

Every Child of God Matters.



**St. Peter's C of E
Primary School**

English and Literacy Policy

On leaving St Peter's pupils will be able to:

- *read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.*
- *have an interest in books and read for enjoyment*
- *have an interest in words, their meanings, developing a growing vocabulary in spoken and written forms.*
- *understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation.*
- *be developing the powers of imagination, inventiveness and critical awareness.*
- *have a suitable technical vocabulary to articulate their responses.*

Aims

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

See the curriculum intent for English and Literacy:

http://www.st-peters-burnley.lancs.sch.uk/index.php?category_id=75

Every Child of God Matters.



St. Peter's C of E Primary School

School curriculum

In the Foundation Stage, communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

It is split into three areas:

- Listening and Attention
- Understanding
- Speaking

In Listening and Attention children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. In Reading children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. In Writing children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

In the Foundation Stage the 'EYFS – Planning for Learning Document' is used to plan in the EYFS, and the Development Matters document for assessment. The planning document contains Prime and Specific areas of learning broken down in the different areas to include the key skills, knowledge and concepts children should have by the end of the EYFS. The planning ensures coverage in the Medium-Term Plans and where it is explicit what Skills Knowledge and Concepts are taught through each activity each week. This document has been created by the Lancashire EYFS team and covers all 17 areas of learning and some additional areas.



St. Peter's C of E Primary School

The program of study for English for Key Stages One and Two is set out year-by-year. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these 2 years. The English Curriculum is delivered using the National Curriculum (2014). The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age. At St Peter's weekly, detailed plans are outlined and ensure that teachers are clear about the key learning for pupils; that teaching provides flexibility and responds to pupils' needs as the lessons develop; and that tasks are meaningful, giving pupils real audiences and contexts. Differentiation is planned for across ability groups including SEN and Able and Talented.

See the NC program of study:

http://www.st-peters-burnley.lancs.sch.uk/download/file/PRIMARY_national_curriculum_-_English_220714.pdf

Phonics

All children in Foundation Stage and Key Stage 1, plus some children in Year 3 are taught phonics through Read, Write Inc program. Throughout the program the children learn the English alphabetic code: the 150+ graphemes that represent 44 speech sounds. They rapidly learn sounds and the letter, or groups of letters, they need to represent them in three sets of speed sound lessons. Simple and enjoyable mnemonics help all children to grasp the letter sound correspondences quickly, especially those who are at risk of making slower progress or those who are new to learning English. This learning is taught and consolidated every day. High frequency words that are not phonically regular are taught as 'tricky' words (referred to as red words in the program) and are practised frequently. Phonics books are closely matched to the children's increasing knowledge of phonics and 'tricky' words so that, early on, they experience plenty of success. Repeated readings of the texts support their increasingly fluent decoding.

Reading

Reading in Reception, Year One and Two, and a small group of Year three pupils is taught using the **Read, Write Inc program**. In this program the children read the story three times. On the first read, children focus on accurate word reading, the second on developing fluency, and the third on comprehension. Fluency and comprehension increase with each repeated reading.

Accuracy

Children learn to:

- Read new sounds and review previously taught sounds
- Sound out the names of the characters and unfamiliar words
- Understand the meaning of new words
- Read the story (first read)



St. Peter's C of E Primary School

Fluency

Children learn to:

- Read the words in the story speedily
- Track the story, 'jumping in' when the teacher hesitates
- Read the story with increased speed (second read)

Comprehension

Children learn to:

- Predict the outcome, after listening to a story introduction
- Discuss and compare key moments in the story
- Read the story with a storyteller's voice (third read)
- Answer questions about the story
- Read the same story at home
- Build background knowledge, ready to read the next Read, Write Inc story book.

From Year Three the children have a daily **Whole Class Reading session**. The children are immersed in the same high-quality literature and the discussions that these texts promote. The sessions allow frequent, paired discussion to ensure less confident readers are exposed to the high-quality reasoning of more confident readers and become part of these discussions. The texts chosen provide a clear challenge for all members of the class. The teacher can model good use of intonation, movement, volume and expression and actively monitor pace, to ensure high levels of engagement throughout the lesson. Targeted and open-ended questioning allows for high-quality responses with evidence and explanations provided to support and follow-up tasks which are carefully thought out to provide challenge for all children and support for those who need it.

