blocks will be covered. Each half term will use either a “story-telling into story-writing” style approach using visual maps and a learned kinaesthetic telling of the class text or an “Exciting Writing” approach using video clips, computer games, music and drama to bring atmosphere and give children an eagerness to write. There will be a balance of the two approaches over an academic year.

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, with an aim to have at least one written piece per week in another subject area which gives pupils opportunities to work towards their literacy curricular target or to reinforce genre features learnt in a previous block (or current block and previous block at KS1).

The Use of ICT:

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

Assessment and Target Setting:

Work will be assessed in line with the Assessment Policy. Curricular targets will be created from areas identified as weaknesses during the APP process and will be set in the “Must, Should, Could” style. They will be displayed on working walls within the classrooms and will be referred to regularly within teaching both in Literacy and across other areas of the curriculum.

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 added to the Gifted and Talented Register. Extension opportunities will be provided for these children within school and working in collaboration with other schools, including the Roseland Community College.

Intervention Programmes:

In Key Stage 2 pupils that have been identified as requiring additional support are provided with additional literacy sessions a week. The range of intervention available includes:

- “Read Write Inc” One to One phonics teaching resources, the sessions are taught by teaching assistants;
- 1:1 or small group tuition in literacy taught by a qualified teacher;
- Better Reading Partnerships sessions three times a week, taught by trained partners who are either staff or regular volunteers at the school;
- Literacy pre-teach groups, planned by the class teacher and taught by a teaching assistant, to provide confidence to struggling children through giving them opportunities to become familiar with key skills needed to access learning in the following week;
- Nessy phonics programme (computer based) for pupils in Years 5 and 6 who need catch-up phonics programme and other schemes have not worked.

Role of Subject Leader:

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy through monitoring and evaluating Literacy including:

- pupil progress through data, pupil conferences and work scrutiny;
- provision of Literacy (including Intervention and Support programmes) including lesson observations;
- the quality of the Learning Environment.

They are also responsible for:

- 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

Parental Involvement:

Parents are encouraged to support their child’s learning in many ways:

- Annual meetings are held for parents to explain our approach to the teaching of reading and writing.
- School parents’ evenings/ open evenings are held termly to discuss individual progress and targets for the future.
- Reading records are used throughout the school to aid communication between home and school.
- Regular reading homework is set throughout the school - timings are age dependent.
- We promote events at the local library to encourage parents to make use of this valuable resource.

Equality and Diversity:

All children will be given equal opportunities regardless of religion, disability, age, gender, race and sexual orientation. No one will be discriminated against (See Equality Scheme)

Consultation with Stakeholders:

This policy has been discussed with staff, pupil representatives on the School Council, parents and Governors. Feedback has been considered and amendments made to take account of the views of these stakeholder groups where practical.

The Governing Body:

Regular reports are made to the governors on the progress of English provision and to our Literacy Governor, Mrs Sue Young.

Conclusion:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment Policy
- Marking policy
- Special Educational Needs Policy
- Gifted and talented Policy
- ICT Policy
- Equal Opportunities Policy
- Inclusion Policy
- Health and Safety Policy

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

Date: _____

Signed: _____ Head Teacher
 _____ Chair of Governors