

# Drew Primary School

## ENGLISH POLICY



***'Learning today for tomorrow's world'***

Agreed at Governing Body Meeting on \_\_\_\_\_

Signed Headteacher: \_\_\_\_\_

Signed Chair of Governors: \_\_\_\_\_



At Drew 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.

Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

### **Aims and Objectives**

- To develop children's key skills and confidence in all areas of language.
- To present children with a broad range of materials and experiences which will stimulate interest and provide pleasure.
- To link language with thinking processes in a range of curricular contexts in order to apply and develop their language and cognitive skills.
- To enable children to communicate effectively and confidently within a variety of forms of speech and in a range of social groupings in formal and informal contexts.
- To develop children's knowledge, understanding, appreciation and enjoyment of a wide range of fiction and non-fiction text, and to enable them to develop preferences and make informed choices.
- To teach children to read fluently and with understanding, using reading methods that are appropriate to the material and to the writing purpose.
- To develop children's ability to use information texts and to locate, extract and use relevant information.
- To develop writing skills for a range of purposes and audiences, using spelling, punctuation and syntax appropriately and with confidence.
- To promote a wide use of ICT and media texts as a medium for the further development of language across the curriculum.
- To develop children's thinking and problem solving skills.

### **Teaching and Learning**

#### **English Curriculum 2014 and The Power of Reading**

At Drew Primary School we use a variety of teaching and learning styles in our Literacy lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, and understanding. We believe that 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 Kagan approach to teaching. Children will be taught in Kagan groups across phase groups: H, HM, LM, and L

A range of teaching strategies will be used, including:

- ❖ demonstration
- ❖ modelling
- ❖ explanation
- ❖ questioning
- ❖ discussion

In Key Stages 1 and 2 we achieve this through a daily Power of Reading lesson in which children experience a reading or writing activity, based on a specific text; a guided group or independent activity, and a whole class session to review progress and learning. In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Wherever possible, Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

Speaking and listening activities are embedded throughout the Curriculum. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and individual word banks. Staff provide balanced and varied learning opportunities within the classroom. Children use ICT in Literacy lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the Curriculum.

In the Foundation Stage language and literacy development are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of language through signs, notices and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves. Children receive daily phonic sessions.

## **Writing**

'Children should learn to communicate meaning through enjoyable writing activities, whereby they express themselves in writing both imaginatively and factually and including digital resources' Children write to express their emotions, to convey their thoughts and opinions and to present evidence of research. By developing these skills, we can equip our children to use writing across a range of curricular activities in which they are involved. Most writing will be focussed on the Power of Reading text for that specific term. Teachers will also plan writing opportunities linked to the Foundation Curriculum.

We aim to develop within our children an ability to write effectively in various forms according to purpose and audience. They will be encouraged to develop as independent writers, learning over time to use conventional spelling, punctuation, grammatical organisation and handwriting.

### **A Classroom Environment which promotes writing**

We strive to provide an environment where children are inspired to write.

Word banks, dictionaries and thesaurus' are available for the children in all key stages.

Classroom displays may also contain language which children may require in their writing.

Each classroom is a 'writing rich' environment where teacher's writing is displayed alongside children's writing. Books are compiled of children's writing and these are displayed and used in library areas.

### **Teaching Approaches to promote writing**

- Modelled, shared, guided and independent writing sessions take place across all age groups and all genres of writing.
- Children write for themselves, for peers, for a parent, for the school web site, etc.
- Children enter writing competitions.
- Children are encouraged to have a go and try and spell words for themselves.
- Children are taught to frequently read back over their writing to make sure it makes sense.
- Spelling is taught through learning lists and also through teaching various strategies e.g. onset and rhyme.
- Feedback is consistently given to children on their writing.

At Drew we follow the 5 steps of the writing process:

1. pre-writing
2. drafting
3. revising
4. proof reading
5. publishing

### **Reading**

'Children should be encouraged to develop a love of books and the disposition to read.' We strive to teach all our children to read and to enjoy a variety of texts so that they will become independent, critical, life-long readers and learners. We believe reading is a vital skill and this belief underpins the huge emphasis we place on the teaching of reading in our school.

*Please see Appendix 1 RWI Policy for information regarding the teaching of Reading*

### **A School Environment which promotes reading**

We aim to provide a school environment which promotes a love of books and reading where children feel inspired to read. Drew Primary has a Library Bus in the playground where all children are granted access during the week to access books. Teachers can timetable the bus for whole class novel reading sessions, as well as story time and drama sessions.

