

Clewer Green CE Aided First School

Inspiring Children

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Vision: Every child has been blessed by God with unique potential. Our vision for Clewer Green is to inspire and nurture children in a safe, happy and caring Christian community, where everyone is valued and enjoys learning.

ENGLISH AND LITERACY POLICY

Aims

Our aim, in line with our distinctively Christian values, is for every child to have the support that they need and, by example and direct teaching, promote a Christian ethos within the school, whilst recognising that not all of its members will be practising Christians.

The aim of the English and Literacy programme is to enable all children to enjoy and have positive attitudes towards the subject, achieve a high standard in numeracy and a range of other mathematical skills and apply these with confidence and understanding when solving problems.

English and Literacy Policy Introduction

The English and Literacy curriculum should be bold, provide breadth and balance and be relevant and differentiated to suit the needs of all children in the modern world. It should be flexible, motivating all pupils, thus encouraging success at all levels.

Language is a life skill. Through the use of language, children explore, organise and make sense of their world. They also develop skills that will be essential in the adult world. Language learning is a process that continues throughout their lives.

The aim of the English and Literacy programme is to enable the children, through an integrated programme of Speaking & Listening, Reading & Writing, to:

- read and write with confidence, fluency and understanding, using 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 and develop a growing vocabulary, which will enable them to communicate with a variety of audiences for a range of purposes in both spoken and written forms.
- understand a range of text types and genres
- develop the powers of imagination, inventiveness and critical awareness.

School Staff

To promote confidence and competence with reading and writing.

Encourage pupils by believing that every child, with hard work, can be good at English and Literacy.

To promote the ability to use and apply their English and literacy skills in a range of contexts, including other subjects such as Science.

To understand the importance of English and Literacy in everyday use, especially in relation to essential life skills.

Children

To develop an enjoyment of learning through practical activity, investigation, exploration; mental exertion and discussion;

To develop confidence and competence with letters and their corresponding sounds;

To develop the ability to self-correct if reading does not make sense and edit and correct their written work;

To understand and apply the grammatical features of Standard English;

To develop a practical understanding of the different genres of reading and writing;

To explore their understanding by asking and answering questions;

To build a repertoire of poems of songs, spoken with correct intonation;

To develop a stamina when writing;

To demonstrate in their writing the influences of the books they can read independently and those read to them;

To understand the importance of English and Literacy in everyday life, especially in relation to essential life skills such as reading and writing.

To foster positive attitudes towards English and Literacy by developing pupils confidence, independence, persistence and co-operation skills

Parents and Carers

To be understanding and supportive of our aims in learning and teaching English and Literacy.

To attend and contribute to Parent Consultation Meetings.

To read every day with their child at home.

To support their children with English and Literacy homework activities including the importance of learning their letter names, sounds and sight recognition of high frequency words.

To praise their children for the good things that they do in English and Literacy.

To communicate and work with School whenever further support is needed to develop their children's skills and understanding.

To make English and Literacy part of children's everyday lives.

Governors

To appoint a designated link Governor who will meet with the English and Literacy Subject Leader at least once a year to find out about;

- the school's systems for planning work, supporting staff and monitoring progress;
- the allocation, use and adequacy of resources;
- how the standards of achievement are changing over time.

Visit School and talk to pupils about their experiences of English and Literacy;

Promote and support the positive involvement of parents in English and Literacy;

To be understanding and supportive of our aims in the learning and teaching of English and Literacy and to review this policy annually.

Implementation of the English and Literacy Policy

Foundation Stage organisation

Our Foundation Stage teachers use the Early Years Foundation Stage Curriculum to support their teaching of English and Literacy in the Foundation Stage.

The children have the opportunity to talk and communicate in a widening range of situations and to practise and extend their range of speaking and listening, reading and writing skills.

The children explore, enjoy, learn about, and use English and Literacy in a range of personalised situations.

English and Literacy is planned on a weekly basis and assessed using the criteria from the Early Learning Goals.

Key Stage 1 and 2 organisation

Children in Year 1 are taught English predominately through Phonics in streamed ability groups for approximately one hour a day.

Children in Year 2 are taught English and Literacy through a combination of topic-based literacy, in mixed ability class groups, and phonics and spelling in streamed ability groups, for approximately 1 hour daily.

KS2 are taught English and Literacy for approximately 1 hour daily in mixed ability class groups. They are taught an additional hour of spelling activities distributed over the week as appropriate.

Planning

Long, medium and short term plans are produced by each teacher and agreed with the Headteacher. Teachers liaise closely to ensure that the planning meets the requirements laid down in the current guidelines.

Cross curricular

Teachers will seek to take advantage of opportunities to make cross-curricular links in order to enable children to practise and apply the skills, knowledge and understanding acquired through English and Literacy lessons to other areas of the curriculum, such as Science, RE, History and Geography. All children, irrespective of any special educational needs, have the opportunity to take part in performing activities in school and to experience live performances by visiting specialists.

All children are provided with equal access to the English and Literacy curriculum.

Homework

Children should aim to read their home reading book each day.

Homework provides opportunities for children to: practise and consolidate their skills and knowledge; develop and extend their techniques and strategies; and prepare for their future learning through out of class activities and homework.

Homework activities are varied, interesting and fun so that the children are motivated.

There are optional spelling activities on the school website for parents to access should they wish to support their children further in this area.

Subject Leader

The role of the Subject Leader is to provide professional leadership and management in English and Literacy in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

They will achieve this by affecting the following key areas; strategic direction and development; learning and teaching (including planning and marking and presentation); leading and managing staff; and efficient and effective deployment of staff and resources.

The Subject Leader will train and coach staff on English and Literacy pedagogy within the school and keep up to date with developments.

The Subject Leader has regular discussions with the Head Teacher and other senior leaders about learning and teaching in English and Literacy and provides data and a subject overview of the strengths and weaknesses of English and Literacy within Clewer Green School on a termly basis.

During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities.

The Subject Leader will analyse and track the school's English data and report to the FGB annually.

Written: November 2017

To be reviewed: November 2020

_____ Date _____

Neil Laver

Chair of Governors, Clewer Green CE First School