**Old Hall English and Literacy Policy**

**The aims of this policy are:**

• To develop pupils’ abilities within an integrated programme of Speaking and Listening, Reading and Writing.

• To give pupils 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.

• 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 reach their full potential.

• To provide children with the necessary skills to become competent, creative and efficient users of the English Language to prepare them for secondary school and to enable them to become successful in their later lives.

• To provide children with successful Literacy role models to increase aspiration.

• To provide children with meaningful, engaging contexts for reading and writing.

**Organisation:**

At Old Hall Primary School, we teach English through dedicated 'literacy' lessons across the school. These have slightly different formats depending on the age and stage of the pupils.

**Early Years Foundation Stage**

In Reception children have daily discrete phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

**Key Stage 1**

In key stage 1 daily discrete phonics lessons continue and are taught in ability groups, while children have daily mixed ability Literacy lessons. Children take part in both guided and individual reading sessions and are immersed in real texts to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and targeted teaching groups in Literacy, reading comprehension spelling, handwriting and grammar sessions. Pupils learn to love books and other forms of text, including audio and visual texts.

**Key Stage 2**

In key stage 2, classes have dedicated Literacy lessons which build on the skills taught in Key Stage 1. Children read whole class texts, learning about different genres of writing through these texts. Focused work also includes reading comprehension, handwriting, spelling, punctuation and grammar lessons. Provision is made for children who require extra support through targeted teaching; intervention programmes and differentiated class teaching and target setting. At key stage 2 each class follows the same weekly structure and routine.

Guided reading sessions take place daily in all classes and children also have the opportunity to read 1-1 with an adult.

The emphasis on acquiring age-appropriate Literacy skills is designed to ensure that we foster a love of reading and writing and prepare children for the next phase of their education.

**Speaking and Listening**

We recognise the importance of spoken language in pupils’ development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: debating, class assemblies, competitions, talk partners and productions. We recognise the need for all pupils to speak, read and write Standard English fluently and accurately.

**Reading**

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. In KS1 and key stage 2, children also have the opportunity to read 1-1 with an adult at least once a week. As the children move through the school, opportunities are given to read independently for a sustained period of time.

A range of reading schemes are used to support early readers as well as book banded ‘real books’ used for guided reading. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. ‘Book Week’, visits by published authors and poets, performances by theatre groups, making books, using drama, film clips, animations, dance and music to illustrate texts, workshops by visiting professionals and reading class blogs and reviews.

Each child has a reading folder and a home school reading record that teachers and parents can use to share information about a child’s reading. Parents are encouraged to read with their child daily. Information is given on how to support their child in reading at phonics meetings and also in newsletters.

**Writing**

We aim to develop the children’s ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the ‘transcription’ and ‘composition’ requirements of The National Curriculum. To support our teaching of writing, staff refer to Assertive Mentoring spelling, grammar and punctuation and use whole class novels to develop meaningful units of work. Children from Year 2 are encouraged to draft, re-draft and edit work in their Writing Workbook and then publish their writing in a Wonder Write Book. Each half term the children are assessed in a piece of independent writing relating to the unit of work covered previously. Interventions are put into place for those children needing extra support in reading.

The children are given frequent opportunities across the curriculum to write in different contexts using quality texts as a model and for a variety of purposes and audiences including class Wickies and blogs.

We use Letterjoin in school to help children develop fluent, clear and legible joined up writing (see Handwriting Policy for further details).

**Spelling Grammar and Punctuation**

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014) Lessons are timetabled each week in both key stages and weekly skills check (Grammar Hammer) from Assertive mentoring are used. Skills are also embedded within Literacy lessons where appropriate and set as targets within writing lessons.

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer’s self-image. We aim to use explicit, interactive teaching which draws children’s attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns.

In Reception and KS1, daily phonics is the key to the children’s learning of spelling. Children are taught to blend sounds to read and segment to spell. At the same time, they learn words which are not phonically regular (common exception words).

From year two and into KS2 the children move towards using their phonic knowledge to help them to understand spelling rules and patterns. Spelling skills are taught each week and embedded in Literacy lessons so that strategies and rules can be taught in the context of writing. Weekly lists from Assertive mentoring are given to the children to learn at home to reinforce the teaching of spelling.

Parents may like to refer to our website for further information on key words, patterns and rules that are taught in each year group.

Spelling, grammar and punctuation are assessed each half term and interventions put in place for children needing extra support.

**Cross curricular Writing opportunities**

Teachers 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.

**Monitoring and review**

The Literacy Leader regularly performs book scrutinies, drop- ins, formal observations and planning scrutinies both within Literacy and across other curriculum subjects to ensure consistency of teaching and learning throughout school. The SLT meet weekly to discuss the progress of the subject within school. Regular reports are made to the governors on the progress of Literacy provision. A named member of the school’s governing body is briefed to oversee the teaching of Literacy. Governors meet with the Literacy Leader to review progress and receive a commentary which reports on:

• Recent developmens.

• Performance analysis in relation to the School Development Plan.

• Pupil outcomes in relation to development priorities and their impact upon teaching and learning. • Future developments in accordance with the School Development Plan. Governors are also invited to monitor the effectiveness of the school through a variety of other activities including learning walks, participation during work scrutinies and classroom observations.

**Assessment and Target setting**

Work will be assessed in line with the assessment policy each half term.

Assessment is used to monitor pupil progress and tracking systems to identify termly progress from test results. Target Tracker is currently being used.

Similarly, pupils will be fully aware of their targets in literacy and discuss what they need to do to meet them.

Progress in English is achieved through discussion and the marking of work. Marking will celebrate success in pink ink and in which learners are required to evaluate their own progress in the identification of targets in green for growth comments. (See marking policy)

Likewise assessment in reading will involve listening to children read in-group - guided sessions and developing reading strategies in order to advance reading.

**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 in liaison with the SENCo. Gifted children will be identified and suitable learning challenges will be provided.

**The role of the subject leader**

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy through:

* Take the lead in policy and action plan development
* Support colleagues in their development of detailed work plans and implementation of Literacy and in and progress tracking systems
* Monitor progress and attainment and work with the SMT on action needed
* Take responsibility for the purchase and organisation of central resources for English
* Remain informed with developments in English education and disseminate information to colleagues as appropriate

**Parental Involvement.**

We aim to involve parents directly in the life of the school, and thus in the development of children’s skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them. There are opportunities each term when parents can discuss their children's progress with their teacher. Termly newsletters provide information about the English curriculum and how parents can support their children.

There is also a Phonics Evening for parents new to Year R.

SATs results are published according to government legislation.

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

- Teaching and Learning Policy

- Assessment and Record Keeping

- Marking policy

- Special Educational Needs Policy

- ICT Policy

- Equal Opportunities Policy

- Health and Safety Policy

Claire Coop 2019 -Literacy Co-ordinator

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