



CHRIST CHURCH PRIMARY SCHOOL

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Policy for English and Literacy

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1. MISSION STATEMENT

At Christ Church School we are at one with God, at one with each other and at one with ourselves.

All pupils are encouraged to *believe, achieve* and *succeed* in all that they do.

2. AIMS

We aim to develop pupils' abilities 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 Christ Church School we strive for children to be a 'Primary Literate Pupil'
By the age of eleven we aim for a pupil 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 (2014) and in the Communication, Language and Literacy section of the Statutory Framework for the Early Years Foundation Stage.

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;
- Be immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 -3) children should learn to speak confidently and listen to what others have to say. They should be encouraged to speak and write in grammatically correct sentences - adults should model the grammatically correct sentence for the child whilst valuing the child's contribution. 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 4-6) 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 impact. This policy will be reviewed every three years or in the light of changes to legal requirements and current government policy.

4. SUBJECT ORGANISATION

The English Curriculum is delivered using the National requirement documents and supplemented with the Learning Challenge Curriculum which enhances learning. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is differentiated and related to attainment, not age.

Literacy is taught daily in discrete lessons, with additional guided reading, phonics and handwriting sessions in Key Stages 1 and 2. Spelling and grammar are also taught discretely from Year 2 -Year 6, with opportunity for practice and application of word level knowledge throughout the curriculum (Appendix 1). Phonics is taught - using the Read Write Inc phonics scheme - in discrete sessions throughout the week in Foundation Stage and Key Stage 1 and where necessary in KS2.

In the Foundation Stage, enhanced provision linked to daily shared, text-based, literacy sessions provides opportunity for children to consolidate and extend the concepts taught in child initiated activities.

Groupings and differentiation – Pupils are grouped by ability within classes throughout the school, with differentiated learning activities planned around the same lesson objective. Differentiation is achieved through a range of strategies including; outcome, adult support, resources, level of scaffolding. Some children will require intervention that is not based on the same lesson objective - e.g children who have particular SEN needs.

Planning – Long term ‘Year Overviews’ indicate in which half term each unit from the Learning Challenge Curriculum will be taught and the genres of writing that will be covered each half term (themes in EYFS). Short term weekly plans offer detailed objectives, activities and success criteria/outcomes. All planning materials and supplementary publications for the Learning Challenge are stored on the P: Drive in the PLANNING TEMPLATES folder.

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.

6. APPROACHES TO READING

In **EYFS** whole class shared reading related to the text-based theme is delivered daily and supplemented with story time at the end of the morning and afternoon session. Reception pupils take part in 1:1 reading twice a week with an adult and the book is sent home for reading with parents. The ORT and RWI reading schemes are used. Daily phonics lessons take place and children who require extra support will receive extra input as needed.

In **KS1** shared reading is delivered using key texts as part of the daily literacy lesson as appropriate in the current unit. Reading is taught individually or in groups at least twice a week by an adult. A story is read at the end of the afternoon session on most days and pupils are encouraged to borrow story books from the class reading corner and the library. Children are given levelled books to read at home with an adult and parents are expected to sign the PACT booklet. Children in Year 2 will quiz on library books using the Accelerated Reader programme from spring half term. All children in Year 1 are taught phonics daily using the RWI programme. Some children in Year 2 will be taught phonics in an intervention group each week. High frequency words are assessed each term and new words are sent home for practice. Running records are completed for children each half term to assess progress and ensure that children are reading at an appropriately challenging level.

In **KS2** shared reading of the key text(s) related to the current unit of work is delivered at a whole class level as appropriate over the lesson series. Guided reading is delivered in groups once a week at a minimum, with twice being usual. Pupils are also expected to take home individual reading books which they can quiz on using the Accelerated Reader programme. Teachers use the programme to monitor progress and book choice of individual pupils. Running records/miscue analysis assessments are completed at the beginning and end of the autumn term and at the end of spring and summer terms. Parents are expected to sign the child's PACT book to confirm that their child has read.

Resources – The library houses individual reading books logged by the Accelerated Reader programme, which are available for Year 2 and KS2 pupils to access independently at their level. Class teachers ensure that children log the name of the book they are reading and the date it is taken and returned. Guided reading sets in EYFS and KS1 are levelled using book bands and are stored in the classroom. Guided reading books in KS2 come from the Badger Books scheme and are graded according to suitability for the class group. Big books are stored in communal space.