All children are provided with reading books for **home reading** to read with parents. A reading record will accompany each book, which will act as a communication tool between staff and parents. Children who are in the Read, Write Inc program take home a Read, Write Inc book bag book, which is a story or non-fiction text that has been closely matched to each of the Read, Write Inc story books and Get Writing activities. The book bag books give the children additional reading practice at home. Following the completion of the Read, Write Inc program the children take home reading books matched to their level of ability.

There are daily opportunities for **shared reading** in which children read aloud as a class with the teacher modelling, using a range of real books and books on the interactive whiteboard. As part of the **Daily Read Aloud Program** all children across school have a daily opportunity to listen to stories or a class novel as appropriate. The **school library** is used across the school with weekly timetabled library sessions. Children also access Burnley library, attending story and rhyme times and being provided with an opportunity to use the library facilities and borrow books.



St. Peter's C of E Primary School

Writing

In Read, Write Inc, as with reading, the alphabetic code is embedded first, so that children can write simple words early on and build on their success, the children write every day, rehearsing out loud what they want to write and composing sentence by sentence, until they are confident enough to write independently. They write at the level of their spelling knowledge: that is, that they use their knowledge of the alphabetic code and the tricky words they have learnt. They practise handwriting every day, sitting comfortably, learning correct letter formation and joining letters speedily and legibly. In every lesson, children rapidly build up their spelling knowledge so that soon they can spell complex words confidently. The children can use adventurous vocabulary in their writing because they have encountered such language in their reading and they have talked about what the words mean.

The program of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

Transcription

Children learn to:

- develop a confident handwriting style
- spell common words with common graphemes and suffixes
- spell common words with unusual graphemes
- write prepared sentences with correct spelling and punctuation

Composition

Children learn to:

- Build and rehearse their own sentences based on ideas from the story
- Apply new grammar concepts linked to the story
- Use new vocabulary in their writing
- Edit their writing to correct their grammar and punctuation
- Write a composition based on the storybook they have just read
- Edit their own and their partner's writing

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the program of study for composition.



St. Peter's C of E Primary School

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Shared Writing is given high priority throughout the school. Every teacher models writing for the children at the appropriate level. As children enter the Foundation Stage, they will be encouraged to develop their emergent writing through play. Writing opportunities will be provided through continuous provision as well as discrete writing opportunities within Read, Write Inc. The children have opportunities to complete pieces of extended writing; the children are given opportunities to plan, draft, edit and redraft their work, improving the skills they have been taught in discrete Read, Write Inc and Literacy lessons. Teachers work with guided groups of children on their next steps to move their writing forward in response to feedback and marking of previous pieces and targets set. They ensure opportunities are provided each half term for children to write about their incidental first-hand experiences.

Handwriting

As part of Read, Write Inc there are regular timetabled slots for handwriting to ensure that children build up their handwriting skills every day. The physical process of writing is made enjoyable from the start, so the children see themselves as 'writers'. We use mnemonics to help children visualise the letter or join before they write it down. Children spend 5 to 10 minutes daily practising handwriting.

- Children practise the correct letter formation.
- Children learn where to place the letters on the writing line.
- Children learn a mature style of writing that will lead to joined-up writing.
- Children learn the two basic joins: the arm join (diagonal) and the washing line join (horizontal) and the two variables for each join.

Handwriting follows the Nelson Handwriting program designed to help all children develop a confident, legible and personal handwriting style and meet higher curriculum expectations. The Pupil Books provide structured progression throughout the course. Each unit opens with a focus in which the main objective of the lesson is clearly stated. The online software enables whole class modelling of, and child participation in, the letter form or join. The focus is then followed by extra and extension activities which increase in difficulty. The workbooks provide an alternative format to the pupil books, offering scaffolded practice for those children who still need the support of tracing over the letters rather than writing onto a separate sheet of paper.

