

**LEECHPOOL PRIMARY SCHOOL
ENGLISH POLICY**



This policy is intended to ensure consistency across the school in terms of the teaching, planning, assessment and monitoring of Literacy.

1.Intent - The importance of English in the curriculum:

- To provide a language rich environment that promotes a positive culture of reading and writing;
- To develop, in pupils, an interest in and a love of books, literature and language, that will not only support their learning across the curriculum, but also enrich their lives;
- To value and use the written and spoken word as a basis for learning and play;
- To enable children to learn the craft of writing in order to develop their confidence and skills; enabling them to write well for a range of purposes and audience;
- To provide pupils with a knowledge of Literacy that starts with the basics – spelling, handwriting and punctuation – and liberates their creativity;
- To encourage in pupils, the confidence, desire and ability to express their views and opinions both orally and in writing;
- To value and celebrate diversity in culture and language.

2. Implementation - Agreed Procedures:

Teaching and Learning

It would be impossible to effectively delineate the vital role that Literacy – in its broadest sense - plays in facilitating a child’s access to learning across the curriculum. Children need to be able to understand and respond to language in order to support their learning. We encourage children to improve their English skills through our whole school focus on the 6Rs – Respect, Resilience, Resourcefulness, Relationships, Risk-taking and Reflection.

Agreed Procedure

This underpins our choice of a cross-curricular, skills based approach to learning. The marriage of Literacy and other subjects is an integral part of learning at Leechpool. Whether it is learning new vocabulary for a science topic, using a report format to describe a famous person from history or discussing the pros and cons of a playground game’s rules, Literacy at once delivers and enriches the curriculum.

With that in mind, the following *discrete skills based* models are used.

Foundation Stage Learning

Children’s learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported. They must be provided with opportunity and encouragement to use their skills in a range of situations, and for a range of purposes, and be supported in developing the confidence and disposition to do so. This can be seen through the use of a variety of strategies including helicopter stories, drawing club, poetry box, message centre and squiggle whilst you wiggle.

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Oracy

These opportunities include the development of children's Language for communication and thinking, such as:

- Using talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Using language to imagine and recreate roles and experiences.
- Speaking clearly and audibly with confidence and control and show awareness of the listener.
- Extending vocabulary, especially by grouping and naming.
- Having confidence to speak to others about their own wants and interests.
- Extending their vocabulary and exploring the meanings and sounds of new words.
- Listening with enjoyment and respond to/make up their own stories, songs and rhymes and poems.
- Interacting with others, negotiating plans and activities and taking turns in conversation.
- Sustaining attentive listening and responding to what they have heard with relevant comments, questions or actions.
- Enjoy listening to, and using, spoken and written language and readily turn to it in their play and learning.

Writing

We provide high-quality resources for children to use which support quality writing through play. Shared writing through play can support and model writing as well as enriching the language children are developing to tell stories, scenarios and events.

Reading

Children are exposed to language through a print-rich environment, including signs, labels, and books. They are given the opportunities to:

- Develop oral language
- Share rhymes, songs, poems and stories
- Play and experiment with reading
- Watch others read
- Play games that help them to hear sounds in words and recognise high-frequency words
- Use their own curiosity and questions to find information

Effective teaching in early reading is based on teachers and practitioners knowing which dimension is the focus for the shared or guided reading session - word recognition or Language comprehension.

Key Stage 1 and 2 Learning

Oracy

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Oracy is used to enrich learning is used through:

- A range of groupings (Appendix 1)
- Group discussion during class sessions
- Focussed listening and responding interactive tasks
- Practical opportunities to speak to a range of audiences, for a range of purposes

Drama

- Drama activities to explore and present experiences, both real and fictional
- Drama can provide a hook for learning
- Use of high quality dramatic resources to support and enrich learning e.g. analyzing film extracts to follow character development, presentations from visiting performers etc.

Writing

Writing skills are taught through:

- Focussed handwriting sessions (see handwriting policy).
- Shared and guided writing sessions.
- Focused writing tasks based on specific genres.
- Clear writing targets for each child, based upon regular assessment of their writing.
- Free/extended writing sessions
- Specific spelling interventions.
- Computing sessions to present and manipulate text and text types e.g. word processing, publishing work in different formats, using multi-media to present learning etc.
- Writing for enjoyment through 'Free Writing' and writing competitions.

