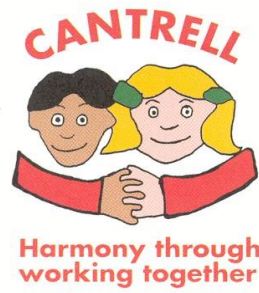


# CANTRELL PRIMARY AND NURSERY SCHOOL



## ENGLISH POLICY

February 2017

## **INTRODUCTION**

At Cantrell Primary School we believe that Literacy is a fundamental life skill. Literacy develops children's ability to listen, speak, read and write for a wide range of purposes. In order for children to become literate they must understand that the written word is a representation of the spoken word and that both have a variety of forms related to purpose.

### **1. AIMS AND OBJECTIVES**

- To deliver the statutory National Literacy Curriculum 2014 in a fun and engaging way which enables all children from whatever background and of whatever ability;
- To provide children with the opportunity to read, speak and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct;
- To give children an environment which is safe and secure and which provides encouragement for the development of all aspects of Literacy;
- To ensure that there is equality of access and opportunity for all children to develop their Literacy skills;
- To develop children's knowledge of spelling rules and have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- To seek to ensure that all children achieve their full potential in all aspects of Literacy by the time they move from Primary to Secondary Education;
- To promote the enjoyment of reading and writing and a recognition of its value;
- To form letters correctly, in accordance with the Handwriting Policy, leading to a fluent and legible handwriting style;
- To set their written work out according to the school layout (see appendix).

### **2. ROLE OF THE LITERACY LEADER**

The subject leader is responsible for improving the standards of teaching and learning in Literacy through:

- monitoring and evaluating Literacy
- Phase team meetings/Assessment Coordinator
- modelling good practice
- updating school policy
- auditing and supporting colleagues in their CPD
- purchasing resources
- keeping informed about new developments and new initiatives
- supporting teachers in planning and using resources

### **3. TEACHING AND LEARNING**

Cantrell Primary School believes that its' teachers must work together to plan, deliver and moderate the teaching of Literacy in order to ensure that expectations are high and that children are able to achieve the best of their ability. Teaching approaches will be those laid down in the New Curriculum, which provides the statutory requirements for literacy.

A range of teaching strategies will be used, including:

- demonstrating
- modelling

- explanation
- questioning
- discussion

All teachers are also expected to plan for the use of further time for the teaching of handwriting.

Guided Reading will take place outside the Literacy Hour mainly from 1pm to 1:20pm. Shared reading will take place in classes using class books or 'Book of the week' in order to extend children's vocabulary and understanding of texts.

In Foundation Stage – Have a 'Book of the week' and Guided reading is introduced in FS1 and FS2.

Nursery – Have a 'Book of the week' and guided reading groups of 4 children.

#### 4. PLANNING/SUBJECT COVERAGE/TIMETABLING

The Literacy Coordinator and the *Phase teams* will take overall responsibility for ensuring effective planning and consistency of approach by teachers in accordance with the New Curriculum. The Literacy Coordinator and team members meet regularly to consider new initiatives and to ensure that standards are continually being raised through monitoring work in books.

Long term planning will be carried out by year groups, detailing shared reading books, texts, grammar and cross curricular links.

Medium term planning will be carried out by individual teachers who liaise with other teachers in their year group. This will be guided by the New Curriculum to cover a range of genres over the school year.

Short term planning is carried out by the individual teachers working with their year group counterpart, during PPA time. Short term planning is to be saved on the server.

Planning will ensure that there are frequent and regular opportunities for:

- Extended writing which mainly takes part in Big Write sessions. These will include fiction and non-fiction, linking with foundation subjects, in order to facilitate children's ability to develop independent writers.
- Half termly independent writing to be written in the Orange books and assessed using the writing assessment sheets.
- Guided reading to take place so that **every child** is heard reading in a week.
- Extra reading activities (to take place during guided reading) which may come from the ORT and Ruth Miskin reading scheme or work from Guided reading activities/ Prim- Ed comprehension/Collins Comprehension and Headstart resources.
- Reading recovery takes place every day for selected Year 1 children.
- Switch on takes place throughout school where required.
- Provide the opportunity to change their home/school reading books. Monitoring children's reading and progress to be carried out by teachers and teaching assistants.

- Grammar to be taught daily in the starter of the lesson or 'stand-alone' lessons. Teachers should refer to the guidance in the New Curriculum.
- Handwriting development with regular handwriting lessons/practise (at least once a week.)

