



Weetwood Primary School

English and Literacy Policy

Reviewed: Oct 2012
Next review date: 2015

1. MISSION STATEMENT

**Respecting each other
Expecting our best
Learning in a happy school**

2. AIMS

We aim to develop pupils' attributes 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

At Weetwood Primary School we strive for 'Primary Literate Pupils.'

By the end of Y6 we aim for all children 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 (Nursery and 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.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our Literacy Governor, John Hannah.

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 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.

Foundation Stage

In Nursery, Literacy opportunities, including phonic based activities, are available in a number of areas of provision and phonic skills are taught regularly, in group sessions. In Reception, the children have a whole-class shared text session five times a week, they have daily phonics lessons that include handwriting and there is an indoor and outdoor Literacy focus every day.

KS1 and KS2

Teachers deliver a Literacy lesson each day, planned in line with the requirements of the Primary National Strategy. There also a guided reading sessions, timetabled by individual staff, to ensure all pupils received one focused group session each week. Children have the opportunity for an extended piece of writing in line with Ros Wilson's Big Writing strategy. This can be a piece of writing to complete a unit of work or another genre chosen by the teacher, and can be one of the half-termly assessed writing pieces.

Pupils are taught in ability groups for reading and writing and the work is differentiated by task, outcome and by support.

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.

At Weetwood, the children are given opportunities for Speaking and Listening through:

Class Council meetings

School Council Meetings

Listening to stories (read and recorded)

PSHCE lessons

Circle Time

Drama in Literacy lessons

Performances

Group problem solving
Visitors
Individual discussion with reading support helpers
Presentations in topic work.
EAL groups
Friendship group

6. APPROACHES TO READING

Opportunities for shared reading are given in the Literacy lessons using texts on the IWB, big books and text extracts.

Each week, during Guided Reading sessions, all children have at least one opportunity to work in a differentiated reading group with a teacher or teaching assistant. A range of Guided Reading books is available for pupils from the Summer term in YR to Y6. Sets of topic books can also be used in guided reading sessions to support learning in other areas of the curriculum.

During the other GR sessions, children will be reading independently from their home reader, library book, class topic book or a book from home.

Home readers from our reading scheme are banded according to the reading level. (see appendix 1) At Weetwood our main reading scheme is Oxford Reading Tree, but it is supplemented by books from other schemes - DK Eyewitness, Cambridge, Ginn Pocket Readers, Rigby Rockets, Pandora Books, New Way and Read, Write Inc. Phonics. This provides a range of genre both fiction and non-fiction, and also includes books to support the phonics taught in FS and KS1.

All children have a Reading Record book where we record the book they are reading. Parents are asked to read with their children and the record is used as a two-way communication between home and school, identifying successes and any difficulties.

At Weetwood we have a well-stocked library run by parent volunteers and the children have the opportunity to visit it every week. Books are borrowed by individuals using the computer scanning system and selections of books can be borrowed by class teachers for use in the classroom.

Books to support class topics are borrowed from the Leeds Library Service, termly or half-termly.

At Weetwood, we believe that reading stories to our children is very valuable and take every opportunity to do this, either with a class novel (KS2) or shorter story books.

7. APPROACHES TO WRITING

In FS, opportunities are provide for emergent writing, shared writing, copy writing and handwriting. Mark making materials are available in many areas of provision.

At Weetwood, we have adopted many elements of Ros Wilson's Big Writing strategy in Y1 - Y6.

These include:

Regular oral sessions, where we explore the use of openers, connectives and interesting vocabulary.

The use of the punctuation pyramid.

A working wall in each classroom where we display connectives and openers at a level to match the ability of our class.

Space on the working wall to write exciting vocabulary discovered and used by the children. (children are encouraged to use the words in their own writing)

Extended writing sessions that include a planning time and quiet, focussed writing time. Opportunities for children to check their own work and that of others, using VCOP. Opportunities for children to assess the standard of written work by comparing it with levelled examples.

Phonics are taught every day in YR and Y1, in line with the Letters and Sounds programme. In Y2, they have a whole-class phonics session each week, and phonics is also taught in differentiated groups for children who need extra support. By the end of KS1, we expect most children to be able to spell high frequency words and some words used in class topics.

