



Leamington Federation Sydenham Primary School and Lighthorne Heath Primary School English Policy Statement

Section 1

Aims

Across The Leamington Federation, we follow the 2014 National Curriculum and the Early Years Foundation Stage framework.

We aim to:

- Build on our children's experiences of language learning, recognising their individuality, taking into account their personal experience and acknowledging differences in their linguistic and cultural background.
- Help our children to use language effectively, to listen with understanding, to express themselves clearly in speech and in writing, to enjoy reading and listening to stories and to use books for research and information.
- Ensure our children are stimulated to use speaking, listening, reading and writing for valid and worthwhile purposes.
- Provide opportunities for our children to be read to daily from a variety of media.
- Acknowledge the essential role parents have in the development of their children's language learning and to encourage them to take an active role in this learning.
- Give all our children equal opportunities to be equipped with the essential learning skills of literacy, irrespective of ability, race and gender.
- Ensure we provide appropriately differentiated tasks to suit the needs of all our children.
- Make appropriate assessments and keep meaningful records to ensure progression and continuity.
- Provide a wide variety of tasks and situations within a lively and purposeful environment.

Section 2

Teaching and Learning

In the Leamington Federation we realise the importance of careful planning to ensure that:

- Each child receives quality first Literacy teaching.
- Literacy work permeates the whole of the curriculum and is ongoing throughout the year with frequent opportunities for pupils to write at length.
- Literacy skills are achieved through all curriculum subjects
- Spelling, punctuation and grammar are taught and practised on a daily basis.

- Phonics is taught on a daily basis in EYFS and KS1 and interventions are available for individual children to catch up with phonics in KS2.
- Pupils receive developmental feedback and act upon it to ensure they make rapid progress.
- A balance is reached in terms of speaking, listening, reading and writing.
- Opportunities are included for whole class, paired, group and individual learning.
- Each child's needs are appropriately met by differentiation to ensure a broad, balanced literacy entitlement is received.
- Additional adult support is given, where appropriate, for children who have general and specific learning difficulties, including support for pupils learning English as a second language (provided by the EMTAS service.)
- Opportunities are given for children to perform to others and to experience a range of live performances .
- Staff receive high quality professional development to refresh their skills and to keep them abreast of developments nationally in Literacy teaching.

Speaking and Listening

Our children should learn to speak with confidence, clarity and fluency. They should use forms of speech appropriate for a variety of audiences. We should provide a range of situations and groupings to ensure a progression of increasing complexity.

Our children should learn to listen with understanding, to respond appropriately, making relevant comments and to listen to the reactions of others. We should provide a range of ways to promote good speaking and listening skills e.g. listening centres, talking tin lids, iPad apps and examples by other children and adults within school.

Talk is valued highly in the classroom as a tool for learning. Every pupil has a weekly Talk Partner with whom they share and develop ideas. This also helps to develop good listening skills. Early Years staff are trained to use the 'Time to Talk' intervention: all pupils are assessed on entry to the Early Years Foundation Stage, and the intervention is used to support pupils with speaking and listening skills below age related expectations.

In addition, as part of Big Writing, all pupils receive weekly Talk home learning to encourage the involvement of parents in developing their child's speech and language acquisition.

Through Talk for Writing, pupils learn by heart a range of traditional tales, story genres and non-fiction model texts. They are given opportunities to perform these with expression and meaning.

Reading

Our children should learn to read fluently and with understanding through a range of material. They should enjoy reading for entertainment, for interest and for information. They should appreciate the necessity of reading for learning in most areas of the curriculum and for their personal lives.

In our school we provide a range of reading material including 'Big Books', e-books, phonic readers, sets of books suitable for Guided Reading and individual fiction and non fiction texts in order to

meet the statutory requirements of the National Curriculum and to try to support the needs of every child. Each class in the school has a collection of books within their reading corner and access to the school library and annual book fair.

All pupils participate in:

- Weekly Guided Reading with a teacher (plus, where possible, a second session with a teaching assistant for children identified as talented and gifted or with an EAL or special educational need.)
- Paired reading with a Talk Partner.
- Whole class reading led by the teacher using the interactive whiteboard or visualiser.
- 1-1 reading with a teacher, teaching assistant or trained volunteer.
- Reading with a parent or carer in termly Share A Book sessions
- Frequent library sessions.
- Opportunities to choose books from the classroom reading area and, in EYFS and KS1, to enjoy using story sacks and participating in role play.

