POLICY STATEMENT

We aim to help all pupils to develop a love for the English Language through the spoken and written word. We recognise that English is a core subject within the National Curriculum and a pre-requisite for educational and social progress. Master over language empowers children to communicate creatively and imaginatively as well as allowing them engagement with the world at large.

AIMS

We aim to develop pupils’ abilities within an integrated programme of the Spoken language, Reading and Writing. Pupils will be given 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 practise taught literacy skills.

At Brookside Primary School, we strive for children to be a “Primary Literate Pupil”. By the age of eleven we aim for a child to be able to:

* 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.

TIME ALLOCATION

Across the school, class teachers will provide a daily Read, Write Inc. or Pathways to Write lesson with opportunities for extended writing sessions and cross curricular writing. In the Foundation Stage, Literacy is also taught daily through a thematic approach and is linked inextricably to other areas of development. Nursery children will access the Read, Write Inc., programme of study when children are ready to access it.

PLANNING

Weekly planning is undertaken by all class teachers based on the Read, Write Inc. and Pathways to Write programmes of study which are linked to the National Curriculum, except in the Foundation Stage where it is underpinned by the Early Years Foundation Stage (EYFS) document.

HANDWRITING

Handwriting is taught through a progressive programme of study encompassing both the key stages and the Foundation Stage. (See Appendix 1).

GRAMMAR, PUNCTUATION AND SPELLING

Daily Grammar, Punctuation and Spelling lessons are taught across the school (from Years 2-6) using the Planet Spell programme. In the Foundation Stage and Year 1, it is taught daily within Read, Write Inc. sessions. There is an expectation that pupils from Year 1 will recognise and refer to both upper and lower case letters as graphemes(letter names) as well as phonemes (sounds).

BASIC SKILLS LITERACY

All pupils will be taught daily basic skills literacy and will use their “Check my 5” prompt and word bank to make improvements to their own writing. From Year 1 there is an expectation that pupils will begin to use capital letters and full stops and that the majority of pupils will be able to use capital letters and full stops by the end of the Year 1.

OUT OF CLASS WORK AND HOMEWORK

Out of class activities and homework will give pupils opportunities to practise and consolidate their knowledge, understanding and skills taught in daily literacy lessons. They will be short, focused, valued and referred to in future lessons. (See homework policy). Parents/Carers’ involvement in their child’s learning will be encouraged both In and out of school.

SEN

The daily literacy lesson is appropriate for almost all pupils. Teacher will involve all pupils through differentiation and provide the necessary support through use of resources and adult help. More able children will be taught with their own class with their learning extended through differentiated group work and “Greater Depth” challenges. Special arrangements can be made for any exceptionally gifted pupils to access an individualised programme that involves more challenging work. Pupils whose difficulties in Literacy are severe or complex may need to be supported with an individualised programme in the independent part of the lesson.

FOUNDATION STAGE

In the Foundation Stage, communication and language is taught as a prime area which includes the teaching of “Listening and Attention, Understanding and Speaking”. Literacy which includes reading and writing is taught as a specific area. Both communication, language and literacy skills are taught in conjunction with the other areas of development through planned play and focused group activities. In addition to this, pupils are taught the Read, Write Inc. programme of study.

RESOURCES

* Read, Write Inc./Pathways to Write programme
* NC document for English
* Development Matters
* Spelling Planet programme for Years 2-6
* EYFS document
* Inspire Literacy teaching units for Years 1-6 to develop extended writing opportunities
* Class based resources for each year group
* A bank of banded guided reading books and resources for Key Stage 1 and 2
* Bank of home reading books for each year group including Read, Write Inc. storybooks and decodables.
* Collection of class based fiction and non-fiction, thesauri, dictionaries, rhyming dictionaries
* Access to the Oxford Owl reading and spelling resources, RWI interactive materials (Oxford Owl and Ruth Miskin School Portal videos etc)
* Extended writing resources including ICT word/sentence level games
* Boxed “genre” sets of reading books
* Access to KS1/KS2 libraries for fiction and non-fiction texts
* SEN resources which include support materials for Wave 3, Communication and language development, RWI phonic and spelling interventions
* Handwriting resource including CD’s for the whole school
* Interactive whiteboard access in Media Suite/Hall/Outdoor T.V
* Half termly and termly library loans

ASSESSMENT

Assessment will be carried out on a short, medium and long term basis. Formative assessment carried out by the teacher will be used on a daily/weekly basis and will involve identifying pupil’s progress against teaching objectives on Educater. It will also determine what a pupil has already achieved and enable them to move on to the next stage of learning. Teachers annotate their weekly plans to assess progress to record achievements/next steps in learning and highlight areas of concerns for the future.

Medium term assessment will take place each half term and will be judged against the learning objectives covered in that term and recorded on Educater. Class teachers will collect pupils’ writing samples half termly, and a sample is moderated termly. Class teachers may also benchmark pupils in reading who may not be making the expected progress in reading.

Long term assessment takes place in the Autumn, Spring and Summer terms. These take the form of compulsory National Curriculum literacy tasks/tests in Year 2 and 6 which are taken in May. Year 1 pupils sit a phonic screening test in June each year.

Brookside Primary School

Literacy Policy

Updated January 2023

Agreed by the Governors \_\_\_\_\_\_2023