

*'Live Fully, Laugh Often, Learn Deeply,  
Love as God Loves You ..... and Let Your Light Shine!'*

## **ENGLISH AND LITERACY POLICY**

This policy has been written in line with the School Mission Statement.



***Communication is at the heart of the human condition. With good communication we learn to relate to others, express our emotions, share our experiences, record memories and explore ways of making meaning. As a Christian school, we also explore faith and spirituality through language, expressing our thoughts and beliefs through story, prayer and song.***

### **AIMS**

At Bishops' C of E and RC Primary School we aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing, of which phonics is a key part.

We value English as a vehicle through which many aspects of the curriculum are accessed and taught. We include opportunities for children to make informed choices in their English outcomes.

We strive for children by the end of Year 6 to be able to:

- Listen, speak, read, write and edit their work with confidence, fluency and understanding.
- Have an interest in books and read for both enjoyment and purpose
- Write for pleasure, as well as purpose, with a broad and appropriate vocabulary.
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation
- Have a suitable vocabulary to articulate their thoughts, ideas, and responses appropriately to a range of audiences
- Be able to spell, punctuate and use correct grammar with confidence and accuracy, and understand why this is important

### **STATUTORY REQUIREMENTS**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Early Years Foundation Stage (2013) – Development Matters.

**In the Foundation Stage** children are given opportunities to, and encouraged to:

- Speak, listen and represent ideas in their activities and play.
- Participate in daily phonics sessions.
- Become immersed in an environment rich in print and possibilities for communication.
- Read and write daily through the different areas.

**In Key Stage One (Years 1 and 2)** children are encouraged to:

*'Live Fully, Laugh Often, Learn Deeply,  
Love as God Loves You ..... and Let Your Light Shine!'*

- Speak confidently in an appropriate way and listen to what others have to say
- They should begin to read and write independently, developing an enjoyment for both
- They use language to explore their own experiences and understanding across the curriculum
- Participate in a daily phonics, spelling, punctuation and grammar session

**At Key Stage Two (Years 3 to 6) children:**

- Develop the way they speak and write to suit different situations, purposes and audiences
- They read a range of texts and respond to different layers of meaning in them
- They explore the use of language in literary and non-literary texts and continue to learn how the structure of language works through specific teaching of spelling, punctuation and grammar

## **THE GOVERNING BODY**

Reports are made to the governors on the progress of English provision and to our English Governor. 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 Curriculum (2014) and the Early Years Foundation Stage Curriculum. Liaisons between Foundation Stage and Year 1 are made to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

English is part of the daily curriculum throughout the school. We ensure that there is an appropriate balance of whole class, group and individual teaching. We seek to provide activities which are interesting and motivating and which lead to worthwhile outcomes. Such activities provide the best context for increasing children's understanding of the English language.

Phonics, spelling, punctuation and grammar are taught progressively throughout the school, developing the children's understanding of effective language.

Teachers plan English lessons on a weekly basis and work is differentiated appropriately for individual classes, groups and children. Additional time each week is set aside for developing reading skills. This includes guided reading, individual reading, reading games and reading for pleasure.

## **APPROACHES TO SPEAKING AND LISTENING**

The Four Strands of Speaking and Listening:

- Speaking
- Listening
- Group Discussion and Interaction
- Drama/Role play

*'Live Fully, Laugh Often, Learn Deeply,  
Love as God Loves You ..... and Let Your Light Shine!'*

These are taught specifically alongside their application throughout the curriculum. Children are encouraged to develop effective communication skills. Foundation Stage and Key Stage 1 children additionally participate in Creative Arts involving drama skills led by a specialist teacher.

## **APPROACHES TO READING**

The following approaches to reading take place in our school:

- Guided reading
- Independent reading
- Phonics
- Listening to whole class stories
- The Early Morning and After Lunch Reading Clubs exist (from year 3) to support children who are reading below their chronological age.

At the Bishops' we value hearing our children read. Ordinarily, every child reads to a member of staff each week, and in addition may be heard by a volunteer. This may be through group or individual reading. Class teachers have their own systems in place to ensure that they personally hear all of their class read on a regular basis and monitor progress. Parents are encouraged to read to, and with, their children at home.

## **RESOURCES**

Children start off reading colour-coded reading books. There is also a library from which children of all ages are able to choose books. Big books and sets of guided reading books are available in a resource room. The school also has access to the Essex Library Literacy and Topic Loan schemes for all year groups every term.

