

BRAYWOOD C. of E. FIRST SCHOOL



Aspire, Learn, Achieve

ENGLISH AND LITERACY POLICY

MISSION STATEMENT

Our school is a community based on Christian values where young people are inspired to learn and be successful in a safe, caring and happy environment where everyone is valued and respected for their unique contribution

“From little acorns, mighty oak trees grow, watered and nurtured by God’s love”

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 Braywood School we aim for every child 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

In Key Stages 1 and 2 we follow the 2014 National Literacy Curriculum.

In the Foundation Stage the 'Development Matters 2012' curriculum is followed. 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 and 4), 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 GOVERNORING BODY

Regular reports are made to the governors on the progress of English provision and to our Literacy Governor Julie Barber monitors our literacy lessons annually..

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

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.

- Throughout the school, we plan our literacy based on the literacy units of work in the Primary curriculum.
- In KS1, we follow the read, write inc scheme written by Ruth Miskin. Children are taught in small ability groups. These groups are closely monitored and termly assessments identify the need to change where necessary. All staff has been trained in phonics and pure sounds.
- The scheme is followed 3 days a week and creative writing is taught 2 days a week by the class teacher.
- Every 3 weeks in KS1 an entire week is devoted to Pie Corbett's 'Talk for Writing' when the class teacher teaches the whole class and concentrates on one reading and writing genre. All teaching staff has been trained by Pie Corbett and inspire the children through talk, role play, drama, modelling before the children write.
- The teachers in KS2 also inspire the children through Pie Corbett's 'Talk for writing' and where appropriate, teach cross curriculum. Each genre is taught through reading, talking, drama, role play and modelling.
- Ruth Miskin comprehension is used when the genre is appropriate.

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.

- In both key stages children prepare a 2 to 3 minute talk (according to age) which is presented to the class.
- During either year 3 or year 4 children get the opportunity to take the English Speaking Board Exam which includes presenting a talk, reading allowed, reciting a poem, listening and responding. The children prepare for this exam in class and then it is externally assessed.

APPROACHES TO READING

Shared reading

- In KS1 each child will take part in partner shared reading at least three times weekly using the Ruth Miskin books.
- In KS2 each child will take part in partner shared reading at the beginning of the study of a new genre.

Guided reading

- Children in KS2 take part in guided reading once a week. The children are grouped according to reading ability.

Independent reading

- Every opportunity, when time permits, the children may read independently chosen from a huge range of books in each classroom.

Phonics

- Pure phonics is taught from Foundation stage three times weekly. In KS2 the teaching of phonics is continued using Read Write Inc 'Get Spelling' scheme.

Resources

- All our reading books are colour coded with the Cliff Moon code. Children work through the colours according to their ability.

Links to parents and home reading

- A reading book is taken home each evening by each child together with a reading record book. Parents are encouraged to listen to their child read and enjoy the book together. Communication between the teacher and parent is very important made through the reading record book.

Wider reading

- We have a very well stocked library at Braywood and pride ourselves with a dedicated member of staff as librarian. Each child visits the library each Thursday and is allowed to borrow a book for a week. The library is also used by all teachers on a regular basis for resources. The literacy coordinator works closely with the librarian suggesting suitable titles to enhance TOPIC resources.

APPROACHES TO WRITING

- Phonics and spelling

Phonics is taught rigorously in key stage 1 using the Ruth Miskin Scheme. We believe this is an important learning tool as the child begins to read and write. We also believe a sound phonic knowledge helps a child to spell correctly. We hold a phonic evening each year for parents when we teach them the different phonic sounds, we feel this is important when the child is reading at home and develops the home/ school partnership.

- Emergent writing

Emergent writing is the term used for learning to use the written form in useful situations. It is an integral part of Early Years education at Braywood. The foundation classroom is set up so that writing can be a part of any activity. This means writing materials are supplied in the art area, near the numeracy corner, in the role play area, so that the activity can be instigated by the child, rather than lead by the adult.

- Shared Writing

The teachers at Braywood both in KS1 and KS2 shows how to write a particular sort of text or in a particular style, giving a running commentary on what he or she is doing, and why.

The teacher:

- rehearses each sentence orally before writing, discussing choices about vocabulary, word order, and so on - demonstrating that composition requires reflection
- writes the sentence, drawing attention to features such as punctuation and how they contribute to the effect
- reads back what she has written to check how it sounds - and perhaps amends the piece as it progresses.

Scribing

The teacher involves the pupils in word choices and composition. Using the same technique of rehearse-write-reread, she scribes their suggestions, and shares the running commentary with them.

Once pupils have been given a thorough grounding in how to write through the shared writing lesson, they are ready to move on to independent writing.

- Independent Writing
 - We use the Pie Corbett method for independent writing in both key stages which I will outline below
 - *read and discuss the features of many texts related to the genre being studied. Each classroom has a 'Magpie Board' where teachers write any relevant words or phrases, which the pupils may use when writing independently.
 - *'box' up each paragraph, this enables the pupils to see a plan of the writing and clearly shows what is written in each paragraph.
 - *The teacher will then demonstrate by 'shared writing' one paragraph each day followed by independent writing by the children.
 - *the children will then be encouraged to edit their work.
- Handwriting
 - Formal handwriting lessons are taught once a week both in KS1 and year 3. In year 4 the children work in a writing journal for first draft writing so best handwriting is practised when the pupil writes their final draft into their literacy books. Emphasis on best handwriting is made at this stage.

CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers at Braywood 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.

THE USE OF ICT

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

ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy. In addition to this:

- APP is used in writing. The children's writing is assessed using the APP termly. Each child in both key stages has child friendly targets written in their literacy book. These discussed termly during a child/teacher conferencing session.
- The children's reading is assessed using termly.

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. We teach in small Ruth Miskin groups in KS1 and children are monitored very closely. Each child will work in an appropriate ability group and moved when necessary. If we feel a child in years 3 or 4 would still benefit from continuing with our phonic scheme, they would be taught in their KS1 ability group during literacy.

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 Literacy developments

PARENTAL INVOLVEMENT

WE actively encourage parental involvement with literacy. Parents are encouraged to come into school to listen to readers. Each child takes a book home each evening together with a reading record book. This enables the parents to communicate to the teacher through the book. We hold literacy evenings each autumn term and parents are invited to school during 'Book Week' which takes place annually.

CONCLUSION:

This policy 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

Responding to pupils' work / Feedback / Marking policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and safety policy