7. APPROACHES TO WRITING

In **EYFS** modelled and shared writing is delivered regularly to the whole class, followed up by weekly guided writing sessions with the teacher. Opportunities for independent and emergent writing are provided through an enabling learning environment, with mark making and book making materials are available throughout the day. Pre writing activities are also planned for in order to develop the requisite motor skills. Phonics is delivered daily to the whole class, small 'catch up' groups and individual support planned for those pupils needing additional practice.

In **KS1** modelled and shared writing is delivered regularly to the whole class followed up by regular guided writing sessions with an adult in a small group. Phonics is delivered daily with a strong emphasis on using phonics for writing. Opportunities for writing are planned for across the curriculum and pupils are encouraged to transfer the skills learned in their English lessons to other activities. Word books – organised alphabetically - are used in writing lessons in Year 2 from spring half term. Children are encouraged to write new vocabulary in their word book. Teachers check that words are correctly spelt and children then use this as a resource to help create confidence and independence when writing. Word books should be made available to children whenever they are writing.

In **KS2** modelled and shared writing is delivered regularly to the whole class followed up by regular guided writing sessions with an adult in a small group. Spelling patterns are taught discretely and weekly spelling lists are sent home for practice prior to the test. Pupils must write every day in English and/or in other subject areas. All writing is completed in a writing book which covers the following subject areas: English, Science, History, Geography and PSHE. Opportunities for extended writing are planned for each week across the curriculum. Children redraft writing to improve it and then write up a published copy at the end of the two week period. Pupils are expected and encouraged to write extended pieces of quality writing. Word books – organised alphabetically - are used in writing lessons. Children are encouraged to write new vocabulary in their word book. Teachers check that words are correctly spelt and children then use this as a resource to help create confidence and independence when writing. Word books should be made available to children whenever they are writing. Some children benefit from using an electronic dictionary and these are available in classes in KS2.

Handwriting – Cursive letter formation is taught throughout the school using the Kingston Cursive Handwriting Scheme (published by TRTS UK) and modelled by adults and in the learning environment. Handwriting models are displayed prominently in the classroom so that children are able to refer to the model when required.

8. CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links using the Learning Challenge Curriculum and the Outdoor Learning Policy. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

9. THE USE OF ICT

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

10. ASSESSMENT

Reading and writing will be assessed each half term in line with the Assessment Policy, and recorded using Pupil Tracker.

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 which pupils or groups of pupils are under-achieving and take steps to improve their attainment.

Assessment data is analysed each half term in order to identify underachieving groups in reading and writing – EAL, boy/girls, FSM, SEN – and this is discussed with class teachers in pupil progress meetings, where appropriate intervention is decided.

INTERVENTION PROGRAMMES

A graduated approach to literacy intervention is adopted (refer to SEN Policy). Teachers may complete and initial concerns form outlining a child's difficulties and strategies that have already been put in place, setting targets to move the child forward. Where pupils are working well below expected levels in reading and/or writing, despite these opportunities, they may be identified as having a special educational need.

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The following intervention programmes are available:

Reading Recovery (KS1)

Literacy Support Service Y3-6

1:1 Reading

Beanstalk Readers

Volunteer Readers

Chatterbox

Intervention programmes are monitored and evaluated by the SENCO three times a year as part of the school provision map review cycle.

EQUAL OPPORTUNITIES

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

12. ROLE OF SUBJECT LEADER:

The subject leader will monitor English provision by:

- Monitoring and evaluating English planning and teaching
- Book scrutiny
- Reviewing pupil progress meeting minutes

The subject leader will be responsible for leading in:

- Keeping policy up to date
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent developments in English.
- Reporting to Governors

13. PARENTAL INVOLVEMENT

Parental involvement is the key to successful outcomes for pupils in literacy and this partnership begins early in the pupils' school career. Parents will sign an agreement which sets out their responsibilities in supporting their child with their reading throughout the time that they are in the school.

The Reception teacher invites each parent to a reading meeting at the start of their child's Reception year. The reading record book then becomes the main form of communication about pupils' reading, along with weekly certificates giving feedback on high frequency word assessment.

Throughout KS1 and KS2, the reading record book continues as a record of home reading and communication between parents and teachers. Homework is also set for literacy each week and spellings are sent home to be learned for a test each week.

Parents will be invited into school to observe a literacy lesson in their child's class.

14. CONCLUSION:

This policy should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment Policy

Marking Policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy