

English and Literacy Policy

Hemington Primary School



Approved by:

Staff and Chair of
Governors

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1. Aims

This policy is for the staff in our school. It aims to set out:

- › Our approach to teaching, monitoring and assessing English and literacy knowledge and skills
- › How we will make sure our provision for the teaching of English and literacy is of consistently high quality

2. Legislation and guidance

This policy reflects the requirements and expectations set out in:

- › The [National Curriculum programmes of study for English](#)
- › The [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- › The [Equality Act 2010](#)

3. Our vision for English and literacy in our school

Our school aims to develop pupils' skills in reading, writing, speaking and listening. By the time that pupils move on from our school, our aim is for them to:

- › Be fluent readers and writers
- › Have a positive attitude towards books and reading, reading widely for pleasure and information
- › Enjoy writing in different contexts and for different purposes and audiences
- › Write clearly, accurately and coherently, adapting language and style accordingly
- › Be curious and creative when it comes to reading and writing, for example by being interested in learning the meaning of new words
- › Have a wide vocabulary and understanding of grammar
- › Feel confident speaking in class and be able to clearly explain their understanding and ideas
- › Listen carefully and sensitively to adults and their peers

4. Our guiding principles for the teaching of English and literacy

We teach English and literacy best when:

- › There's a joyful culture around reading in the school
- › All staff feel they have the knowledge, skills, understanding and professional support they need to teach English and literacy effectively
- › There's sufficiently detailed and frequent ongoing assessment of pupil progress
- › We expose pupils to different types of reading material, such as through stimulating, high-quality and curiosity-inspiring classroom displays
- › We involve families in supporting their child's reading and writing
- › The English curriculum is coherently planned and sequenced
- › We identify where pupils have learning gaps or aren't making the expected progress, and make sure interventions target these
- › Teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- › We engage pupils in high-quality back-and-forth interactions
- › We model new language and accurate grammar to pupils
- › We support pupils with speech, language and communication needs, for example by putting on extra small-group storytimes

5. Roles and responsibilities

5.1 The headteacher

The headteacher is responsible for:

- › Building a team of expert teachers who know and understand the processes that underpin learning to read and write
- › Providing teachers with the appropriate training and resources so that they can competently deliver the English curriculum
- › Creating a stimulating school environment where pupils are exposed to different types of reading material, such as through displays, books and other classroom resources
- › Ensuring that pupils have access to resources which will enthuse them to read and write, with visits out of school and inviting visitors into school.

5.2 The English and literacy lead

Our English and literacy subject lead is Eimear Davis. She is responsible for providing leadership and management for English and literacy to secure:

- › High-quality teaching and subject knowledge of staff
- › A coherently planned and sequenced English curriculum
- › Consistent assessment and accurate teacher judgements within English and literacy
- › Effective use of resources

5.3 Teachers

Teachers are responsible for:

- › Planning effective English and literacy lessons
- › Providing opportunities for pupils to apply their English and literacy skills in a variety of ways
- › Completing the relevant marking and assessment
- › Making sure that support staff have:
 - Access to planning materials and resources
 - The knowledge and skills they need to support and challenge pupils

6. Curriculum

The Organisation of Teaching and Learning of Literacy

The English Curriculum is delivered using the Primary National Strategy framework. The Foundation Stage Curriculum is followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

In the Foundation Stage 1 and 2 children are 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.
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At Key Stage One (Years 1 and 2), children learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children learn to change 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 learn how the structure of language works.

Phonics

At Hemington, we use the Sounds Write synthetic phonics scheme. Children from the beginning of school in Reception will be exposed to and learn how to read using this phonics programme. Phonics is taught daily in EYFS and KS1, with intervention in place for children who require further support with their phonics learning.

Reading

Reading is taught daily, during guided reading sessions and 1-to-1 reading practice with an adult. See *separate reading policy*.

Writing

At Hemington, we use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. Our strategies include; pair work, collaborative group work, investigation of writing styles, reviewing and editing. Our principal aim is to develop children's knowledge, skills, and understanding. 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.

In order to assure the quality of assessment in KS2, writing units start with a **cold task** which is used to assess what the pupils already know and ends with a **hot task** which assesses the progress the pupils have made in that unit. In KS1, children's writing is assessed continuously with assessment carried out on information collated from end of unit tasks. This assessment is visible in each child's book on their year group's National Curriculum objectives table.

Staff have high expectations of all children and that they can achieve their full potential. 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. We also employ qualified teachers to provide quality first teaching for children and class groups who require extra interventions – whether they struggle with particular areas of the English curriculum or they are considerably able in the subject area.

Children use technology in English 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.

Approaches to Speaking and Listening

We believe that the teaching of Speaking and Listening skills is an important part of our children's language development and that oral communication is also intrinsically linked to writing and reading. 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 children in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

As a result, Speaking and Listening skills are specifically broken down into the following strands for explicit and incidental teaching:

- Speaking – Speaking clearly and being able to express extended ideas orally
- Listening – Developing effective strategies for listening and responding
- Group discussions and interaction – Participating in group discussions in a variety of roles (i.e. spokesperson, leader etc.)
- Drama – Accessing texts through: working in a specific role, improvisation, performing scripts etc.

When creating medium term planning, teachers record possible areas in which Speaking and Listening skills may be developed. This could be on the Literacy planning or within another curriculum area where coherent links can be made.

Further information regarding our curriculum can be found in our curriculum policy.

