

BRETHERTON ENDOWED CE PRIMARY SCHOOL

ENGLISH AND LITERACY POLICY



Member of staff responsible: J Clarke
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Date approved by the full Governing body: TBC
Date to be reviewed: May 2024

ENGLISH AND LITERACY POLICY

MISSION STATEMENT

'Learning together, Growing together, Achieving together, Caring together within our Christian family'

AIMS

At Bretherton Endowed Primary School we aim to develop pupils' abilities within an integrated programme of speaking and listening, reading and 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. English will be promoted in all areas of the curriculum and throughout each classes theme.

At Bretherton Endowed school we strive for children to be a 'Primary Literate Pupil' By the end of year 6. 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 (2014) and in the Statutory Framework for the Early Years Foundation Stage (2012)

In the Early Years 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:

- learn to speak confidently and listen to what others have to say,
- begin to read and write independently and with enthusiasm.,
- 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,

- read a range of texts and respond to different layers of meaning in them,
- explore the use of language in literary and non-literary texts
- 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, Ms Rafferty.

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

THE LITERACY TREE

We follow the Literacy Tree Curriculum for writing. This ensures children have access to a varied curriculum.

Placing a Literature-led Approach at the Core of English Teaching Aims

The English national curriculum (2014) states that: ‘The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.’

- We believe the exposure of children’s literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.
- We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, where children see their cultures, families and relationships reflected, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.

Methodology

By placing books at the core, we are allowing teachers to use the text as the context for the requirements of the national curriculum. The national curriculum states that:

“This guidance is not intended to constrain or restrict teachers’ creativity, simply to provide the structure on which they can construct exciting lessons.”

This would suggest that a context for learning is vital – and this is where our chosen approach can support teachers with ensuring that objectives for reading and writing, including those for grammar can have purpose. We will always aim for our writing opportunities to be meaningful and to feel authentic. Whether these are short or long and that the audience is clear. Books offer this opportunity: our aim would be that that children have real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within text or linked to a curriculum area. Writing in role using a range of genres is key to our approach and we would always model the tone and level of formality. This sits comfortably alongside the following statement from the English national curriculum:

‘The national curriculum for English aims to ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.’

Coverage and Depth

Through use of The Literary Curriculum we have mapped the coverage of the entire English Programme of Study for KS1 and KS2 for Writing, as well as meeting the needs of the statutory 2021 Early Years Framework. In many cases objectives are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years. This approach supports children to think deeply and develop skills with depth. Where needed, planning sequences should be adapted, personalised and differentiated by the school to ensure all access arrangements can be made to support children with the requirements.

SUBJECT ORGANISATION

The English Curriculum is delivered using the National Curriculum Framework.

The Early Learning Goals are used to ensure continuity and progression from the Early Years Foundation Stage through to the National Curriculum.

The Lancashire guidance linked to the National Curriculum 2014 for key skills in reading and writing will be used at Bretherton Endowed School to ensure progression and correct pitch and expectation for each year and ability group.

Planning will be as follows:

- A yearly overview for each year group will be produced showing units and key learning which is to be covered.
- A unit overview plan for each unit of work taught, units for each year group to be given to class teachers which includes they key learning, scaffolded and independent writing opportunities, texts to be used and links to the class theme if appropriate. This is more detailed than the yearly overview.
- A weekly plan to show the above in more detail, differentiation, assessment for learning, resources, teaching assistant support and next steps for subsequent lessons.

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

We encourage a love of books and of reading by providing a rich reading environment in our classrooms and in our school library. Throughout the school, teachers read aloud to children on a regular basis. We read a wide range of good quality fiction, non-fiction and poetry. We teach both the word recognition skills needed to decode texts and the language comprehension skills needed to understand what is being read. Word recognition skills are developed systematically in the FS and KS1 through the teaching of synthetic phonics, using the Monster Phonics programme in our daily teaching of phonics throughout the EYFS and Key Stage 1. We ensure reading books for early readers are fully decodable in line with our phonics scheme and encourage daily reading at home. Language comprehension skills are developed and deepened through directly taught activities within the immersion and analysis of texts. These are applied across the whole curriculum as well as within shared and guided reading sessions. A wide range of material is provided to access independently for interest or information and children are encouraged to use the library. Reading guidelines and record books are shared with parents.

APPROACHES TO WRITING

We currently follow the Literacy Tree for writing throughout the school. We provide a wide variety of reasons and purposes for writing and in the early years provide many opportunities for child initiated and role-play writing. Teachers regularly model writing in shared and guided writing sessions addressing children's particular targets and areas for development. We also provide regular opportunities for children's writing to be shared, displayed and celebrated. Success criteria are generated and shared with children during lessons and reinforced through a variety of methods such as marking ladders. Feedback relates directly to the success criteria and children are given opportunities to respond to marking and make improvements (for more details see our marking policy).

Spelling /Phonics

We have a structured phonics programme, which is taught daily. Spelling rules and strategies are explored. Use of dictionaries and thesaurus are encouraged.

Handwriting

Demonstration and marking should reflect the schools agreed style. Cursive letter are taught from reception. Pens are used when the child's style is uniform and cursive. The schools agreed style is taught weekly until the child has developed a fluent style.

Planning

Planning in English is led by the objectives from the English National Curriculum 2014, using a range of text types. It takes the form of long, medium and short term planning. Spelling, handwriting and grammar are also taught discretely every week and embedded in writing and through opportunities in cross-curricular activities.

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. Using the whole school and class themes, teachers are to incorporate English into these where appropriate. Included in some year groups units is a novel study where a theme will be used for that particular unit of work, other subjects to be clearly identified.

THE USE OF ICT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate. This will include the reading and use of on screen text types.

ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy. Children are to be assessed in reading and writing at the end of each term and the results updated on the schools teacher drive in the correct

year group folder. Intervention programmes and extra support will be identified using these assessments.

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 suitable learning challenges provided.

INTERVENTION PROGRAMMES

Interventions are carried out where a group or individual isn't making sufficient progress or has a specific need. The programme used will depend on the needs of the child/group and will be discussed with the subject leader, SENCO and class teacher.

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.

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 (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent developments in English and literacy

PARENTAL INVOLVEMENT

Parents can help children by reading at home as often as possible and share the love of books with their child. Parents can volunteer to listen to readers in class organised with the Head teacher. During book days / weeks parents are encouraged to visit classes to read and share their favourite books.

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 and Record Keeping
- Feedback & Marking policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy

APPENDICES

- Units of work
- National Curriculum for English 2014
- Planning proformas
- Key learning in reading
- Key learning in writing
- Key learning in CLL for reception
- Support for spelling
- Support for grammar

Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.