Children in Year 1, with low achievement in reading work with our Every Child A Reader teacher to ensure they make swift progress and catch up with their peers.

Writing

Our children should learn to write for a range of purposes and to organise the content according to the task. They should be given opportunities to use styles of writing appropriate to the intended readership. We should aim for spelling and punctuation to be used accurately and with confidence.

All staff participate in training in Pie Corbett's "Talk for Writing" approach. Children story map and learn model texts in different genres. They are encouraged to mimic the rhythm, sentence structure, organisation and language of each model text before they go on to write their own texts (with increasing independence.) Pupils complete a "hot" and "cold" task to measure their progress.

Lessons build the skills that pupils need in order to write in a range of genres, from different perspectives and for different audiences and purposes. There are regular opportunities to apply skills through pieces of extended writing and pupils are encouraged to edit and improve their work. Younger pupils, or those with a special educational need, are offered scaffolded writing frames to enable them to write independently.

In addition, all pupils participate in regular Big Writing session. This involves a warm up session which includes peer assessing a piece of writing, responding to the teacher's feedback about their own work and practising specific writing skills. The warm up session is followed by a period of independent, extended writing. Tasks are cross-curricular or provide an opportunity to consolidate understanding of a specific genre previously taught by the teacher. Pieces of Big Writing are assessed using the Ros Wilson Criterion Scale.

Pupils are also given frequent opportunities to write at length in other subjects from a range of perspectives and in a variety of styles.

Spelling, Punctuation and Grammar

Spelling

In EYFS and KS1, children have daily phonics sessions following the Letters and Sounds programme. All pupils in Y1 undertake the statutory phonics screen. Those who do not reach the required level are re-assessed during Year 2.

From Years 3 - 6 spelling teaching follows the framework of Spelling Bank and Support for Spelling.

Punctuation and Grammar

Punctuation and grammar skills are taught explicitly during Literacy lessons. Pupils are then given frequent opportunities to identify and comment upon punctuation marks and grammatical structures when scrutinising texts in all subjects. They are also given regular opportunities to apply these skills when writing.

A dictation session (three times a week) allows children to practise spelling, punctuation and grammar. The session is reactive and responds to particular needs within a class, offering the opportunity to consolidate skills taught and to close gaps in understanding.

Handwriting

We follow the Nelson handwriting scheme. Our children should aim to form letters correctly in order to produce a written text that can be easily read. In the reception class they are taught to form letters using a flick, this method is continued through the years, aiming for children to produce joined handwriting during year 3.

Section 3

Monitoring and Evaluation

- Staff will moderate writing on a termly basis using the Ros Wilson criterion Scale and the APP assessment foci.
- Staff will moderate across the federation and across the local consortium.
- The English Subject Leader will moderate the quality and quantity of writing every half-term to ensure progress. This will be done through work scrutinies, book trawls and informal drop-ins.
- Reading progress will be monitored 2 times each year using NFER-NELSON Group Reading Test. Teachers assess progress using the APP assessment foci for reading and by gathering evidence of reading skills across the wider curriculum. KS2 teachers may also use Optional SATs materials as part of their on-going assessment of reading.
- A Home/School Reading Diary will be kept to monitor progress and ensure progression.
- A record will be kept to monitor Guided Reading sessions.

National Testing

Children entering the Reception Class in September will complete a WellComm language and communication, baseline assessment. Children in Year 2 and Year 6 will take the Statutory National Assessment Tests, during the summer term.

Equal Opportunities

At Sydenham and Lighthorne Heath Primary Schools, we undertake to provide equality of access to all aspects of the curriculum to all members of the school community. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability in accordance with the school's Equal Opportunities and Inclusion policies

Race Equality Statement

At Sydenham and Lighthorne Heath Primary Schools we offer a curriculum that reflects the cultural diversity of the school. We teach children to be aware of the diversity of cultures within our school, and to see them as a positive factor that enriches the experiences of the whole school community. We recognise that different languages are spoken and understood by staff and children in our school.

Review

This statement is part of a working document and therefore is open to change and restructuring as and when the need arises.

This policy was ratified: September 2015

And will be reviewed: September 2016

Signed by the Head teacher/

Juliette Westwood

Chair of Governors: Jim Lyne