



## **INTRODUCTION AND SUBJECT DEFINITION**

At High Ercall Primary School and Nursery, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

## **AIMS**

- To give pupils the 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 National Curriculum 2014 in a fun and engaging way for all children
- To provide the children with the necessary skills to become competent, creative and efficient users of the English language, preparing them for secondary school and to enable them to be successful in their later lives
- To provide the children with meaningful and engaging contexts for speaking and listening, reading and writing.
- To enable all children to develop powers of imagination, inventiveness and critical awareness in all areas of literacy

## **CURRICULUM ORGANISATION**

The English curriculum is delivered following our Long Term Planning, which was created in response to the statutory requirements of the National Curriculum 2014, and which details Literacy genre to be covered within each year group. This ensures appropriate coverage at age related expectations and the development of skills, whilst also enabling staff to be flexible and creative with their planning. Pupil provision is related to attainment, not age. All staff plan on a weekly basis, using the school agreed format, in response to the needs of the children.

Literacy is taught in daily lessons across school, with discrete phonics being taught in Nursery and Classes 1 and 2. Grammar is taught both explicitly, and within the teaching of reading and writing. Work is differentiated in all year groups and targeted support is given to some pupils, as the need may arise.

Children work in flexible groups according to need, and identified by the class teacher. Phonics lessons are also taught in fluid, targeted groups. Children are taught in a variety of ways, either in ability groups, mixed groups or pairs depending on the task given and the focus of the lesson. Differentiation is shown on planning, and is responsive to the needs of the children.

Guided reading is taught explicitly, with a 20 minute session each day. There are also specific spelling focused sessions in KS2 taught each week.

## **TIME ALLOCATION**

The following times show the general pattern of teaching, though times will be flexible each week.

Literacy – 1 hour each day

Phonics – 20 minutes each day

Reading – 20 minutes each day

## **TEACHING AND LEARNING STRATEGIES**

### **Teaching Speaking and Listening**

#### **Aims**

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

#### **Entitlement**

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Retelling and reciting stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.
- Use dramatic techniques, including work in role to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama

We take a systematic approach to the teaching of speaking and listening, using the National Curriculum 2014. We teach speaking and listening explicitly as well as finding opportunities to reinforce and extend children's developing skills. We embed this teaching in all subjects across the curriculum. This is particularly important as different subjects offer opportunities for different kinds of talk. This requires a discrete time allocation over the term. There should also be opportunities, both planned and incidental, for children to revisit, apply and extend. Within a unit of literacy work, speaking and listening is an intrinsic element which allows the children to explore a text type, share ideas, learn texts, perform, debate and many other skills.

## **Teaching Reading**

### **Aims**

#### **To enable children to:**

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

#### **Pupils have access to a wide range of reading opportunities that include:**

- guided reading
- shared reading
- regular independent reading
- home/school reading
- hearing books read aloud on a daily basis
- selecting own choice of texts including ICT texts
- reading in other subjects including ICT texts

Much of the Programme of Study will be taught through English lessons. Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, using the library, listening to whole class stories and research linked to other subjects.

### **Teaching and Learning in Reading**

At High Ercall, we strive to create a text rich environment for all our children, which appeals to their interests. All children are given the opportunity to read with an adult at least once a week. There will also be times when the children hear a class book read to them by the class teacher.

All children are encouraged to read at least five times each week at home – this can be their school book or a book from home. Children are rewarded in class for reading five times, and this contributes to a whole school reading reward. In Key Stage 1, we ask parents to record in the reading diary when they have read with their child. In Key Stage 2, the children are expected to complete their reading diary themselves, and there is guidance given about the expected comments to be written by the children. All children take home an individual reading book from school – one which is colour banded according to their reading level. Children in Key Stage 1 take home a book which is linked to the phonics they have been taught the previous week. They also have access to 'Phonics Bug', an online resource which is linked to phonics. Class teachers 'release' books each week for the children to access electronically at home each week.

