

# Policy Document for English and Literacy.

## **Introduction.**

This policy document is a statement of the aims, principles and strategies for the teaching and learning of English and Literacy developed at Henry Prince Primary School.

This policy will be reviewed on a regular cycle to ensure relevance, effectiveness and practicality. A schedule for the review of this and all other policy documents is set out in the school development plan. English and Literacy contribute to the school curriculum by developing pupils' abilities to speak, listen, read and write for a wide range of purposes using language to learn and communicate ideas, views and feelings. It is our view that the pupils in the school should be taught in a safe, secure and stimulating environment enabling them to all to achieve their potential in the areas of English and Literacy regardless of their gender or ethnic background.

## Aims.

The aims of teaching English and Literacy are:

- To develop pupils' confidence in themselves as skilled communicators, to make relevant contributions and learn how to listen attentively to others.
- To enable pupils to adapt their speech to a widening range of circumstances and demands.
- To develop pupils' interest and pleasure in reading, so that they can read independently, understand the meaning and express preferences about their reading.
- To ensure that pupils read with fluency, accuracy and understanding across a range of texts, both fiction and non-fiction.
- For pupils to enjoy writing and to see the value of it.
- To provide stimulating opportunities for pupils to be creative writers of text and to express themselves, in writing, with confidence.
- To enable pupils to become independent writers of texts, which are accurately spelled, punctuated correctly and which communicate meaning in narrative and non-narrative forms.
- To develop pupils' understanding that writing is essential to thinking and learning across all curriculum areas.
- To enable pupils to use the planning, drafting and editing processes to improve their written work and sustain their writing of fiction and non-fiction.
- To enable pupils to develop legible handwriting in both joined and printed styles with increasing fluency and speed.
- To enable pupils to use non-fiction and non-literary texts in order to access information for themselves including ICT based information texts.

- For pupils to be able to use ICT as an effective means of communication and an effective tool for learning.
- To set suitable learning challenges.
- To respond to pupils' diverse learning needs.
- To overcome potential barriers to learning and assessment for individuals and groups of pupils.

### Organisation and methodology.

English is a core subject of the National Curriculum. The fundamental skills, knowledge and concepts are set out in "English in the National Curriculum" where they are categorised into three attainment targets:

1. Speaking and Listening
2. Reading
3. Writing

English is primarily delivered through the Primary Framework. All pupils take part in a daily Literacy session, which covers the programmes of study for English as set out in the National Curriculum.

Extra opportunities for pupils to practise and extend their Literacy skills will be provided and linked to other curriculum areas wherever possible.

Pupils are taught as individuals, in groups and as classes. The key skills are approached in varied and systematic ways in order to ensure that pupils have a wide range of strategies at their disposal. Various approaches are adapted and integrated to meet the needs of the individual. A flexible approach is taken in the use of different methodologies and materials.

Ability and mixed ability groups are used for different purposes and planned to meet specific objectives.

### Speaking and Listening is developed through:

- Story telling.
- Describing and listening to events and experiences
- Speaking and listening appropriately to different audiences including peers, teachers and other adults.
- Speaking and listening appropriately in a variety of contexts across the curriculum.
- Group discussion and interaction.
- Drama and role-play activities.
- Reading aloud.
- Debate and presentation.
- Worship and music.

### Reading is developed through:

- Using a wide range of both scheme and non-scheme books which allows for a flexible but structured approach.
- Pupils making their own books and using them as general reading material.
- Pupils having access to a wide range of literature and non-fiction texts in classrooms, in a central resource area and the school library.
- The use of ICT based reference materials in the form of television, video, computers and listening centres.
- Providing a print rich environment and interactive displays in order to stimulate pupils' reading.
- Sessions of shared and guided reading as presented in the Primary Framework.
- Sessions of independent reading when pupils have the opportunity to read, enjoy and share texts with other pupils and adults.
- The involvement of parents, in and out of school, thereby ensuring a home/school commitment to the encouragement and value of reading.
- Pupils being able to borrow books from the school library.
- The holding of book fairs.
- Worship.
- A structured programme of the teaching of phonics and the systematic development of a sight vocabulary as detailed in the Primary Framework.

Writing is developed through:

- The provision of a wide range of purposes for writing, including communication with others, exploring experience and organising and explaining information.
- The provision of opportunities to practise a wide range of forms of writing, including narrative, poetry, reports, instructions, captions and lists, persuasive writing and play scripts.
- Providing opportunities to write appropriately for a range of audiences.
- Teaching pupils the main rules and conventions of written English.
- Teaching pupils to be self-critical and to use planning, drafting and editing processes to improve their work.
- Teaching pupils to use a range of spelling strategies in order to become independent and accurate spellers.
- Teaching pupils to use a legible style of handwriting and making them aware of the importance of clear, neat presentation in order to communicate effectively. The use of Nelson Handwriting scheme provides guidance for consistency of form across the Key Stages.  
(See Policy for Handwriting)