## **5. USE OF ICT**

The use of ICT will be built into the delivery of literacy wherever possible through use of the Interactive Whiteboard (IWB) and stand-alone computers.

## **6. SPECIAL NEEDS PROVISION**

The SEN Coordinator will liaise with the Literacy Coordinator and class teachers to ensure that the individual needs of pupils with special educational needs are met and that the appropriate targets are set and reviewed. Where resources permit, Teaching Assistants will provide extra support to help address individual needs.

Teachers will be mindful of the literacy needs of the children and differentiate questions and activities to allow all children access. Refer to SEND policy.

Interventions are planned by teachers and these include the work of Teaching Assistants where required.

### **More-Able Children**

Teachers will be mindful of the extra needs of gifted and talented children and will differentiate questions and activities to allow for further progression and challenge.

## **7. CROSS - CURRICULAR LINKS**

Teachers will consider the opportunities for developing literacy skills across the curriculum through:

- Big Write – teachers plan big write from foundation subjects;
- Speaking and Listening – taught through Literacy and activities such as Circle Time, role-play, questioning and oral story telling. Teachers should be aware of and capitalise on the opportunities which arise in everyday situations to develop speaking and listening;
- Oral storytelling and story mapping is introduced to all year groups in appropriate genres to promote the understanding of text type and extend speaking and listening opportunities;
- Drama – mainly taught outside Literacy although, where applicable, to use opportunities that arise for drama/hot-seating/role play in Literacy. Also look for these opportunities in foundation subjects e.g. History, Geography;
- Independent and individual reading - this is a crucial aspect of the development of Literacy. See ORT and Ruth Miskin reading scheme for KS1 and KS2. Children graduate to free readers. The school actively encourages parents to read with their children. Parents are invited into school on Fridays at 8:30am to read with their child. Teachers keep records of children's reading through Guided reading and KS1 Reading records and Home/School reading record books;
- Spelling will be taught using POP and Letters and Sounds programme and the guidance of the New Curriculum, focussing on phonological awareness, graphic knowledge, word recognition and spelling knowledge (see spelling policy).

Teachers will encourage independent spelling by children when they are producing written work;

- Different types of writing will be taught to children through Literacy and also via a cross-curricular approach. Teachers to plan opportunities for cross-curricular writing in foundation subjects and Big Write, thus stimulating the development of pupils' independent writing skills.

## **8. EQUAL OPPORTUNITIES**

We are committed to an environment that promotes equal opportunities for children, regardless of their race, colour, gender or religion and any work undertaken reflects this commitment. (See the school's Race Equality and Equal Opportunity Policy).

## **9. HEALTH AND SAFETY**

The school is committed to ensuring that all pupils are safe within the school environment. (See school's Health and Safety Policy.)

## **10. MARKING/ASSESSMENT**

Marking will be carried out regularly and in accordance with the school's marking policy. (See Marking Policy).

**Children's progress** - is shared with parents at parent's evenings. These targets will be discussed with each child as appropriate at the beginning of a unit and again at the end and teachers will ensure that children are regularly reminded about their progress throughout term.

## **11. RESOURCES**

- Story boxes and readers for Foundation 1 (stored in Foundation 1)
- Readers for Foundation 2 (stored in Foundation 2)
- Ruth Miskin stored outside class 13
- Guided readers (Red to lime) stored outside class 13 and are colour banded
- Year 3 and 4 Guided readers are stored in Class 11 corridor and year 3/4 corridor and the library (they are colour coded in genre and year groups)
- Year 5 and 6 Guided readers are stored in the 5/6 corridor
- Fiction and Non-fiction text are available in the Library. Other texts are available in individual classrooms for children who are free readers to use. Children are also encouraged to make use of the public library
- Handwriting for windows is installed on computers.

## **12. MONITORING AND REVIEW**

Monitoring of subjects is undertaken on a yearly basis according to the School's Improvement Plan (SIP). (See SIP for the current cycle.)

This policy is reviewed annually and will take into account any new initiatives, changes in curriculum or developments in technology.

## **ROLE OF GOVERNORS/PARENTS**

Our governors determine, support and monitor and review the school's policies. The Literacy Coordinator will give the Literacy Governor an informal report regarding literacy in the school and a more formal report will be given to the governing body each term.

We believe that parents have a fundamental role to play in helping their children learn and progress within our school. Workshops are held for parents in Foundation Stage and when appropriate e.g. Handwriting workshop.

We are committed to ensuring that parents are informed about topics we cover, what NC level their child has reached, when homework is set and how to help their child. Regular parent's evenings throughout the year support this progress.