### **Teaching Approaches to promote reading**

- We ensure children are exposed to a wide range of reading material across the genres, including print and digital media.
- Books are levelled in Foundation, Key Stage One and Key Stage Two to provide a breadth of reading.
- Reading is supplemented by levelled texts to promote independent reading at home.
- Children who we have identified as under achieving in reading, read from either levelled books or an alternative reading scheme - advice is sought from the SEN co-ordinator.
- Children are read to frequently in all classes.
- Phonics is taught through the Jolly Phonics scheme in Foundation and Key Stage One as a key strategy to develop reading ability.

- Modelled, shared and guided reading are used throughout the school.
- We encourage independent reading.
- We use classroom assistants to support reading.

All children have a reading record to record their reading activities at home. Teachers check these on a weekly basis.

### **Marking/Assessment**

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

### **Curriculum planning**

Literacy is a core subject in the National Curriculum and we use the English National Curriculum 2014 and Power of Reading teaching sequences in order to plan.

The English Curriculum 2014 details what we teach in the long-term, while our Power of Reading programme identifies the key objectives in literacy that we teach with purposeful cross-curricular links with other subjects.

Our medium-term/short term plans are adapted from the Power of Reading framework and give details of the main teaching outcomes of the English Curriculum 2014. These plans define what we teach, and ensure an appropriate balance and distribution of work across each unit.

These plans include weekly short term planning details the objectives and the differentiated activities, including support, where appropriate. This is followed through with teacher assessment against the learning outcomes.

All teachers have high expectations in the presentation of work in all areas of the curriculum. Handwriting plays an important part and is taught once a week. When children have reached a good standard of handwriting in all areas of their work, they receive a handwriting pen from the class teacher.

### **The Foundation Stage**

We teach Literacy in the Foundation Stage as an integral part of the school's work. We relate the Literacy aspects of the children's work to the objectives set out in the Early Learning Goals and Foundation Stage Curriculum Guidance, which underpin the curriculum for children aged three to five.

We give all children the opportunity:

- to talk and communicate in a widening range of situations
- to respond to adults and to each other
- to listen carefully
- to practise and extend their vocabulary and communication skills.
- to explore words and texts

### **Contribution of Literacy in other Curriculum areas**

The skills that children develop in Literacy are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

## **ICT**

The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of Literacy at word, sentence and text level.

- ICT is used at whole-class, group and independent level.
- The projection of a word processor permits the writing process to be modelled effectively.
- Groups can work at a computer and input text.
- A range of software is used to develop specific grammatical and spelling skills.
- Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website).
- A range of equipment such as digital cameras, digital camcorders are used to promote speaking and listening and also prepare children for writing experiences.
- The Interactive Whiteboard is used regularly to model writing and is used at an independent level that allows children to interact and engage with the writing process.

## **Literacy and inclusion**

At our school we teach Literacy to all children, whatever their ability. It is part of the school Curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties and those learning Literacy as an additional language, as well as providing appropriate, challenging planned work for those children who are Gifted and Talented. Work in Literacy takes into account the targets set for each individual child.

## **Assessment for learning**

- We assess children's work in Literacy from three aspects (long-term, medium-term and short-term):
- We make short-term assessments which we use to help inform our short-term planning.
- These are closely matched to the teaching objectives and will often be made from day to day observation.
- We make medium-term assessments to measure the progress against the key objectives and to help us plan the next unit of work. We make these judgements with the help of half termly writing assessments.
- We make long-term assessments towards the end of the school year and use them to assess progress against school and national targets. We can then set targets for the next school year and make a summary of each child's progress before discussing it with parents and collating it for the next school year.
- We assess children's reading levels on an ongoing basis during Guided Reading sessions and adjust their groups and levels accordingly.

- We make these assessments with the help of the end of key stage SATs tests (year 2 and 6) and optional SATs tests in the summer term for years 3, 4 and 5.
- This demonstrates the expected level of achievement in Literacy for each year.

## **Targets**

Targets for each child will be taken from the child friendly APP criteria. These targets are broken down into three focus points: punctuation, sentence structure and composition and effect. The targets will be discussed with the child as appropriate at the beginning of each term and again at the end. Teachers will also take care to ensure that children are regularly reminded about their targets throughout the term. A copy of the child's targets will be accessible to them and a further copy will be given to parents, discussed and reviewed at parents' evenings.

