



Member of staff responsible: Ellie Smitheram

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## ENGLISH AND LITERACY POLICY

*"It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations--something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own."*

- Katherine Patterson

### 1. MISSION STATEMENT

At Perranporth School we believe that mastery of language empowers children to communicate, creatively and imaginatively, as well as allowing them to engage with the world. Our mission is to create a community in which reading, writing, speaking, listening and thinking serve as the foundation for life-long learning.

#### We Believe...

- All children should view themselves as readers and writers.
- Children need to be engaged in authentic daily reading and writing activities.
- Children learn best when affirmed and celebrated in a supportive and caring environment.
- Placing appropriate demands and expectations on each child builds self-esteem and results in greater personal success
- Literacy means not only to read, write, speak, and listen, but also to use language to learn, think, and communicate effectively.
- Classrooms need to be print-rich and to contain a wide variety of reading materials, resources, and technology to support a child's literacy development.
- Children need to enjoy reading and writing and develop life-long literacy habits

### 2. AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & 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 reinforce taught literacy skills.

At Perranporth school we strive for children to be a 'Primary Literate Pupil'

We aim for a child to 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.

### 3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication, Language and Literacy section of the Curriculum Guidance for the Foundation Stage (2014).

In the Foundation Stage (Nursery and Reception) children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

### THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our Literacy Governor.

This policy will be reviewed every three years or in the light of changes to legal requirements.

### 4. SUBJECT ORGANISATION

The English Curriculum is delivered using the National Curriculum (2014) and follows topics in the Inspire Curriculum. 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.

#### Foundation Stage

In Reception children have daily discreet phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

### Key Stage 1

In Key Stage 1 daily discreet phonics lessons continue and are taught within classes. Children have daily Literacy lessons with an emphasis on real texts and related to the topic they are studying. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Children take part in a Big Write every week (please see separate policy). Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

### Key Stage 2

In Key Stage 2 Children have daily Literacy lessons including SPaG. Planning is themed around a class novel, related to the current Inspire topic. Additional literacy sessions include guided reading, Big Write and handwriting. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

### Planning:

Teachers follow the Inspire curriculum, but adapt this to the needs of their class. There is a whole school long term plan detailing genres covered in each year group throughout the year (Appendix A).

## 5. APPROACHES TO SPEAKING AND LISTENING

*Teachers ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their English misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.*

### National Curriculum 2014

Children at Perranporth have a range of opportunities to develop their speaking and listening skills:

- guided reading
- class discussions
- drama activities
- class assemblies
- weekly class debates
- small group work
- partner work
- presentations

## 6. APPROACHES TO READING

A love of reading, story-telling and listening to stories is fostered at Perranporth School. 'Story time' is allocated to EVERY year group each day. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers. In KS2, this novel is the basis for literacy, where characters and story plots will come alive through drama, diary writing, character profiles etc. The class will study the text together, using it as a model for their own writing, as a way to enrich vocabulary and to explore characterisation.

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Daily discreet phonics lessons in FS and KS1 enable children to decode efficiently. This is continued into KS2 where necessary.

A range of reading schemes are used to support early readers as well as book banded 'real books' used for guided reading. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. 'World Book Day', "Extreme readers!" During the week of World Book Day, teachers throughout the school take turns to read from a favourite book during whole school assembly time. We host a Reading Roundabout in which children get to choose which book they would like to listen to in different parts of the school. We are also developing a team of Year 6 librarians to share and build activities around books for Key Stage 1 in the first instance.

Children in the Foundation Stage and KS1 take home banded books according to their ability. Each child has a home/school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. Information is given on how to support their child in reading at reading workshops, 'meet the teacher', parent meetings and also in curriculum letters.

In Key Stage 2 children choose books to take home and read. We also have a selection of banded books in each book corner from years three to five to support appropriate text choices. Those children still learning to read become everyday readers to continue to grow in confidence as readers with an adult and with a text that appears appropriate for their age group.

