

St Helena's Church of England Primary

Policy for the teaching and learning of English, Language and Literacy

This policy outlines how English is currently taught in our school and discusses our aims for its further development and improvement. The implementation of this policy is the responsibility of the whole teaching staff and is overseen by the subject leader.

We recognise that competency in the four areas of literacy (Speaking and listening, reading and writing) underpin learning across the curriculum.

Therefore the provision of quality teaching and learning opportunities for our children to acquire these vital inter-related skills is central to our teaching practice.

We recognise that language and literacy learning is most effective in a meaningful and purposeful environment, through experiences and opportunities that contextualise learning and through excellent adult and peer modelling.

We acknowledge that in order to become confident users of language, pupils need to be able to write, speak and read Standard English with fluency and accuracy.

SPEAKING AND LISTENING - Rationale

Pupils' understanding of spoken word and capacity to express themselves is central across the whole curriculum. We recognise the importance of spoken language in pupils' development across the whole curriculum. Spoken language underpins the development of reading and writing, and should form the starting point for teachers when planning for progression in these areas.

AIMS AND OBJECTIVES

For children to:

- . Build on oral skills begun at home prior to reaching school age,
- . Develop a wide vocabulary and spoken grammar skills
- . Develop questioning skills and the ability to interact purposefully with peers and adults
- . Express and justify opinions, using the conventions for discussion and debate
- . Listen attentively to each other and to adults in school
- . Be able to work cooperatively in small groups and class groups with a variety of people in variety of contexts.
- . Gain knowledge and participate in the artistic practice of drama
- . Improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances

POLICY INTO PRACTICE - Teaching and learning

- . Teachers will provide excellent modelling through class and group discussions and provide opportunities for children to talk and listen in groups of different sizes and to a range of audiences.
- . All teachers will use 'talk partners' as a medium to encourage excellent speaking and listening skills, cooperative working and as an inlet to support child led enquiry and questioning.
- . Teachers will use Talk4Writing principles to incorporate speaking and listening, in particular oral rehearsal prior to writing
- . Teachers will use PSHE / Circle time to reinforce excellent speaking and listening skills, creating an ethos of respectful listening and discussion.
- . Oral recital of poetry will be part of the English Programme of Study for all year groups
- . Children will have opportunities to listen frequently to stories, poems, non-fiction and other text types, including whole books and not just extracts.

RESOURCES AND LEARNING ENVIRONMENT

Teachers may use resources to support acquisition of speaking and listening skills which could include;

- . Role play
- . Small World Play
- . Listening centres
- . Games
- . Story sacks
- . Collections of poetry/ plays
- . Reading areas
- . Enlarged texts
- . Talking tins
- . IPADS / Recording media

READING - Rationale

Competence in reading is the key to independent learning and is given the highest priority, enabling the children to become enthusiastic, independent and reflective readers.

Success in reading has a direct effect upon progress in all other areas of the Curriculum and is crucial in developing children's self-confidence and motivation.

AIMS AND OBJECTIVES

Our aim is for children to:

- . Have the necessary decoding skills / reading strategies to access text
- . Become confident and fluent readers with excellent understanding of what they read
- . Read aloud, with expression and intonation, including reading as performance

- . Read with enthusiasm and develop a lifelong love of books
- . Access and understand how to effectively use a range of genres of text including narrative, non-fiction and poetry
- . Develop competency in using electronic media for meaningful text
- . Develop a critical appreciation of what they read
- . Develop their own imagination, inventiveness and critical awareness
- . Monitor and evaluate their own reading and reading experiences
- . Develop reading and retrieval skills that allow them to use a text effectively
- . Have a home-school partnership that compliments and supports progression in reading

POLICY INTO PRACTICE - Teaching and learning

Children will be taught decoding skills through daily, discrete systematic synthetic phonics sessions from the EYFS, using the "Read, Write, Inc" scheme of work. These sessions will continue for each child until they have achieved Phase 6 of letters and sounds. This will be followed by a range of spelling programmes for Y2-6. Children in KS2 who have not achieved Phase 6 of Letters and Sounds will have the opportunity to continue phonics learning through RWI Fresh Start, if and when this is the most appropriate resource.

All children will learn reading and comprehension skills through focussed shared and weekly guided reading sessions with a teacher. Guided Reading will be different for different ages and stages of competency but with the aim to teach children how to respond to literal and inferred textual questions. It will also be used to teach grammar for writing and authorial intent.

All teachers will model excellent reading practice and will provide opportunities for reading throughout the curriculum.

Teachers will use a range of texts including narrative, non-narrative and poetry and will incorporate understanding of text types as part of their literacy teaching.

Teachers will provide all children with the opportunity to access independent reading activities that will enhance their skills and nurture an enthusiasm towards reading a range of texts via a range of media.

Children will have opportunities to listen frequently to stories, poems, non-fiction and other text types read aloud, including whole books and not just extracts.

Children will be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.

