



HORSTED SCHOOL

SAFE HAPPY SUCCESSFUL

English Policy

1 Aims and objectives

1.1 The study of Literacy develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. 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.

1.2 Our objectives in the teaching of Literacy are:

- to enable children to speak clearly and audibly, and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities;
- to help children become confident, independent readers, through an appropriate focus on phonics and word-, sentence- and text-level knowledge;
- to develop enthusiastic and reflective readers through contact with challenging and substantial texts;
- to teach children to find and apply common letter strings used in words so that they become confident spellers;
- to develop children's understanding of grammar, allowing them to confidently apply grammatical features to their writing;
- to develop children's understanding of punctuation to ensure that their writing is precise and clear.
- to develop a joined handwriting so that children's work is neatly presented and legible;
- to foster the enjoyment of writing and recognise its value;
- to encourage accurate and meaningful writing be it narrative or non-fiction; and
- to improve the planning, drafting and editing of their written work

2 Teaching and learning style

2.1 At Horsted School, we use a variety of teaching and learning styles in our Literacy lessons. Our principal aim is to develop children's knowledge, skills, and understanding. We do this through a daily Literacy lesson one hour in length, comprehension skills lessons at least three times a week, daily phonics lessons in KS1 and discrete grammar and spelling lessons. Children are regularly immersed in whole class reading that is used to develop their writing which is completed independently. Where possible, spelling and grammar

lessons will be linked to the writing task at hand so that learning is meaningful for our children and can be applied to their independent work. Whilst there is a high proportion of whole-class and group teaching, the independent activity gives children the chance to embed and enhance their learning. They 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 phonic paddles. 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.

- 2.2 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. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in others, we ask children to work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support some children and to enable work to be matched to the needs of individuals. In Upper Key Stage 2, children are set by ability in two different ability groups.

3 Literacy curriculum planning

- 3.1 English is a core subject in the National Curriculum. We use and adapt a scheme of work called 'The Power of Reading' as a basis for implementing the statutory requirements laid out in the National Curriculum. It develops children's textual understanding by immersing them in a whole class text which is then used as a basis for developing children's writing.
- 3.2 We carry out the curriculum planning in Literacy in three phases (long-term, medium-term and short-term). Our yearly teaching programme identifies the key objectives in Literacy that we teach to each year.
- 3.3 Our medium-term plans give details of the main teaching objectives for each term and will be made available on the school's website for the information of all stakeholders through the 'termly plans'. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for keeping and, where necessary, reviewing these plans.
- 3.4 Class teachers complete a weekly (short-term) plan for the teaching of Literacy. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps these individual plans which are shared with the Senior Leadership Team or the Literacy Co-ordinator as necessary.
- 3.5 We use CLPE's 'The Power of Reading' as a basis for our planning. Where necessary, lessons are adapted to suit the needs of our children. Lessons are planned so that they build on the children's prior learning. Through these lessons we give children of all abilities the opportunity to develop their skills, knowledge and understanding, and we ensure that lessons are progressive and that challenge increases for the children as they move up through the school.

4 The Foundation Stage

- 4.1 Literacy in the early years includes talking about books, print in the environment, early mark making and writing, as well as sharing books and reading. We develop a love for these early skills by providing a print rich environment in and out of the classroom, full of opportunities to read and write. Children's interests are of paramount importance in the early years and this plays an important role in developing these early key skills. Within the Early Years Foundation Stage Curriculum, Literacy plays an important role in all areas of learning within the Prime and Specific Areas. This is taught through adult modelling - often learning through play together through child and adult led activities.

Shared/guided reading and writing is also very important and plays a significant role within our daily teaching.

5 Contribution of English to teaching in other curriculum areas

5.1 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.

5.2 Mathematics

The teaching of Literacy contributes significantly to children's mathematical understanding in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

5.3 Citizenship

Literacy contributes to the teaching of citizenship by encouraging children to take part in class and group discussions on topical issues, and older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

5.4 Spiritual, moral, social and cultural development

The teaching of Literacy develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts bring them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together and gives them the chance to discuss their ideas and results.

6 Literacy and ICT

6.1 The use of ICT, with clear learning objectives, will promote, enhance and support the teaching of Literacy at word, sentence and text level. It also offers ways of impacting on learning which are not possible with conventional methods, e.g. interactive and non-linear stories.

6.2 ICT is used at whole-class, group and independent levels. The screen projection of text enables it to be read and shared. The projection of a word processor permits the writing process to be modelled effectively. A wide variety of text types are available through the Internet or CD-ROMs to encourage the framing of explicit questions. Groups can work at a computer and input text via standard or overlay keyboard. Word banks or word grid software speed up recording. Software is used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers). 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).

7 Literacy and inclusion

7.1 At our school, we teach Literacy to all children, whatever their ability and individual needs. Literacy forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Literacy teaching, we provide learning opportunities

that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).

- 7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against the expected national standards. This ensures that our teaching is matched to the child's needs.
- 7.3 Some pupils may not make sufficient progress despite high-quality first teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, additional resources and different approaches will be required to enable the pupil to make better progress. These will be shared with parents, put into an Individual Provision Map and reviewed regularly, and refined and/or revised if necessary. At this point we will have identified that the pupil has a Special Educational Need because the school is making special educational provision for the pupil which is additional and different to what is normally available.
- 7.4 We enable all pupils to have access to the full range of activities involved in learning Literacy. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity in order to ensure that it is safe and appropriate for all pupils.
- 7.5 Teaching assistants provide help by using, for example:
- texts that children can more easily read and understand;
 - visual and written materials in different formats;
 - ICT, other technological aids and taped materials;
 - alternative communication, such as signs and symbols;
 - translators and amanuenses.
- Support will vary from pupil to pupil according to individual needs.

8 Assessment for learning

- 8.1 Teachers assess children's work in Literacy in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Children are encouraged to make judgements about how they can improve their own work especially through the editing process.
- 8.2 Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. They use a class record of the key objectives as the recording format for this.
- 8.3 Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, they are able to set targets for the next school year, and to summarise the progress of each child before discussing it with the child's parents or carers. The next teacher then uses these long-term assessments as the planning basis for the new school year.

- 8.4 These long-term assessments are based on ongoing tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6, and ongoing tests, sat twice throughout the academic year, are used with all year groups as the school year progresses. Teachers also make annual assessments of children's progress against the age related expectations as outlined in the National Curriculum and other government published documents relating to attainment such as exemplification materials.
- 8.5 Teachers meet regularly to review individual examples of work against the national exemplification material produced by the QCA and the DCSF.
- 8.6 Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff development.

9 Resources

- 9.1 There is a range of resources to support the teaching of Literacy across the school. All classrooms have dictionaries and a variety of age-appropriate small apparatus. Classrooms may have a reading and/or speaking and listening area. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet through computers in the Hub or ICT suites. The library contains a range of books to support children's individual research.

10 Monitoring and review

- 10.1 The coordination and planning of the Literacy curriculum are the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping them informed about current developments in Literacy and by providing a strategic lead and direction for this subject;
 - advises the headteacher of his/her evaluations of the strengths and weaknesses in Literacy and indicates areas for further improvement; and
 - uses specially allocated regular management time to review evidence of the children's work, and to observe Literacy lessons across the school.
- 10.2 A named member of the school's governing body is briefed to oversee the teaching of Literacy. The Literacy governor meets regularly with the subject leader to review progress.
- 10.3 This policy will be reviewed at least every two years.

Signed: Mr. S. Geary (Headteacher)

Date: April 2018

Date of Review: April 2020