

## CRICK PRIMARY SCHOOL

### Policy for the Teaching of English and Literacy

#### Philosophy/Ethos

##### ***At Crick we believe:***

- That language represents one of the fundamental tools that enable children to learn and communicate ideas, views and feelings.
- That through the approaches of speaking, reading and writing, children develop their powers of imagination, creativity and critical thinking.

##### ***We aim to:***

- Provide quality experiences that will enhance children's knowledge, skills and understanding.
- Create enthusiastic and critical readers of stories, poetry and drama as well as non-fiction.
- Produce lifelong learners as readers and writers.

#### Objectives

##### **In Speaking and Listening, we aim for our children to:**

- Speak and listen in a wide range of circumstances and through this, develop a growing vocabulary.
- Be able to express their opinions and justify their preferences appropriately and to consider the opinions of others.
- Evaluate their own and other's contributions through a range of drama activities.
- Be an active listener in a wide range of circumstances.

##### **In Reading we aim for our children to:**

- Read with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Become enthusiastic, reflective and confident readers.
- Be able to express their opinions and justify their preferences about a wide range of quality fiction/non fiction texts.
- Become readers for life.

##### **In Writing, we aim for our children to:**

- Be enthusiastic writers.
- Write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Understand a range of texts types and genres and be able to write in a variety of styles and form appropriate to the situation.
- Increase their ability to use planning and drafting to improve their work.
- Use a variety of mediums to express their written ideas, e.g. ICT and Drama.

## Literacy Policy

### As a staff we aim to:

- Assess and plan for the specific needs of children.
- Share our objectives with parents, e.g. study outlines.
- Provide a stimulating learning environment.
- Set high yet realistic expectations of the pupil's learning.
- Value all achievement.
- Set achievable, differentiated learning targets which are communicated with the children.
- Develop children's self esteem and encourage them to strive for personal success.
- Give children the aural vocal skills needed to explore personal, social and moral issues.
- Provide **all children** with equal access to a balanced, exciting and relevant curriculum.

### At Crick quality in Literacy is seen as:

- Learning Intention and success criteria for each lesson are displayed and referred to throughout the lesson by children and teacher.
- Well planned lessons that develop children's literacy skills through a process that involves reading, analysing and independent writing.
- Lessons are well paced and grouped to maintain interest and concentration.
- Teaching with confidence and good subject knowledge.
- The writing process is valued and given a purpose and an audience that is exciting and relevant to the children.
- The needs of all learners are met through effective differentiation.
- A range of teaching and learning strategies are adopted that incorporate a range of learning styles, e.g. drama and ICT.
- Listening and responding to children in a sensitive and supportive manner.
- Opportunities for developing Literacy across the curriculum are used to motivate and enthuse learners.
- Interactive lessons where children are encouraged to be active learners.
- Appropriate use of a range of teaching strategies including:
  - Direction
  - Demonstration
  - Modelling
  - Scaffolding
  - Explanation
  - Target questioning
  - Discussing and challenging ideas, e.g. Talking partners.

### Organisation

- In most instances children have access to a daily literacy lesson, which is taught as a class.
- Cross curricular links are made wherever possible; this may result in reorganising the weekly timetable where literacy may be taught in larger chunks of time in a day and not on others.
- Where appropriate children with Special Educational Needs are supported by a Teaching Assistant.

### **Special Educational Needs and Inclusion**

- Greater emphasis is given to word and sentence work for children identified as having special educational needs.
- Work in literacy takes into account the targets set for individual children in their Individual Education Plans
- Learning Support Assistants duties in Literacy Lessons are:
  - To support and facilitate the acquisition of new skills taught in the main teaching and plenary parts of the lesson (e.g. questioning pupil, focusing pupil, rephrasing questions etc.)
  - To work with groups of children towards Individual Education Plan targets and lesson objectives.
  - To ensure that Special Needs pupils can access the lesson.
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- Teachers support the learning of Special Educational Needs children by:
  - Using texts that children can read, understand and that will maintain their interest.
  - Using visual written materials in a variety of formats.
  - Using ICT, other technological aids, and if necessary taped materials.

### **Planning and Monitoring**

- Our plans are based on the Primary Framework for Literacy and the National Curriculum document. They are stored in central files in the staff room, which help ensure continuity and progression.
- Class teachers are responsible for planning the coverage of literacy for each term taking into consideration cross curricular opportunities.
- Class teachers produce weekly Literacy plans, which must include the learning intention, success criteria and differentiation for each lesson. The subject leader monitors these termly.
- When a lesson is monitored teachers are responsible for providing a lesson plan and any other relevant information.
- Literacy is organised into units of work which may last between 1 – 4 weeks. Within these units it is good practice for the teaching sequence to be reading, analysis then writing. The amount of time given to each element of the teaching sequence is at the professional judgement of class teachers.
- Regular summative and teacher assessment is used to inform planning; identifying gaps in children's knowledge and understanding and challenging achievement.
- Every term the subject leader monitors the standards in literacy through work scrutiny and displays around the school.
- The literacy subject leader observes teaching and learning of literacy termly; this may be with the Headteacher, Local Authority representative or consultant.
- A portfolio of work is maintained using samples of work from teacher assessment activities.

### **Assessment**

- Summative and teacher assessments are used to track the progress of individuals, groups and cohorts, using Assessing Pupil Progress materials and QCA Optional tests.
- Reading, spelling age and basic skills assessments are used to identify progress for SEN children using Vernon, Salford and Holborn tests, twice a year.

## Literacy Policy

- See assessment policy for further explanation.

### **Resources**

Resources are stored in classrooms and the library. They include:

- Guided reading books
- A wide variety of books to support teaching and learning
- DVDs and CD ROMs
- Class reading collections
- CPD materials
- Big books
- Newspapers

Teachers and learners also have access to ICT based resources such as:

- Software that provides equality of access to all learners such as Clicker, Textease, Talking First Word etc.

Teaching and learning resources are also stored on the school network and are organised into the discrete areas of literacy.

**Reviewed: November 2009**

**Next Review Date: November 2012**