Bug Club is a web based resource which children may access at home and school. Teachers set appropriate fiction and non-fiction books and monitor the children's computer responses.

## **APPROACHES TO SPELLING (TO BE ADDED)**

## **APPROACHES TO WRITING**

Children are given many opportunities to write in school in the English lesson and across the curriculum. They take part in:

- Phonics and spelling
- Emergent writing
- Shared Writing
- Guided Writing/Independent Writing
- Extended writing
- Cursive handwriting

Cross-curricular links, writing for purpose and informed choice are implemented wherever possible. We consider how English is used in the wider world and try to emulate this in school.

*'Live Fully, Laugh Often, Learn Deeply,  
Love as God Loves You ..... and Let Your Light Shine!'*

## **CROSS-CURRICULAR OPPORTUNITIES**

Teachers take advantage of opportunities to make cross-curricular links where appropriate, in line with our whole school cross-curricular planning approach. They plan for pupils to develop, practise and apply the skills, knowledge and understanding of English to other areas of the curriculum through specific or combined objectives.

## **THE USE OF ICT**

Opportunities to use ICT to support teaching and learning in English are planned for, and used, as appropriate. Classes regularly use the computer suite and each class has an interactive white board and a visualiser which are used to support learning. There is computer access in each class enabling children to use a variety of ICT programs and the internet to support their English development.

## **ASSESSMENT AND TARGET SETTING**

Work will be assessed in line with our Assessment and Feedback Policy.

### **Teacher assessment**

- Speaking and listening is teacher assessed.
- Worked is marked in line with the Assessment and Feedback Policy.
- Reading and writing are assessed every term through teacher assessment throughout the school. Teachers meet in their teams to ensure consistent levelling in their year groups and samples of work are handed in to the English subject leader each term to ensure consistent levelling throughout the school.
- Years 2 and 6 carry out SAT's and Years 3, 4 and 5 take part in optional QCA tests for reading and a set independent writing task each summer.
- All Key Stage 2 children are given age related reading tests once a year as an additional assessment tool, so that children who are falling behind can be targeted. Targeted children are assessed midway through the year to monitor progress.
- In class assessment files, the Lancashire reading grids are used as an aid to monitor children's progress through National Curriculum levels and provide a record of summative assessment. Teachers may take objectives from these to form a focus for Guided Reading sessions.

### **Pupil assessment**

We make it clear to children the qualities we are looking for in their work. Children are given opportunities to evaluate and reflect on their own work in order that they may develop their own sense of quality. Talk partners are also used throughout the school. Achievement and next step targets are regularly shared with pupils and parents.

Throughout the school, children are given opportunities to self and peer assess their work. We ensure children are clear about the objective and success criteria; these are used by both teachers and children to identify positive features in their work and next steps.

*'Live Fully, Laugh Often, Learn Deeply,  
Love as God Loves You ..... and Let Your Light Shine!'*

## **INCLUSION**

We provide for all children so that they achieve highly according to their individual abilities. We will identify which pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

Throughout the school numerous intervention programmes take place to target specific children and groups of children. Intervention programmes are reviewed and evaluated regularly by appropriate members of staff:

- Gifted and talented children are identified and will sometimes do targeted group sessions. Suitably challenging learning opportunities are provided through the normal differentiation of class work. There is a Challenge Club to which the most able children are invited in Year 5
- Children in KS2 achieving below their expected reading age are invited to Early Morning Reading Club or Reading Club after lunch
- Some children take part individually, or in small groups, in programmes such as Catch Up, Accelerated/Accelerwrite, Phonological Awareness Training and small group handwriting or motor skills work

## **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 leaders, in partnership with the Senior Leadership Team and all colleagues, are responsible for improving the standards of teaching and learning in English through monitoring and evaluating;

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;
- monitoring English assessment
- Taking the lead in policy development
- Purchasing and organising resources
- Keeping up to date with recent English developments

## **PARENTAL INVOLVEMENT**

Parents are invited to support reading in school when appropriate e.g. reading club; and these parents are offered training by appropriate members of staff. They are also encouraged to support reading and writing with children at home.

*'Live Fully, Laugh Often, Learn Deeply,  
Love as God Loves You ..... and Let Your Light Shine!'*

## **CONCLUSION**

This policy is in line with other school policies in school and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Feedback Policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Gifted and Talented policy