Work in Speaking and Listening, Reading and Writing is integrated throughout English and Literacy and through all other curriculum areas and the links

between these are made explicit to the pupils. English and the skills of Literacy are seen as the media through which pupils learn and they are drawn on extensively in other subject areas. Homework is also used to support the English Curriculum.  
(See Policy for Homework)

### Pupils with Special Needs.

Pupils with diverse learning needs are provided for through:

- Teachers planning for the pupils full participation.
- Setting high expectations.
- Providing opportunities for all pupils to achieve.
- Creating effective learning environments.
- Providing equality of opportunity through teaching approaches.
- Setting learning targets.
- Liaison with SENCO and the development and delivery of appropriate IEPs.
- Liaison with outside agencies, e.g. psychological services.
- Appropriate intervention (As set out in the Code of Practice)
- Allowing pupils access to specialist equipment and approaches where necessary.
- Delivery of the ELS, ALS and FLS programmes.
- Liaison with the adviser for gifted and talented pupils.
- Continuous consultation with and involvement of parents.

### Planning.

Planning for English and Literacy is done at three levels:

1. Whole school planning, (Long term )
2. Year group planning, (Medium term )
3. Individual teacher's planning (Short term )

Planning is completed using the guidance of the Primary Framework and the National Curriculum orders and schemes of work for each year group have been developed.

Planning used is consistent over both Key Stages and involves the development of continuous, blocked and linked work.

### Continuous work:

Work on key skills, experience of a variety of purposes and audiences, reading, writing and responding to a range of narrative and non-narrative texts including both print and screen-based texts. The work includes text level, sentence level and word level work.

### Blocked work:

An opportunity to focus on particular skills in depth.

### Linked work:

Speaking and Listening, Reading and writing which relates to another subject or subjects as part of a topic.

Planning shows progression and continuity and cross-curricular links are detailed. Whole school meetings are used to discuss any issues arising.

#### Assessment and Recording.

Pupils' development in Literacy is constantly monitored and assessed in order to inform future planning, teaching and reporting using APP grids and annotated planning.

A variety of methods are used in order to provide a broad and balanced picture of pupils' skills.

A variety of record keeping methods are also used to suit the purposes of the assessment.

All formal assessments are passed to the receiving teacher at the end of the academic year.

For all aspects of English and Literacy, staff indicate pupils' strengths and highlight weaknesses that are then used to inform future learning targets.

#### Assessment of Speaking and Listening.

Pupils' progress in speaking and listening is assessed informally using a variety of methods in differing situations, through:

- Shared text work.
- Word/sentence level work.
- Independent and collaborative work.
- Group and whole class discussion and interaction.
- Debate and presentation.
- Drama activities.
- Independent play activities.

Evidence is gathered formally and informally to support the assessment and this forms the basis for the annual report to parents.

#### Assessment of reading.

- Pupils' reading behaviour (attitude to reading, chosen texts etc) is observed and noted by the class teacher in the pupils' individual reading record books, taking account of reading both in school and at home.
- Pupils' progress in reading is assessed through guided reading of both fiction and non-fiction texts by using APP grids.
- Statutory assessment of reading occurs through the reading SATs at the end of Key Stage 1. The results of these assessments are monitored closely in order to inform targets for subsequent year groups.
- Y 3 - 4 undertake the optional SATs at the end of each academic year.

### Assessment of writing.

- Pupils' writing is assessed regularly against the appropriate learning objectives as detailed in the Primary Framework.
- Pupils' progress in writing is assessed through guided writing.
- Pieces of work are kept to mark pupils' progress and APP grids are used to assess their writing and this informs the writing of reports to parents.
- Statutory assessment of writing occurs through the writing and spelling elements of the SATs at the end of Key Stage 1.
- Y3 - 4 undertake the optional SATs at the end of the academic year.

(See Policy for Assessment)

### Monitoring and Evaluation.

The Head teacher and Literacy Co-ordinator manage a programme of monitoring and evaluation of the teaching and learning in the school through:

- The implementing of a monitoring cycle.
- The monitoring of medium and short term planning.
- Lesson observations.
- Staff consultation.
- Book scans.
- Analysis of SAT results.
- Scrutiny of teacher assessments.
- Monitoring of standards in writing and subsequent setting of targets. (See Skills Ladder)

### The Role of the Co-ordinator.

The co-ordinator will:

- Conduct regular discussions with Staff about their professional development needs in the delivery of Literacy.
- Target issues that occur, on a whole school basis, through staff meetings and designated INSET days.
- Provide support, using a range of possible methods, if staff members have particular needs or concerns.
- Give guidance to support staff as to their role during the daily Literacy Session.
- Monitor planning.
- Develop appropriate assessment arrangements, including records.
- Oversee and monitor end of Key Stage and end of year assessments.
- Oversee parental liaison in the area of reading.
- Co-ordinate the purchase of resources and be responsible for their organisation.