Children working below national expectations will be identified and intervention programmes will be delivered as necessary.

RESOURCES AND LEARNING ENVIRONMENT

Teachers will use a range of resources to support teaching and learning of reading skills, to include;

- . A selection of fiction, non-fiction and poetry reading books
- . A selection of guided reading books and 'big books' for classroom use
- . Technology for children to access books and reading activities via electronic media including I pads
- . Classrooms will have dedicated reading resources that encourage the enjoyment of books and support children in their independent reading
- . Children will be able to select and borrow books for home
- . A print- rich environment including labelling and displays
- . All spaces in which children are learning phonics will have a phonics display
- . Reading records for use in school and at home that enable communication between parents and teachers about children's reading

WRITING - RATIONALE

We believe that real life experiences/audiences that encourage children to write independently for exciting and engaging purposes is essential for them to develop the ability to communicate effectively through writing. We provide writing opportunities within a rich, broad and purposeful curriculum. We recognise that writing is an essential skill for children to learn in order to access learning across the curriculum, and we have a structured and focussed approach to ensure that children achieve age appropriate writing objectives that are built on throughout school.

AIMS AND OBJECTIVES

Our aims for writing are:

- . Competent writing begins with competent oracy, and this will be the starting point in preparations for all writing
- . Children enjoy writing and are competent in communication through writing
- . Children are able to write for a variety of purposes and audiences
- . Children are able to organise and structure their writing appropriately
- . Children achieve age appropriate objectives as a foundation to be built upon at each stage
- . Children take pride in the presentation of their written work - see handwriting policy
- . For all children to achieve their best
- . Children are able to use Technology effectively as part of their writing skill base
- . Children are able to proof read and edit their own writing to improve the quality of their written work

POLICY INTO PRACTICE - Teaching and learning

All teachers will carefully plan purposeful lessons that support the acquisition of writing skills and facilitate the learning of appropriate objectives for transcription, composition, vocabulary, punctuation, grammar and handwriting according to the child's age and ability (see handwriting policy). **These lessons will always stem from a high quality book, piece of text, film clip, real life experience, role play/ drama, thematic learning, visits or visitors. These opportunities give the children a real voice and reason to write.**

Literacy lessons will routinely include **Modelling into Guided writing into Independent writing and with** vocabulary, punctuation, spelling and grammar taught as an integral thread to every session.

Children will be taught grammatical terminology relevant to each year group (See National Curriculum appendices) using **"No Nonsense Grammar" and the "Sentence Toolkit", amongst other programmes. These schemes will ensure carefully planned curriculum coverage over KS1/LKS2 and UKS2.**

Children will be supported to apply and practise **spellings every day throughout the week.**

Teachers will provide opportunities for children to learn the techniques for writing a range of genres and non fiction text types, for different purposes and audiences.

Teachers will constantly demonstrate the craft of writing in Literacy and other subjects across the curriculum so that **children can learn by imitation.**

Children will be integral in the assessment of their own and others' writing and the setting of objectives for their progression in writing. Children will be taught to plan, draft, edit and improve their work. This process will be assessed regularly by staff and will inform teachers what each individual child needs to make progress, allowing them to plan future teaching units effectively.

Children will routinely be offered opportunities for extended writing in literacy sessions and across the curriculum.

Home Learning Challenges will be set weekly which will involve parents in the speaking, reading and writing aspects of their children's current literacy learning.

Children that are identified as working below and above age related expectations will be identified and intervention programmes will be delivered as appropriate

RESOURCES AND LEARNING ENVIRONMENT

Teachers will use a range of resources to support the learning of writing skills, which may include;

- . Mark making resources e.g. writing bags and toolkits (EYFS)
- . Access to a range of written resources that model excellent writing skills
- . A language-rich classroom environment that supports the acquisition of writing skills
- . Attractive writing equipment that encourages and motivates children to write
- . A range of Technology hardware and software that supports children in using varied media for writing, for researching and for editing and improving.
- . Dictionaries / thesauri to support spelling / word selection
- . Writing opportunities throughout school and at home e.g. through school website

ASSESSMENT

Adults will use a range of "Assessment For Learning" strategies to understand in depth every child's strengths and weaknesses as a communicator, reader and writer. This knowledge gained through observation, dialogue, marking and questioning will be used to target and plan the child's next learning steps. Periodically, the child will undertake a formal assessment to ascertain a snapshot of their ability in Reading, Writing, Grammar, Spelling and Punctuation. This will be used to track the child's progress against nationally expected standards and will be shared with parents three times a year.

GOVERNING BODY

At St Helena's CE School every Studio has at least one Governor responsible for monitoring and evaluating the impact of English teaching and learning. The governors will be invited to attend relevant professional development sessions and to closely monitor and evaluate the impact of any school actions.

They will be invited to visit the school termly to talk with the staff and children and when possible, observe children learning. They will report back to the full Governing Body on a regular basis.

This policy will be reviewed annually