Across school, the books are all colour banded according to difficulty. There is a mixture of scheme books and 'real' books which are used. When children become confident and fluent readers, they choose books for themselves, and are allowed to bring appropriate books from home.

Phonics is taught daily in EYFS and nursery. The children are taught in mixed age groups, according to ability within the different phases of phonics. Each child has a 20 minute taught session each day. Some children have additional catch up sessions in the afternoon to boost progress if needed.

In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

Guided reading is taught across school daily. Every child will read in a group to their teacher at least once a week. In Key stage 1, children will also read with the class TA once a week. This is recorded in reading diaries across school. Across a week, each child will take part in a variety of reading related activities designed to promote a love of reading, promote progress in reading and enable the children to access a variety of text types, including audio books. Children in Key Stage 2 will also follow up sessions with a teacher with a written response. Activities planned match the objectives in the National Curriculum 2014. All guided reading sessions use targets from the National Curriculum 2014 as teaching focus, and over the course of a year children cover all expectations for their year group. Class teachers record progress in their Reading Assessment file, using reading targets taken from age related expectations for the relevant year group. There is also evidence of reading progress in reading journals and guided reading books.

## **Teaching Writing**

### **Aims**

Children should learn to:

- write in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan draft and edit their writing to suit the purpose
- use ICT as a literacy medium for presenting work and manipulating text
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

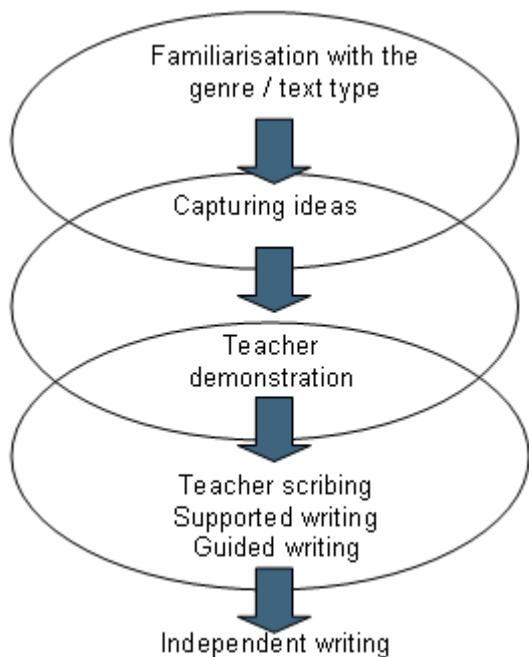
### **Entitlement**

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

## Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. The following teaching sequence for reading and writing is used as a framework, though it is not an expectation for all units of work:



The writing process breaks down into a number of steps that will need to be taught and practised regularly:

1. Planning
2. Drafting and Writing
3. Evaluating and Editing
4. Proof-Reading
5. Reading Aloud and Sharing

Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'talk for writing' as an integral part of the process.

## Handwriting

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. The school follows the Nelson handwriting programme. A mixture of whole class, small group and individual teaching is planned for and delivered.

It is expected that all members of staff, class teachers and teaching assistants, model a clear, legible handwriting style, which shows appropriate joins and letter formation i.e. when writing on the board or in children's books.

By the end of key stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

## **Teaching Spelling and Phonics**

### **Aims**

Children should be able to:

- Blend and segment sounds easily
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information
- Use a range of approaches to learn and spell irregular words.

### **Entitlement**

Pupils have access to a range of phonics opportunities that include at FS and KS1:

- Whole class teaching of specific spelling patterns
- Daily discrete phonics teaching
- Using phonics knowledge in real life contexts
- Applying skills in cross curricular contexts

Pupils have access to a range of phonics opportunities that include at KS2:

- Whole class teaching of specific spelling conventions and rules
- Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- Using phonological knowledge in real life contexts
- Applying skills in cross curricular contexts

### **Teaching and Learning**

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. All teachers use multi-sensory phonics materials based on Letters and Sounds and the expectations of the Curriculum 2014, as a basis for their planning for the teaching of spelling.