6.1 Cross-curricular links

We will facilitate cross-curricular learning of English and literacy skills, making sure that the links with other curriculums are natural and not forced. This will be achieved through activities in other subjects such as:

- › Annotating sources
- › Group discussions
- › Comprehension
- › Topic research

6.2 Differentiation

We will provide suitable differentiation to make sure that every pupil makes maximum progress in English and literacy, by:

- › Recognising where some pupils need specific help with their English skills, e.g. if they are dyslexic
- › Providing resources such as phonics mats and writing frames to scaffold pupils' learning
- › Identifying pupils who would benefit from more support in an area of their English learning, and running small intervention groups for targeted support each week to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed
- › Making sure pupils who need it are extended through the use of additional, more-demanding and open-ended tasks and planned challenges within each lesson

7. Marking and feedback

Feedback will clearly explain to pupils what they're doing well, and what they need to do next to continue to improve their work.

Please see our Assessment and Marking policy for more information.

8. Monitoring, assessment and moderation

8.1 Monitoring

We will monitor teaching and learning of English and literacy in our school to make sure that all of our pupils make the best possible progress from their starting points.

The English Lead/Headteacher will monitor and evaluate the impact of teaching on pupils' learning through:

- › Conducting learning walks
- › Reviewing marking and feedback
- › Termly pupil progress meetings

- › Gathering input from the pupil interviews
- › Planning scrutinies
- › Book scrutinies

Please see our Performance Management policy for more information.

8.2 Assessment

We will track pupils' progress using a combination of formative and summative assessment; through ongoing formative assessment throughout every lesson, in-school summative assessment in the form of end of unit **hot tasks**, summative assessment at the end of each term and formal summative assessment at the end of each Key Stage.

Our pupils will sit the following formal assessments:

- › The phonics screening check at the end of year 1
- › National Curriculum tests in the summer terms at the end of KS1 and KS2

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report once a year in the summer term.

Please see our Assessment and Marking Policy for more information.

8.3 Moderation

We will standardise writing samples to:

- › Demonstrate how pupils' work meets National Curriculum attainment targets for KS1 and KS2, to help with assessment
- › Make sure staff have a consistent approach to marking pupils' work

We will refer to the Standards and Testing Agency (STA)'s exemplification materials for [KS1](#) and [KS2](#) to support with this.

We will moderate teacher assessments of reading and writing at least termly.

For each National Curriculum statement, we will:

- › State what the activity involved, for example if it was done in controlled conditions or involved specific resources
- › Explain how the evidence was collected, for example by observation, written work or drawing
- › Indicate how much support was given to the pupil during the activity
- › Record the outcome of the activity, for example:
 - The marks awarded in our marking criteria
 - Information from the curriculum we're using to judge success

9. Learning environment

Pupils will learn English and literacy in spaces that:

- › Are well-organised
- › Contain appropriate and good-quality resources for pupils to refer to (in a space where they can find or see them easily)
- › Have minimal distractions, for example not containing a distracting amount of decoration
- › Display letter cards and posters showing grapheme-phoneme correspondences that match our school's phonics teaching programme

10. Resources

10.1 Books

We will select and use books that:

- › Engage pupils emotionally
- › Cover a wide range of subjects
- › Elicit a strong response, such as curiosity, anger, excitement, laughter or empathy
- › Have a strong narrative that will sustain multiple readings
- › Extend pupils' vocabulary
- › Have illustrations that are engaging and reflect children from all backgrounds and cultures
- › Help pupils connect with who they are
- › Help pupils to understand the lives of people whose experiences and perspectives may be different from their own
- › Include stories set in both the UK and around the world
- › Include both modern and traditional stories
- › Include fiction and non-fiction

It's unlikely that just 1 book will meet all of these criteria, but our full selection as a whole will.

Once we've chosen our books, we will:

- › Identify a core set of stories for each year group
- › Refresh the list regularly (at least once a year), as new books are published and as our school welcomes new teachers
- › Encourage teachers to familiarise themselves with the stories their pupils will know from previous years
- › Get teachers to choose their own books to read aloud alongside the core set of stories
- › Share the list with parents, and explain its purpose, so they can buy or borrow the books

10.2 Book corners

When visiting their book corner, pupils will be able to:

- › Browse the books
- › Revisit the ones the teacher has read to them
- › Borrow books to read or re-tell at home
- › Spend time there

When arranging the book corner, teachers will:

- › Avoid displaying too many books at once
- › Choose a space in the classroom that is well lit and of an adequate size
- › Display books pupils have listened to recently, at their eye level on outward-facing shelves
- › Make the books look attractive and easy to find – removing any that are dull and dog-eared, unless these are particularly well-loved
- › Refresh the display to highlight topics, titles or authors that might engage pupils
- › Involve pupils in this process by getting them to help return books to the central school library
- › Keep any books that have been previously read in extra boxes for pupils to read and retell again, at school and at home

10.3 Rhymes and poems

We will choose rhymes and poems that will develop pupils' language skills. Class Teachers alongside the English subject lead will identify a core set of poems for each year group, including:

- Rhyming poems
- Poems where alliteration is a strong feature
- Word games
- Traditional songs and rhymes
- Nonsense rhymes
- Poems that:
 - Are particularly rhythmical
 - Can withstand a lot of repetition
 - Elicit a strong emotional response
 - Extend pupils' vocabulary in different areas of learning

10.4 Dictionaries and thesauruses

To support with writing and spelling, we will make sure that pupils have access to dictionaries and thesauruses by:

- Having at least 1 dictionary and thesaurus available in each classroom
- Allowing pupils to use the computer during lessons to look up word meanings and synonyms

11. Review

This policy will be reviewed every two years by the English subject lead. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Curriculum policy
- SEN/SEND policy and information report
- Assessment and Marking policy
- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- Performance Management Policy