Children in KS2 who need more help with phonics, are identified through assessment and their needs are also addressed using Letters and Sounds and Read, Write Inc. Spelling resources.

KS2 teachers use the Spelling Bank lists of words appropriate to their year group and also words used in topics. All KS2 pupils have an individual list of spellings identified from their written work by their teacher.

In KS1 & 2, spelling lists are given for homework and tested weekly.

Handwriting is taught from Reception to Y6 using the Nelson Handwriting scheme. The IWB version and the Nelson Handwriting Font are available on our network. Handwriting is taught once a week, and children are expected to present all their work in their best handwriting.

When a child's handwriting is joined and fluent, they begin to write in pen. This is expected to happen during the second half of Year 4.

8. CROSS-CURRICULAR LITERACY OPPORTUNITIES

As part of our curriculum planning, teachers identify opportunities to make cross-curricular links eg. Literacy/Science, Literacy/History. This enables the pupils to practise and apply the skills, knowledge and understanding acquired in literacy lessons to other areas of the curriculum.

9. THE USE OF ICT

There are many opportunities outlined in the framework, for the use of ICT to support teaching and learning in Literacy and all classes have one session per week in the ICT suite specifically for curriculum support, in addition to their existing ICT session.

Literacy resources on our network are:

Big Writing Games

Pelican Interactive Big Books

Nelson Handwriting scheme

Songbirds Phonic Reading Books

KarZouche

Photo Story 3

In line with the framework, children have access to digital cameras, Flip cameras and Easi Speak microphones to record and present their work in Literacy.

10. ASSESSMENT AND TARGET SETTING

Work is assessed in line with the Assessment Policy and in Nursery, in line with the Early Learning Goals.

Reading is assessed each term using APP sheets, where achievements are highlighted and targets can be clearly identified. In Y3, 4, and 5, teacher assessment is supported by the use of infer, online assessment. The banding of the reading books (appendix 1) ensures children are reading at an appropriate level.

Pupils do a minimum of two pieces of assessed writing each term, in their assessment books. This provides staff with examples of the children's work in a range of genre and gives a clear picture of each child's ability as a writer. The writing is assessed using the APP sheets and individual/group targets are identified. The results of these assessments are fed back into our planning. Individual target sheets are kept in Literacy books for pupils to see their next steps.

Examples of writing are regularly levelled at staff or KS meetings. A portfolio of moderated pieces of writing is available as a reference for teaching and non-teaching staff, and also for newly appointed staff.

Levels of achievement are entered on class tracking sheets and discussed with the head teacher at the termly pupil progress meetings.

11. 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 under-achieving pupils or groups of pupils, through our tracking sheets and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

Children who enter school with EAL and need support with communicating in English, are assessed using STEPS assessments.

Gifted and under-achieving children are supported in the classroom by differentiation. Where more support is needed, intervention programmes are organised.

INTERVENTION PROGRAMMES

Children needing extra help with Literacy are identified through our tracking system by the SEN coordinator. The coordinator organises a timetable for group work and support that is planned by the class teachers and delivered by teaching assistants. This intervention is reviewed every half term.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity disability or home background.

12. ROLE OF SUBJECT LEADER:

The Subject Leader is 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

13. PARENTAL INVOLVEMENT

Parents receive termly newsletters outlining the areas to be covered by their children in Literacy. They are also invited by individual teacher, to a Parents Information Meeting at the beginning of each academic year. Progress and targets are shared with parents at parents' evenings and parent helpers are encouraged to support in school.

Parents are encouraged to support their children by reading with them at home and communicating with the teacher through the use of a reading record. They also support the children with their homework.

Mrs Dosanjh runs an ESOL group for parents requiring support with English.

14. CONCLUSION:

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

Teaching and Learning Policy

Assessment and Record Keeping

Responding to pupils' work / Feedback / Marking policy

Special Educational Needs and Inclusion Policy

ICT Policy

Equality and Diversity Policy

Race Equality Policy

Gender Equality Scheme

Health and Safety Policy

Disability Equality Scheme

Member of staff responsible: Sue Mayock