Learning takes place in a variety of situations and group settings. For example, these could include working independently to practise tricky words, possibly using ICT; working collaboratively on an investigation and participating in short, focused whole class activities.

Children are expected to spell high frequency words correctly and the word lists for their particular year group.

### **Spelling Homework**

KS1 – Five to ten spellings per week

LKS2 – ten to twenty spellings per week

UKS2 – twenty spellings per week

Spellings may be taken from the Letters and Sounds document, the differentiated lists from Weekly Spelling Lists or based on spelling patterns being learnt in class. It must be stressed that spellings should be based on prior attainment and phonological need and children's learning should be tested regularly to ensure that spellings are fit for purpose. Dictated sentences are also used to test some spellings each week.

## **RESOURCES**

### **Reading**

All classrooms have a well-stocked book area with a range of fiction and non-fiction. Pupils also have opportunities to read magazines, listen to story CDs. The school library is an important resource and pupils are taught how to use it appropriately.

Additional resources include:

Phonic bug reading books

Pelican guided reading books

Rigby Star books

A range of guided reading sets

### **Writing**

Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it to where it belongs. Each class also has a set of age appropriate dictionaries, thesaurus and word banks. Teachers use National Curriculum 2014, NLS resources and a range of on line support materials including The Literacy Shed to support writing.

### **Handwriting, Phonics and Spellings**

Nelson handwriting resources

Letters and Sounds

LCP Phonics

Support for Spelling

School scheme of work for KS2

Weekly Spelling Lists

## **CONTRIBUTION TO OTHER AREAS OF THE CURRICULUM**

It is important that all children have the opportunity to apply their literacy skills across the curriculum, in both science and the foundation subjects. On occasions, content from another subject will be used within the literacy hour as the context for writing. Within theme work, children will also apply their literacy skills through written response, explanation and writing in any genre pertinent to the context.

## **EQUAL OPPORTUNITIES AND INCLUSION**

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

There will be a third wave of support for pupils who are placed on School Action or School Action Plus that will be additional and different.

Pupils that are more able are planned for in line with our policy for teaching pupils that are more able.

The needs of children with English as an additional language will be met through planning and support from the Multicultural Support Agency where appropriate. This is supported by our equal opportunities policy.

## **COMMUNITY LINKS (INCLUDE LINK TO WIDER COMMUNITY AND BRITISH VALUES)**

Whenever appropriate, links within the local community will be made to ensure a relevant and exciting context for learning within English. This might include using the school grounds, or further afield within the local community.

As opportunities arise, the children will take part in literacy related activities with other schools, through the Beacon Trust, or the local School Development Group. This will enable our children to work with others from different schools and other backgrounds, and will develop their social and cultural awareness as well as furthering their literacy abilities.

Our curriculum encourages the use of imagination and creativity through literacy. Staff are encouraged to use a wide variety of contexts for writing, including using the outdoor environment, and local opportunities as a stimulus to write. This can be through visits or visitors coming into school. Visits may be theme related, or related to a specific subject such as RE. these can then be used as a context for writing and reading.

## **ASSESSMENT, RECORDING AND REPORTING**

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

Analysis of assessment data is used to set targets. Where applicable, school issues are addressed through targets linked to Appraisal.

Children are informed of their own targets for learning and supported to make progress towards them. Children are also involved in setting their own steps to success and encouraged to review their progress towards these through self, peer and teacher assessment. Staff and pupils may use Marking Ladders to assess work and set future targets.

The teacher keeps records, using age related objectives that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

## **REVIEW AND MONITORING**

The headteacher is currently the English Coordinator. All monitoring is set out in the School Development Plan and Termly Development Plan. Each term literacy work is monitored through book scrutinies, lesson observation and talking to pupils.

## **PROFESSIONAL DEVELOPMENT**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan and Termly Development Plan. The English co-ordinator will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English co-ordinator leads or organises school based training.

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

## **POLICY REVIEW**

This policy will be reviewed fully according to the policy review cycle in January 2019, or as deemed necessary through the School Development Plan.

The coordinator will review the accuracy of the policy on an annual basis.