



Member of staff responsible: Abi Carlton and Emily Clarke

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ST ANTHONY'S CATHOLIC PRIMARY SCHOOL **ENGLISH AND LITERACY POLICY**

1. MISSION STATEMENT

At St Anthony's the teachings of Jesus Christ and the beliefs and practices of the Catholic Church are fundamental to the whole life of the school.

Together with parents, we aim to create a safe, positive, and caring environment, where the uniqueness and essential value of all members of the school community are recognised and there are opportunities for all to realise their full potential.

2. AIMS

To create an English curriculum that encourages children to use spoken and written language to communicate effectively- to listen, speak, read and write both in and for a wide range of contexts, purpose and audiences.

At St Anthony's Catholic Primary School, we strive for children to be a 'Primary Literate Pupil'.

We aim for children to be able to:

- Read fluently and with confidence in any subject. We want them to have a love of reading and to want to read for themselves in order to inspire and enlighten their core values and deepen their understanding.
- Acquire a wide and varied vocabulary to make them eloquent, wise and compassionate in their choice and use of words. The children will have
- Grasp a good understanding of grammar in context and to be able to spell new words by applying the spelling patterns and rules they learn throughout their time at St Anthony's.
- Write clearly, succinctly and coherently, adapting their language and style as necessary.
- Understand that all good writers refine and edit their writing thoughtfully and critically. This is part of the writing process which leads to an outcome which is mindful of its purpose and effect upon the reader or audience.
- Take pride in the presentation of their writing and aim to develop a legible, joined handwriting style.

3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document and in the Communication, Language and Literacy section of the Curriculum Guidance for the Foundation Stage.

In the Foundation Stage (Reception) children should be given opportunities to:

- 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 and begin to explore non-fiction texts.

At Key Stage Two (Years 3-6), 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 GOVERNING BODY

Regular reports are made to the governors on the progress and attainment of English across the school.

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

4. SUBJECT ORGANISATION

The English Curriculum is delivered using the National Curriculum Programme Of Study. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

Children are taught in mixed-ability classes and work is differentiated by task, outcome, support and resources, depending on the intended outcome for the lesson. All tasks are designed to improve their understanding and further their progression.

Teachers plan in Phase teams drawing upon a variety of resources and weekly plans are written by individual class teachers.

5. APPROACHES TO SPEAKING AND LISTENING

Children have opportunities to develop their speaking and listening skills throughout all year groups. 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.

6. APPROACHES TO READING

Shared reading

The majority of shared reading occurs during the English lesson. Texts are challenging and appropriate, pitched slightly above what the children can read themselves independently, to

offer the greatest opportunities for vocabulary development. The sessions are delivered whole class led by the teacher. The teacher reads aloud to the class, modelling word reading skills: applying phonic knowledge; decoding; using intonation, tone and volume; taking note of punctuation, and fluency etc. Children participate in chorally reading aloud to practise word reading skills. Teacher models strategies in order to develop understanding of the text. This is focused on an identified skill such as prediction, literal retrieval, inference, skimming and scanning, sequencing or exploring vocabulary within the context of the text etc.

Guided reading

A guided reading lesson is where a group of children of similar reading ability, working with an adult, focus on developing a reading skill using a text appropriate to their reading level. The session will include teacher modelling of specific reading skills, including word reading and comprehension. Children will also be given opportunities to read the text independently as the adult monitors their word reading skills.

The guided reading sessions involve discussions that enable the children to progress in their word reading and comprehension. Records from guided reading sessions are used to inform planning and termly teacher assessments.

In Key Stage Two, guided reading sessions take place daily with the children working on a carousel of reading activities throughout the week. In Key Stage One, guided reading sessions take place daily with the children working on phonics and comprehension activities. In EYFS, each group joins in with a weekly guided reading session, initially focusing on guided talk with a picture stimulus and moving onto a variety of texts.

One-to-one Reading

One-to-one reading is where individual children read with a teacher, teaching assistant, or school volunteer. As this involves individual children approaches can be tailored to meet the needs of each child. For example, a child might need to practise reading aloud with intonation, in which case the adult should model this skill before giving the child opportunities to practise. Alternatively, a session with a fluent reader might consist of reading a section of text, taking note of punctuation, followed by strategies to develop understanding.

Independent reading

There are opportunities during the week for children to read independently. Children are encouraged to read a range of texts and are able to access a range of fiction and non-fiction texts from the school libraries, as well as class reading areas. Children in EYFS and Key Stage One are given constant access to independent reading opportunities in the areas of provision.

Phonics

Phonics is taught using the 'Letters and Sounds' document on synthetic phonics in order to support the children in decoding the letters and sounds in order to read. In the Early Years, children have daily phonics sessions with opportunities to consolidate learning through planned continuous provision activities and in other areas of the Early Years curriculum. At Key Stage One, children have discrete phonics sessions in class linked to the phase the children are working at. Interventions are organised to help support children in becoming

secure within a phase if required. Through teaching in class, children are then able to use and apply their phonic knowledge in order to read across the curriculum.

At Key Stage Two, phonic interventions using the 'Bounce Back Phonics' and 'Letters and Sounds' documents are planned to support children who do not have secure knowledge and understanding of phonics in order to read.

All key stages promote the use of phonics in order to support the children in decoding letters and sounds independently in order for them to become competent and confident literate readers.

Resources

A variety of Oxford Reading Tree texts are used as a tool to help children to learn to read in school and at home. All classes have a book area with diverse texts to enthuse all readers. The well stocked KS1 and KS2 libraries are available to all the children in school and are regularly updated through the School Library Service book exchange.

Links to parents

All children throughout school have a reading record book that is used both in school and at home to log reading achievements and next steps. Parents are given guidance on how to effectively read with their child at home.

