



**St John's Angell Town CE Primary
School**

ENGLISH AND LITERACY POLICY

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MISSION STATEMENT

"Learning to make the world a better place"

St John's Angell Town is a school where everyone learns and wants to improve. Teaching, at our school, will help every child to reach their potential. We work together with the wider community to make sure that every child is happy, healthy and is supported by Christian values.

AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening and Reading & Writing embed in a creative curriculum. With a broad and balanced approach to the teaching of English across the curriculum pupils will be given opportunities to interrelate the requirements of English with opportunities to consolidate and reinforce taught literacy skills.

At St John's Angell Town School we strive for children to be literate; therefore, we aim for pupils 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 and be able to write in a variety of styles and forms appropriate to the situation.
- develop the powers of imagination, inventiveness and critical awareness.
- acquire appropriate 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).

SUBJECT ORGANISATION

The English Curriculum is delivered using the Primary National Strategy framework combined with a thematic 'creative' approach. 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.

In the Foundation Stage (Nursery and Reception) children are 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 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 learn to change the way they speak and write to suit different situations, purposes and audiences. They 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 Chris Taylor.

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

Contribution of English to teaching in other curriculum areas

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

Mathematics

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

Personal, social and health education (PSHE) and citizenship

English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Key Stage Two children research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

- **English and ICT**

The use of ICT, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text levels. It also offers ways of impacting on learning which are not possible with conventional methods, e.g. interactive and non-linear stories.

ICT is used at whole-class, group and independent levels. The screen projection of text enables it to be read and shared. The projection of a word processor permits the writing process to be modelled effectively. A wide variety of text types are available through the Internet or CD-ROMs to encourage the framing of explicit questions.

Groups can work at a computer and input text via the keyboard or use iPads. Word banks or word grid software speed up recording. Software is used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers). A range of software and APPs are used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website).

Pupils also have access to interactive whiteboards in all teaching areas. The whiteboards provide excellent support for teaching and learning programmes. Pupils use these to develop their skills and knowledge in all areas of the English curriculum.

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.

In the Foundation Stage, Circle time is used daily as a vehicle to encourage children to listen to others, respond to questions and share their views.

In Key Stage One, in year one in particular, 'Show and Tell' plays a prominent role in communicating information with the children encouraged to ask and answer questions. Children also communicate ideas and listen to others during circle time, role play and during class activities.

In Key Stage Two, children also use circle time to discuss thoughts and feelings. They engage in critical and philosophical thinking. The children are encouraged to develop their own views and opinions, whilst considering and respecting the views of others through, for example, debating topical issues.

Generally, being of the Ros Wilson persuasion that 'if a child can't say it, they can't write it', ample opportunities for talk are paramount, in order to encourage the speaking and listening; as well as, develop writing skills.

Opportunities and activities for talk across the Key Stages consist of:

- Weekly talk homework (which is specific to year group or whole school topics)
- drama to explore ideas or texts.

- talk frames and starters to engage and focus pupil attention to talk in context, as well as support them to establish structures for writing. ,
- talk partners
- use of partner work and small group work.
- teaching cooperative learning skills
- allocating individuals to report the work of a group to the class
- praising good listening and good explaining
- presentations and productions for children to take part in
- special visitors including parents, story tellers and poets who deliver performances and workshops, thus engaging pupils in talk.

READING

Reading is a powerful learning tool that facilitates independence in the pursuit for knowledge. It allows the reader to share experiences, which might otherwise not be encountered and encourages the development of empathy. Reading provides readers with language models from which they can gain meaning, pleasure and an understanding of how language works.

Therefore we aim to support pupils to:

- have confidence in themselves as readers
- read fluently and automatically by using in the first instance phonic knowledge of grapheme-phoneme correspondences and the skills of blending as their prime approach for decoding unfamiliar words (Rose Report 2005);
- use a range of strategies to decode words.
- build up a store of words that are recognised and understood on sight;
- understand and interpret texts using inference and deduction;
- identify and comment on the structure and organisation of texts;
- explain and comment on writers' use of language, vocabulary, grammatical and literary features;
- have enthusiasm for reading a wide range of texts and respond to texts by reading independently for purpose, pleasure and learning.
- discuss what they have read to a high level of comprehension
- read at home with parents/carers, as well as at school.
- self assess and consider how their reading can be improved.

The following strands are delivered consistently across the school;

- Phonics and spelling rules
- Shared reading
- Guided reading
- Independent reading
- Reading across curriculum

The teaching and learning of phonics and spelling also play huge part of impacting on children's reading, which inevitably is transferable to supporting and encouraging children's writing.

In the Foundation Stage and Key Stage One Phonics are taught daily using the 'Letters and Sounds' programme combined with Jolly phonics. Pupils who continue

to need phonics teaching in Key Stage Two engage in the phonic programme that is better suited to their learning style which is either, letters and sounds, Jolly phonics or PAT (Phonological Awareness Training).

In Key Stage Two pupils improve their spelling by understanding the principles underpinning word construction and recognise how these principles apply to words; additionally, pupils practise and assess spelling as well as apply spelling strategies.

All pupils in Reception to Year Six participate in a guided reading session each week, which occur every day within a carousel system. The guided reading carousel may consist of guided reading, individual reading, an ICT reading programme, follow-up activity, independent reading or audio stories. Activities are chosen by the class teacher and address the learning needs of the pupils. The carousel also ensures that pupils have the opportunity to read to an adult twice within a week, namely, the class teacher and teaching assistant who record children's readability and reading behaviours. All guided reading books are banded into the "book band" colours/levels and consist of a variety of non-fiction, fiction and poetry genres. Pupils may bring home a similar "book band" for independent reading at home. Other pupils may choose an independent reading book from their class library or from the local library, during fortnightly class visits.

Shared reading is paramount in supporting children to develop reading skills and is a conducive to all areas of the curriculum. In the Foundation Stage shared reading is used to encourage early reading enjoyment. Throughout the Key Stages it is often the basis to access and develop learning themes as well as signal an end to the day. In Key Stage Two there is also a wealth of shared reading experiences wherein each term, pupils engage in a novel that is linked to the class topic of teaching and learning.

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 via DSEN provision or intervention planning. Gifted children will be identified and suitable learning challenges provided. (SEE SEN policy)

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.

Member of staff responsible: Nickola Roye

Date policy written: April 2014 (Draft)

Agreed by Governing Body

Signed: _____

Date: _____

Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.
April 2014	Overall, general review of policy as time had elapsed.	<ul style="list-style-type: none">• The New Curriculum to be used from September 2014.• Handwriting policy needs to be written or included.