We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage children become more independent in recording what they have read in their reading journals.

## 7. APPROACHES TO WRITING

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. To support our teaching of writing we use the 2014 National Curriculum, Inspire Curriculum and a range of approaches including Alan Peat, Ros Wilson and Pie Corbett strategies. Children from Foundation to Year 6 take part in a Big Write every week.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by drama techniques and film clips. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use ICT for their writing. Handwriting is taught throughout the year groups to help children develop fluent, clear and legible joined up writing. Children work hard to achieve a pen licence in KS2, this encourages them to take care in their presentation and pride in their work.

## 8. CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through Literacy lessons to other areas of the curriculum.

## 9. THE USE OF ICT

We recognise the important role ICT has to play in our school in the development of Literacy skills. We also recognise the importance of being cine-literate in the 21st Century and film can be used as 'text' in Literacy lessons/topic work as appropriate. ICT is used on a daily basis to enhance the teaching of Literacy and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy.

## 10. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy. In addition to this, children have weekly targets taken from their Big Write work. These can be referred to throughout the week; the children aim to achieve these in their next Big Write session, if a target is not achieved, they continue to work on it through the following week.

## 11. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

## EQUAL OPPORTUNITIES

Perranporth has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

## 12. ROLE OF SUBJECT LEADER:

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating Literacy:-

- pupil progress
- provision of Literacy (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Keeping up to date with recent Literacy developments

## 13. PARENTAL INVOLVEMENT

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them.

There are opportunities each term when parents can formally discuss their child's progress with their teacher. Half termly curriculum letters include information about the English curriculum and how parents can support their child. They also emphasise the importance of reading. Parents are encouraged to read both with and to their child at home in order to promote reading. Parents are welcomed into school to support reading in the classroom.

Strategies for supporting children are shared at parent meetings, 'meet the teacher' and reading workshops

## 14. CONCLUSION:

This policy should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment and Record Keeping

Responding to pupils' work / Feedback / Marking policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

## 15. APPENDICES

### Appendix A

#### Whole School Literacy Overview

YEAR 6	VOYAGE OF DISCOVERY	WHO'S THE MUMMY?	ANGRY EARTH AND WHAT'S HAPPENING NOW?	BOMBS, BATTLES AND BRAVERY- BATTLE OF BRITAIN.	A TIME TO SHINE	YOU'RE HIRED!
LITERACY	Letters to, and from, Darwin.  Recount of his journey.  Explanation of evolution.  Discursive writing about evolution.	Myths and Legends.  Instructions for mummification.  Explanation text based on Egyptians.	Diaries,  Non-chronological Report.  Figurative language in poetry.  Playscripts.	Biography and Autobiography.  Persuasive posters and speech writing in style of Churchill.  Novel based work, using Goodnight Mr Tom.	Revision unit on genres to ensure full coverage.	Applying for a 'job', Writing a synopsis for the programme. Developing and learning scripts. Speaking and listening skills, via drama.
YEAR 5	To the Stars	Ancient Greeks  Christmas	Poles Apart	Fever, Fire and Fashion  Fever, Fire and Fashion  St Piran's Day	Rites and Rituals	Our Commonwealth  SRE Week
LITERACY	Drama- space journey  Space journals  News papers  Factual events	Greek myths (Persephone & Icarus)  Writing own myths  Greek Gods non-chron report  TV script	Biography: Shackleton  Kipling  Fiction: myths  Report writing (science link)  Survival leaflet	Adverts  Different non-narrative viewpoints  Roleplay- discussion & debate  News reports	Adapting text  Reports  Descriptions  Roleplay  Research  Debate	Instructions  Adverts  Traditional stories  Fables  Letters  Writing a charter