Wider reading

Each class in Key Stage Two reads a class novel on a regular basis. The book may be chosen to fit in with English unit or curriculum topics. Children in EYFS and Key Stage One share a short class novel or picture book on a regular basis. A range of texts are available for children to read in continuous provision in EYFS and KS1, including eBooks.

Children in EYFS, Key Stage One and Key Stage Two have weekly access to the school library and are regularly encouraged to change their library book.

Home Reading

Children are encouraged to read at home on a daily basis. Home reading books are changed 2/3 times a week.

7. APPROACHES TO WRITING

Phonics and Spelling

Children in the Early Years and Key Stage One, learn to spell words that are linked to their phonic knowledge of sounds and graphemes. Children will learn spellings relating to a sound or particular grapheme that has been focused upon during the week in order to support them in using their learnt knowledge in their wider writing. These will be taken from the adopted phonics programme, 'Letters and Sounds'. This is currently under review with the move to a new phonics scheme in 2022, which will be closely linked to Letters and Sounds. In Year 2, children will begin to learn spelling rules using the 'No Nonsense Spelling' resource. These are linked to phase 6 of the 'Letters and Sounds' phonic document. Any children who are not secure at phase 5 will not progress on to Phase 6 and will therefore continue to learn spellings at their current phonic phase.

In Key Stage Two, children learn spellings related to specific spelling rules. The 'No Nonsense Spelling' document is used to help the children understand the principles that underpin word construction and regular and irregular spelling patterns. If children are working on a phonics intervention programme

at Key Stage 2, then their weekly spellings will be directly linked to the intervention and spellings will be taken from the adopted phonics programme, 'Letters and Sounds'. A daily five-minute spelling activity is used in Key Stage Two to improve the spelling of high frequency words within wider writing. Children in Year 2 receive a daily twenty-minute spelling session.

All children at all stages are encouraged to use their knowledge of phonics and sounds in order to spell independently and teachers encourage the children to adopt different strategies in order to support them in spelling independently not only in English lessons but across the wider curriculum. Fast Forward spelling intervention is used to improve spelling when needed.

Emergent Writing

In Foundation Stage, children are given opportunities to develop their emergent writing in the writing area of continuous provision. This is used to support the development of the writing in more focused sessions and children complete regular guided writing supported by the teacher.

Shared Writing

A range of fiction and non-fiction texts are shared and written in lessons. Teachers model the writing of the texts for the children as well as the children sharing ideas for writing and adding to a shared text.

Guided Writing

Children have guided writing sessions with their teacher which will involve discussion about the genre and will explore ways of developing writing skills. These are linked to the text being covered and may include skills relating to both transcription and composition.

Independent Writing

There are opportunities for the children to practice their writing skills through independent writing activities throughout the school. Children are encouraged to write independently and to write a range of fiction and non-fiction texts. Children in EYFS and Key Stage One are given constant access to independent writing opportunities in the areas of provision.

Extended Writing

Children are encouraged to write extended pieces of writing making cross-curricular links.

Handwriting

Children are encouraged from Foundation Stage to form their letters correctly using a print style. In Key Stage One, children are taught pre-cursive leading to joining their letters together to create a cursive handwriting style. In Key Stage Two, this is consolidated and interventions are in place for those children in Key Stage Two who do not form letters correctly.

8. CROSS-CURRICULAR ENGLISH 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 English lessons to other areas of the curriculum.

9. THE USE OF ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate. There are a range of ICT resources available to assist in the teaching of English and it is expected that children will have the opportunity to use a range of media, including ICT to demonstrate their knowledge, skills and understanding in English.

10. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy.

Lancashire KLIPS documents are used in conjunction with the National Curriculum aims for teachers to make their assessment judgements at the end of each term. In Years 2-6, children undertake a formal assessment test in Reading to inform teacher assessment. Writing is assessed by teacher judgement.

Assessments in Reading and Writing are submitted by class teachers to the Assessment Lead at the end of each term and the subject leader will have the opportunity to analyse any data.

In Year 2 and throughout Key Stage Two, children complete statutory and optional SATs tests at the end of each academic year. These tests should be analysed thoroughly by class teachers. In Year One, children complete a statutory Phonics Screening Test which is then repeated in Year Two for those children who do not achieve the expected standard in Year One.

For children on the SEN register, the SENCO may require further assessments depending upon the needs of the child.

It may be necessary to use the PIVAT assessment tools to track children with SEN or children who make slow progress.

Assessment in English is used to inform future planning and highlight areas for future development by the Subject Leader and SLT.

Children's work will be marked in line with the Marking Policy.

11. 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 on the AGT register and suitable learning challenges provided.

INTERVENTION PROGRAMMES

There are several intervention programmes available to support progress in English. Specific support in selecting appropriate intervention programmes can be provided by the Subject Leader and the SENCO.

Intervention programmes are planned by the class teachers and phase leader in each area of the school. Planned interventions may be carried out by teaching assistants or a class teacher. Records of intervention programmes carried out should be kept by the adult leading the sessions.

At the beginning of each term, the subject leader will request a list of planned interventions by each year group and will use the information provided to support data analysis. The subject leader will meet with each team to discuss the progress made by children in the intervention groups.

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.

12. ROLE OF SUBJECT LEADER:

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

Monitoring and evaluating English:-

- pupil progress

- provision of English (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 developments

13. PARENTAL INVOLVEMENT

Parents have the opportunity to support their child's literacy development in many ways; through reading with children at home, support with home learning and involvement in specific English whole school events

Specific literacy progress is discussed at parents evening and commented upon in the end of year report.

14. CONCLUSION:

This policy also 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

Marking policy

Handwriting Policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

Abi Carlton & Emily Clarke
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