



DALLIMORE PRIMARY & NURSERY SCHOOL **LITERACY POLICY**

English is not only a subject in its own right, and the foundation for learning in our school, but it is the basic language for communication in this country and in many other parts of the world. Its mastery is essential for independent learning, the world of work, and most aspects of everyday life. **We aim to ensure that all children have the access to a stimulating environment, providing them with opportunities to enjoy developing their skills and realising their potential in all areas of English.**

‘The value of English in the curriculum? What can I say? Without English, nothing. And without good English, nothing very well.’

Anne Fine – Author

English Objectives

The objectives from Reception (Development Matters leading to Early Learning Goals) to Year 6 in the National Curriculum are used for planning to ensure continuity and appropriate provision throughout the school. Differentiation and progression, are built into teaching, and we aim to provide a balance between reading and writing and the different text types. The conventions of speaking and listening are an integral part of all lessons.

Aims

Speaking and Listening

- to talk clearly and confidently
- to talk, taking account of specific purpose and intended audience
- to listen, discuss, question, explore and offer comments and opinions
- to use the vocabulary and grammar of standard English
- to participate in and respond to drama

Reading

- to read accurately, fluently and with understanding
- to develop a love reading
- to understand, and respond to a range of text types
- to read, enjoy and analyse a wide range of texts including those from other cultures and traditions
- Phonics is taught through Foundation Stage to Y2 with the aim of the vast majority of pupils being through Phase 6
- Phonics and or No Nonsense spelling is also taught to children in Key Stage 2 who have not met the required standard for their age

Writing

- to write with confidence and fluency, developing ideas and communicating with the reader



DALLIMORE PRIMARY & NURSERY SCHOOL **LITERACY POLICY**

- to be successful in developing effective writing in a variety of forms through reading, planning, composing, drafting, writing and editing
- to take pride in learning presented with accurate punctuation, correct spelling and clear handwriting

Spelling

KS2 pupils follow the No Nonsense spelling programme within English lessons. The Letters and Sounds phonics programme is used in KS1.

In Key stage 1, spellings are practiced daily during phonics lessons. In Key stage 2, children use the words from No Nonsense spelling. All children in school are given weekly spellings to practice as part of homework.

In Key Stage 2 children receive regular Spelling, Punctuation and Grammar (SPAG) sessions.

Handwriting

Expectations of presentation are applied throughout the curriculum whenever learning has a written outcome. Children have regular handwriting sessions throughout the week following the Nelson's handwriting scheme.

Teaching groups

Pupils are taught in class groups. In Key Stage 2, English is taught for one hour four or five days a week, in addition to Guided Reading and handwriting. In Key Stage 1, English is taught for two and a half hours of morning sessions, as well as daily guided reading carousels and daily phonics. Guided Reading is a strategy employed both within the English lessons and separately during Guided Reading lessons. Sometimes, where appropriate, opportunities for Guided Reading are employed in other subjects. All staff have a Guided Reading folder which is used for assessment when reading with the children. All children will be using a variety of inference strategies throughout the week either within the Guided Reading session or independently.

Accountability

The English subject leader has overall responsibility for policy, the standards of teaching and learning, and resources. She works with staff throughout the Key Stages. A regular programme of lesson observations and work sampling is in place. Lesson observations are guided by the Ofsted criteria for good and outstanding teaching and learning. The subject leader is also responsible for staff training in new initiatives and ensuring consistent practice throughout the school. A Governor liaises with the subject leader.

Teaching staff have the responsibility to:

- ensure that the expectations outlined in this document are fully met for all pupils and that their progress is evaluated in each lesson
- apply training (e.g. in Outdoor Learning, Boys and Writing, Guided Reading, Talk for



DALLIMORE PRIMARY & NURSERY SCHOOL

LITERACY POLICY

Writing)

- make the Subject leader and CPD leader aware of training needs
- monitor the efficiency of TA work with their pupils and guide the TAs appropriately
- liaise with parents and carers regarding the progress of pupils, especially where that progress is exceptional or disappointing. It is not enough to wait for parents evening. Where there is a persistent problem, the KS team leader should be informed along with the subject leader.
- account for the progress of the pupils in their classes

Lesson planning must be:

- intelligently differentiated to meets the needs of all pupils, through groupings, resourcing, methods for engaging and activating learning, film, ICT, drama and so on.
- resourced at a high standard
- interesting and well-paced
- started with immersion in a text type, progress through analysis and into drafting and writing over the course of a unit
- the teacher/TAs should facilitate learning and application through shared and guided reading and writing
- Offer AFL opportunities to ensure activities will be pitched at the right level for children to make progress.