Every Child of God Matters.



St. Peter's C of E Primary School

Spelling, vocabulary, grammar, punctuation and glossary

The children are taught key grammar and punctuation skills discretely, in 15-minute daily sessions and through warm up and interactive sessions and then shown how to apply these skills in their own writing through shared and guided writing.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than 1 meaning. References to developing pupils' vocabulary are also included in the appendices.

Pupils are taught to control their speaking and writing consciously and to use Standard English. They are taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. A non-statutory glossary is provided for teachers. Throughout the program of study, teachers teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Assessment and Target Setting

By the end of each key stage attainment targets are set. Pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant program of study.

Staff gather information about a child's ability from incidental pieces of writing and from a range of reading opportunities. They look at a selection of writing for each child to assess what they have achieved independently. Statements are highlighted on the Key Skills Documents for Reading and Writing to show achievement. Children are assessed and their level tracked using Insight Tracker. Lessons are differentiated for the different abilities within the class. Assessments leads to effective planning and provides learners with guidance about how to improve. Wherever gaps in learning occur on the Key Skills Documents for Reading and Writing these are the children's next steps.

Cross Curricular Literacy Opportunities

Teachers seek to take advantage of opportunities to make cross-curricular links after identifying the needs of their pupils and then design a distinctive curriculum to meet those needs. Through curriculum mapping there are carefully planned opportunities for children to apply their skills in independent writing across the curriculum. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. English will be taught in contexts that are relevant and meaningful to their learners. Tasks are to be related to the real world and to include real audiences, contexts and purposes. Literacy skills will

Every Child of God Matters.



St. Peter's C of E Primary School

be developed across the curriculum, which build on and consolidate the direct teaching of Literacy that takes place in English lessons.

Inclusion

We aim to provide opportunities for all children so that they achieve as highly as they can in English according to their individual abilities. Children or groups of children underachieving are identified and then steps are taken to improve their attainment. If appropriate, children are set individual education programmes to work on with achievable targets. Teacher and Teaching Assistant support is planned into the timetable for these children. Gifted children will be identified, and suitable learning challenges provided.

Intervention Programmes

All children's progress is tracked through the Insight Tracker, which is updated termly. Pupil progress meetings are held termly and children failing to make the expected progress are targeted through intervention.

Read, Write Inc One to One Tuition: Children completing the Read, Write Inc program who need extra practice, those with the slowest progress receive one-to-one tutoring for 5-10 minutes every day. The One to One Tutors practise steps at every level of the programme: Set 1 sounds, teaching blending, set 2 and 3 sounds and building speed.

Reading Eggs: The program uses a highly motivating sequence of online reading lessons, activities and books that keep pupils engaged and on task. It supports core literacy teaching with a simple-to-navigate format. It explicitly teaches children letters and sounds with engaging activities. It is used in Year 4 with children who are identified as underachieving. The children take a diagnostic test before starting the program which allows them to work at different reading levels within the program.

IDL Literacy: The program effectively improves reading and spelling of pupils with various literacy problems. IDL is tightly structured to provide comprehensive and specific teaching, tailored to individual need. Sequenced modules contain lessons in sentence format with story themes, interspersed with spelling, grammar and punctuation exercises. Following the initial test, children's reading and spelling scores are entered to generate lessons at the appropriate level. Students then work through the lessons sequentially. Each learning focus is introduced, demonstrated, practised and consolidated before progressing to the next focus.

Inference Training: A method of improving reading comprehension initially using a choice of 45 short text extracts whilst applying these strategies in their day to day reading. The training focuses on boosting vocabulary, identifying key phrases, activating background knowledge, integrating meaning and inference making. It is delivered as a small group intervention, twice a week for 8 to 10 weeks for children in Year 6 with age appropriate decoding skills and poor comprehension.

Every Child of God Matters.



**St. Peter's C of E
Primary School**

Conclusion

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy; Assessment Policy; Feedback & Marking policy; Special Educational Needs Policy; ICT Policy and the Equal Opportunities Policy.

Members of staff responsible: C Crowther / A Wilkinson