	Diaries Explanation text Round & round: Life cycle stories Poetry	Life cycle fact files Podcasts	Mountain poetry	Adverts		
Inspire and Special Events YEAR 4	Were the Dark Ages Dark?	Batteries Included Christmas	Sounding Off	Dragons: Fact or fiction Cornish Week	Amazing Amazon	A place for everything SRE eek
	Exploring Characters- stories, diaries, letters and drama Biographies- Alfred the Great Poetry- Beowolf Anglo Saxon Gods and Goddesses, non fiction writing and story writing.	Exploring Story Writing... -Vocabulary and structure; -Atmosphere and suspense: -Developing characters	Performance Poetry Traditional tales and storytelling Fact and Opinion	Characteristics of legends Poetry Persuasive texts	Autobiography Persuasive and information writing and speaking Debating, research Comparative writing (Perranporth vs Amazon)	Recounts Explanations Newspapers Drama Story Writing
YEAR 3	Why are animals humans too?	Set in stone Christmas	Shake Rock and Roll	Cornish Week World in 20 days	What did the Romans do for us?	Shadow dancers (SRE Week)
	Story Information texts Poetry Drama	Fictional Diary Information texts Story (Christmas)Poetry and performance	Story Information texts (Science- different types of rocks) Explanation(Geography)	Story/Legend Leaflets Invitations	Biography Newspaper Persuasive texts	Poetry Play scripts Instructions Non-chronological reports
Year 2	Trading places: Britain and Brazil	Flying High Christmas Carolaire	National Celebrations – Two Queens	Town Mouse and Country Mouse Cornish Week	Sowing and Growing Sports Day	What I need to be me? SRE Week
	Poetry linked to weather Fiction – The Sun and	Poetry – writing recipes The Night Before Christmas	Fairy stories – Cinderella Biographical reports Invitations	Different versions of Town Mouse and Country Mouse	Letter Writing Questioning skills	Non-fiction – life cycles Poetry – riddles about animals

	<p>the Wind (trading story)</p> <p>Non-fiction texts about weather, climates</p> <p>Instructions</p> <p>Reports</p>	<p>Letters (to Santa)</p> <p>Explanations – how Christmas is celebrated around the world</p>	<p>Recounts of class trip</p>	<p>Letters/emails as characters/to another school</p> <p>Non-fiction – explanation text – food chains/habitats</p>	<p>Own version of trading tale – Jack and the Beanstalk</p> <p>Persuasive posters</p>	<p>Recounts</p> <p>Chronological report</p>
Year 1	The Big Build	Let's Celebrate Christmas	To the Rescue	The Potting Shed Cornish Week	Brilliant Bodies	Animal Allsorts SRE Week
	<p>Storytelling- The Three Little Pigs.</p> <p>Roleplaying/ hot seating the characters.</p> <p>Writing labels and captions.</p> <p>Recount writing.</p> <p>Instruction writing.</p> <p>Alphabetical list writing.</p>	<p>Drama and roleplay- 'This is actually my party'- Charlie and Lola.</p> <p>Writing a guest list for a party.</p> <p>Writing party invites.</p> <p>Writing a recipe.</p> <p>Writing instructions for a party game.</p> <p>Writing a Thank you note.</p>	<p>Write sea safety and rescue sentences.</p> <p>Roleplay telephone calls to the rescue services.</p> <p>Listen to rhymes and poems.</p> <p>Explore rhythm, pattern and rhyme in poetry.</p> <p>To learn a poem by heart.</p> <p>To compose a group poem.</p>	<p>Storytelling- The Gingerbread man. Roleplaying/ hot seating the characters.</p> <p>Writing based on The Gingerbread man.</p> <p>Poetry based on the structure of 'We're going on a bearhunt'. Letter writing.</p>	<p>Senses poetry- Appreciate rhymes and poetry and learn some by heart. Writes a senses poem.</p> <p>Sensory trail- Read and contribute to a sensory trail leaflet. Write/ record audio commentary for the sensory trail. Create event posters for the sensory trail.</p>	<p>Fiction and non-fiction- Sort fiction and non-fiction books. Identify and use contents and index pages. Write a descriptive piece of writing for a non-fiction animal book. Plan and write for an animal information board/page.</p>