Standards

Further details on assessment, recording and target setting, are detailed in separate whole-school policies.

Monitoring and Evaluation

This is carried out through:

- Agreed short and medium term planning
- Work sampling to check continuity and the standards of children's work.
- Book, planning and assessment triangulation
- Observations of lessons by the subject leader/Headteacher, with a specific focus
- Pupil interview
- Moderation meetings
- Pupil progress meetings

Continuity and Progression

- School grids for writing and guided reading are used to assess, and record pupil progress in line with national recommendations
- The staff moderate across phases 2-3 times a year and we work within the family of schools take part in moderation of work.
- Team meetings are used to review the books regularly, especially of any under-performing pupils



DALLIMORE PRIMARY & NURSERY SCHOOL

LITERACY POLICY

- All staff have a copy of the standards files/level examples which can be used when assessing written outcomes and reading outcomes

Foundation Stage

This prepares children for learning in KS1, and is based on the EYFS. Phonics begins here, as does emergent and early writing. Talk for Writing is a key strategy in developing writing. See separate Foundation Stage policy.

Children with Special Educational Needs

We liaise with SSEN, and with the school SENCO. In addition, there are planned programmes and IEPs to support children with Special Needs. The children are taught in mainstream, with appropriate differentiation, and may also be taught in small groups or individually by TAs. Our school has adopted a Dyslexia friendly approach to resources.

More Able Pupils

We are aware of the needs of more able children, and aim to encourage and challenge them through differentiated work. This might take the form of, for example, appropriate levels of investigative work, special projects or competition entries.

Target-setting

All pupils have year group writing targets in the front of English /Learning Journals. **If a pupil is under-performing they should be made aware of this, as should their parents. Deadlines for achieving targets should be brought forward and plans for accelerated achievement clearly laid out and monitored.** Lesson planning evaluation should sharply focus on the impact on under-performing or vulnerable groups. EYFS have individual reading and writing targets in Learning Together books.

Homework

Pupils in all phases, are expected to read every evening at home with an adult. They should also have spellings/sounds to practice. Year 2 pupils should be completing some independent writing at home from January onward. All KS2 pupils should have a home learning task, which involves some form of writing, from note-making to fully developed pieces, at least once every two weeks.

Marking

There is a whole-school policy, which should be referred to when marking. However, pupils should be encouraged to be independent assessors of their own learning. To this end, peer and self-assessment opportunities are to be planned for, and actively encouraged in English lessons. There should be examples of leveled writing, and responses to reading available in the classroom



DALLIMORE PRIMARY & NURSERY SCHOOL **LITERACY POLICY**

so that pupils can assess their learning realistically.

English across the curriculum

English skills are reinforced throughout the curriculum, and we seek to develop English in cross-curricular links wherever possible. ICT is used to stimulate and enhance learning where ever possible, for example the laptop computers, IPADs and Interactive Whiteboards. Opportunities for sustained, and independent writing are planned for within topic work.

Library

We have one central library area for the use of students and staff. This has a good selection of fiction and non-fiction sections. Children change reading books from the banded books, and can use the library for research. Every class is required to attend a library session once a week and are able take a book out. The library is also open to children and parents after school once a week. EYFS have bedtime packs, and access to their own library as well as the main library.

Development Plans

The subject leader defines areas for development, both short and long term through an action plan, which is reviewed throughout the year. This is influenced by the School Development Plan and school data. Specific actions are linked to these, to raise standards in the identified areas.

Policy Review and Evaluation

We aim to review the policy every three years, as part of a school programme of subject reviews.

The review is undertaken by the Literacy subject leader, in consultation with staff and Governors

Reviewed Jan 2018

Next Review Jan 2021