As and when a teacher feels a child has met particular targets, a tick will be placed against the target and the children will receive a new target.

## **Resources**

There is a wide range of resources to support the teaching of Literacy across the school. All classrooms have dictionaries and Y2 - 6 have thesauruses. Each teacher has access to the Power of Reading website appropriate to their year group. Access to the Internet is also available in the computer suite and in the classroom. There is a range of ICT equipment which can be used e.g. digital cameras. The library bus contains a range of books to support children's individual research. There is a Literacy cupboard that is fully stocked with levelled guided reading books, novels, big books and phonics resources.

## **Roles and Responsibilities**

### **Head Teacher and Governing Body**

- support the use of appropriate teaching strategies by allocating resources effectively.
- ensure that the school buildings and premises are best used to support successful teaching and learning.
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- ensure that staff development and performance management policies promote good quality teaching

### **Literacy co-ordinator**

- To have an impact on raising standards of attainment for Literacy across the whole school.
- Ensure the effective implementation of the Statutory English Curriculum 2014.
- Adapt and use the Power of Reading across the whole school so that it meets the needs of our children.
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.
- To maintain the availability of high quality resources.
- To maintain an overview of current trends and developments within the subject.

- To ensure, together with the Head Teacher, a rigorous and effective programme of lesson observation monitoring.
- To ensure a regular and effective programme of writing analysis and moderation of children's work.
- Monitoring is in place.
- To ensure a regular and effective programme of analysis of short-term planning is in place.
- To ensure there is regular reviewing and monitoring of Individual Literacy Targets.
- To effectively manage any funding designated to Literacy.

### **Class Teachers**

- Ensure the effective implementation of the English Curriculum 2014.
- Adapt and use the Power of Reading for Literacy teaching across the whole school that meets the needs of our children.
- Make effective use of Assessment within Literacy.
- To ensure work is differentiated to enable all children to reach their full potential.

### **Teaching Assistants**

- To support the class teacher in the effective implementation of Literacy.

### **Parents / Carers**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to discuss children's progress.
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning.
- explaining to parents how they can support their children with homework.

Parents will be invited into the school to watch the teaching of the Literacy Hour. The emphasis will be on ensuring that parents appreciate that success in Literacy unlocks success in other aspects of the curriculum and in life generally, and on showing parents how they can help and support their children in this crucial area.

We believe that parents have the responsibility to support their children and the school in implementing school policies.

### **We would like parents to:**

- do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible.
- ensure that their child is equipped for school for taking part in activities.
- inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school.
- promote a positive attitude towards school and learning in general.
- fulfil the requirements set out in the home/school agreement.

Review date: May 2015

# APPENDIX 1

## RWI Policy

### Read, Write, Inc. Phonics

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. RWI is the main method used in Drew School to teach children how to read. It is aimed at children reading at Level 2b or below and teaches synthetic phonics. This ensures a very structured approach to teaching phonics, beginning with the teaching of individual sounds, moving onto sound blending and introducing children to multi letter sounds (e.g. ay, igh, ough). From here children learn to read and write words and sentences using their knowledge of letter sounds. The scheme includes both a reading and a writing focus. All adults in school attend RWI training days. RWI Development Days are arranged throughout the school year to support RWI implementation and staff development.

### Assessment

Pupils work within ability groups which are defined by their performance on R.W.I. phonic tests. Pupils are re-tested during the year and the groups are organised accordingly.

### R.W.I. across the school

**Foundation Stage:** R.W.I. is fully implemented in Reception but the class will not be split into groups until the initial sounds have been taught. Once the sounds have been taught assessments will take place to determine groupings. Sessions will take place daily.

**Key Stage One:** R.W.I. groups will be set following assessments carried out by the R.W.I manager. The sessions occur 4 times a week. These sessions will replace literacy teaching from the Literacy Framework with a 10 minute Speed Sounds session followed by Reading and Get Writing! sessions. Once children 'come off' the programme they will then access literacy sessions from the Literacy Framework.

**Key Stage Two:** R.W.I. groups will take the form of an intervention during literacy sessions for those children with the greatest need in Year 3/4.

**SEN:** SEN pupils are fully involved in R.W.I. lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. The RWI 1:1 tuition programme is provided for those pupils in both KS1 and KS2 who are struggling to make progress on the main programme. This is taught by trained staff.

**EAL:** EAL pupils in Reception to Year 4 are assessed and placed into an RWI group if appropriate. Their progress is monitored closely once they start on the programme