Reading

Children are encouraged to become fluent readers, who are able to understand and comment thoughtfully upon what they have read. This is taught through:

- Guided reading – teachers and children reading the same text together with a focus on comprehension, expression etc. in differentiated groups
- Whole class reading – where it is needed, teachers focus on strategies to improve comprehension, inference, reading etc. to the whole class
- Shared reading – teachers reading a text with children with a focus on modelling reading strategies
- Individual reading discussions
- Focussed library skill sessions
- Focussed input on word decoding (including phonics)
- Skill-specific teaching activities (including word recognition)
- Interpreting and exploring multi-media text types – e.g. navigating a web page, specific visual and graphic conventions (icons and vocabulary), using a search engine, etc.
- Use of Bug Club

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Children have access to a wide range of reading experiences and the quality of texts is under ongoing review to ensure all reading ages and needs are met (e.g. reluctant readers, texts aimed at boys etc). Books can be selected from:

- Key Stage 1 Learning Area – reading scheme books
- Key Stage 1 corridor (Literacy cupboard) – guided reading scheme books
- Lower KS2 corridor - reading scheme books
- KS2 guided reading texts – Blue room
- Recommended Reading list for each year group
- Year 5 corridor (Literacy cupboard) – guided reading sets for independent readers
- Class collections – exchanged from Leechpool Library collection each term
- Topic books – from topic boxes, class book areas and Leechpool Library collection

Teachers should develop and monitor children’s love of reading through a range of interactions. These include:

- Individual reading discussions – using home school books and/or library loan choices
- Guided reading sessions – each child should be working with an adult in these sessions at least twice a fortnight
- Where possible, the interaction of other members of the wider community – e.g. parent readers/reading volunteers working with children who need extra practice
- ‘Class readers’ – high quality enriching texts that are read to the class on a regular basis

Parents

We recognise and value the role of parents in supporting pupil’s literacy. It is the expectation for every child to be heard reading at home at least 4 times a week. Home reading diaries are provided for every child, on a coloured book band, alongside access to the wide range of graded reading books and library books and regular spelling practice. Children are encouraged to write at home and/or share writing which has been produced at home through homework tasks and year group topics.

Literacy Curriculum Planning

As detailed above, planning for Literacy involves weaving the thread of learning across the curriculum. Teachers ensure the National Curriculum is delivered by drawing upon a range of planning resources such as **The TT writing and reading progression booklets, and the Leechpool writing sequence.**

(<http://nationalstrategies.standards.dcsf.gov.uk>)

Planning should be:

- Purposeful – a clear outcome for each learning task
- Accessible – clearly differentiated to support pupils’ attainment
- Relevant – linked to a skill or experience that has meaning for the child

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3. Impact - Is this working?

Assessment and Recording

Oracy

Teacher assessment is ongoing and formative. Attainment for each child is recorded each half term.

Reading

Teacher assessment is ongoing using the 'I can statements' and individual pupil targets (see Assessment Policy). Formative comments are also recorded in children's individual diaries and reported to parents during consultations. Summative assessment tests are carried out using PIRA, Rising Stars and practice SATs tests (Year 2 and 6). This is used to inform future planning.

Writing

Teacher assessment is ongoing using the 'I can statements' and individual pupil targets (see Assessment Policy). Across the term, children will undertake a variety of independent writing tasks. Teacher assessment is formally recorded each term using the outcomes of independent writing as its basis. Writing is moderated in cross-school writing moderation meetings (Horsham School Partnership), phase meetings and during PDMs.

How will we know this is working?

Monitoring of pupil's progress in Literacy will focus upon the extent to which our pupils:

- Are able to speak in a variety of situations, varying their vocabulary and intention accordingly
- Are able to actively listen and discuss - asking questions for clarity and responding with comprehension and empathy
- Read with understanding, fluency, empathy and enjoyment.
- Have growing confidence in their writing skills and build upon their understanding of the effect on the reader of their work.
- Write with a control of at least the basic skills, followed by an understanding of the ways in which texts and text types work, and an ability to use this understanding to shape their own writing.
- Able to apply and transfer skills across genres.
- Engage with the range of Literacy skills positively, producing creative and innovative work.