

English and Literacy Policy

Aims and objectives

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 Ysgol Swyn y Don we believe that English is important because:-

- It is the basic language of communication
- It is the foundation for almost all learning which takes place in school
- Its mastery empowers the learner and is essential for independent learning, the world of work and most other aspects of everyday life.
- The implementation of this policy is the responsibility of all teaching staff.

At Ysgol Swyn y Don we strive for pupils to be a 'Primary Literate Pupil'.

By the age of 11 years 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.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the Communication, Language and Literacy section in the Foundation Phase Framework (2015) and the Programme of Study for English and Literacy, Key Stages 2–4 (2015)

In the foundation Phase

Pupils should be given opportunities to be immersed in language experiences and activities indoors and outdoors through a range of experiential learning opportunities. Provision should be holistic with the child at the heart of the planned curriculum and there should be a balance of child initiated and practitioner directed activities. Pupils should develop skills through the use of a range of media and stimuli including emerging technologies. Pupils should be able to access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors. They should express themselves creatively and imaginatively and experience and mark make. Pupils should write in a range of genres and communicate in a range of contexts for a variety of purposes and audiences.

KS2

Learners should experience a language-rich environment where oracy, reading and writing experiences are connected to ensure that they become confident, expressive speakers, enthusiastic, independent and reflective readers and imaginative writers through a range of

stimulating and dynamic learning experiences. Pupils should explore a wide range of continuous and non-continuous texts. They will write in a range of genres and communicate in a range of contexts for a variety of purposes and audiences. They should be able to use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others.

Teaching and Learning Styles

We use a variety of teaching and learning styles in English and Literacy lessons. Our principal aim is to develop pupils' knowledge, skills and understanding in English and Literacy. We do this through a daily lesson that has a high proportion of whole-class and group teaching in KS2. Foundation Phase have a daily lesson of RWI phonics session and a language, literacy and communication session which is supported and enhanced through indoor and outdoor continuous, enhanced and focus activities. Pupils have the opportunity to experience a wide range of texts and use a range of resources to support their work. Pupils use ICT in English and Literacy lessons where it enhances their learning. We encourage pupils to use and apply their learning in other areas of the curriculum.

There are pupils of differing ability in all classes. We recognise this fact and provide suitable learning opportunities for all pupils by matching the challenge of tasks to the ability of the child. We achieve this through a range of strategies which include **the MUST, SHOULD and COULD** challenges, this is taken **directly** out of the **Programme of Study and Foundation Phase framework**.

Oracy

Oracy should be the foundation for all learning and this should be an integral part of planning, teaching and learning. Pupils should have opportunities to develop listening, speaking, and collaboration and discussion skills through a wide range of activities. Pupils should have the opportunities to present their work in a range of forms, for different purposes and to a variety of audiences.

Pie Corbett

A Pie Corbett approach should be adopted to teach both fiction and some non-fiction texts. All year groups should plan a Pie Corbett narrative for each term and should follow 'the Story making Process'. Emphasis should be on talk for writing and should form the foundation of any new genre or form of writing. Pupils should be given opportunities to ask and answer questions then respond and analyse different stimuli and texts. This can be done by using the AfL strategy 'talk partners' and through a wide range adult led and child initiated learning. Pupils should orally rehearse the text prior to any work carried out, they should do this as a class, in groups, pairs and individually. They should internalise the story through actions and drama;

"If they can speak it, they can't read it and if they can't read it they can't write it!"

The story making process;

1. Imitation – familiarisation.

- Getting to know the story through – storytelling or rereading.
- MAKING IT MEMORABLE = Draw it + Drama, etc.
- Spelling, sentence and paragraph work.
- The Writer's Toolkit.

2. Innovation – re-using a well-known text.

- Substitution.
- Addition.
- Alteration.
- Change of viewpoint.
- Using the basic story pattern

3. Invention – making up a text.

Building up a story – drawing, drama, images, video, first-hand experience, location, quality reading, etc.

A progression vocabulary bank and actions posters can be found in the Pie Corbett Teaching Guidelines document which can be found in the shared drive in the English folder. Actions and vocabulary need to be taught systemically and consistently in each class. All classes should use the talk for writing approach for at least one non-fiction writing and more detailed guidelines can be found in the shared drive.

The Non-fiction talk for writing approach will follow this process;

Imitation:

- Tune into the topic and text type - have some fun!
- read and talk the text type

Innovation:

- box up
- magpie and play with the language

Apply independently and across the curriculum:

- Shared/guided writing – driven by assessment is key.
- Pupils write, edit & polish.

Reading

Pupils in the Foundation phase should be given opportunities to experience a language-rich environment that immerses them in the spoken and written word. Pupils should be given opportunities to practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning. Pupils should experience and use a range of media and stimuli including emerging technologies. Pupils should access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors.

Pupils in ks2 should read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. Teachers should provide opportunities for pupils to read individually and collaboratively. Pupils should develop appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others. They should be planned opportunities to read for different purposes.

R.W.I

Pupils start the R.W.I programme in Reception and we aim to get all pupils to complete the programme by the end of Year 2. For less able pupils R.W.I is continued into KS2 and delivered through intervention groups and 1-1 support. R.W.I follows a structured program and further guidance can be found in the R.W.I phonics handbook – Located in the Year 2 classroom. Sessions should be planned daily and the focus should be getting the pupils to know all sounds and blend confidently through a range of oral and practical activities.

Sounds to be taught systematically and pupils will develop at their own pace and some pupils may need more time and/or repetition or may move more quickly to the next stage.

Reception – All Set 1 sounds and the first list of set 2 sounds (see Appendix) Pupils should be taught to blend and develop their knowledge of Word times 1, 2, 3, 4, 5 at least. Pupils should begin ditties and or green books. Or move onto the next stage dependent on ability.

Year 1 – All set 2 sounds and set 3 sounds. Consolidate all word times. Ditties, green, purple and pink books.

Year 2 – Consolidate all sounds, orange, yellow, blue and grey books. Emphasis on comprehension, fluency and expression.

HFW should be taught alongside R.W.I and should also be taught systemically. Documentation should be taken from the 'What can I do' booklets for the first and second hundred high frequency words. Pupils should have opportunities to develop, read, spell and apply across the curriculum through planned and child initiated activities. R.W.I teach HFW through 'red' words, ditties and the reading books.

In KS2 pupils should use the 'Get writing' books to consolidate learning and work systematically through the reading books to build confidence and develop fluency.

Oxford Reading Tree

Pupils should start Reception with picture books and move on through the ORT book bands. If pupils are not ready to move on they can be given books from NELSON, SOUNDSTART or JOLLY READERS scheme. This list can be located in the 'Reading scheme progression handbook.' Which, all class teachers will have a master copy of. These books should be sent home weekly with the pupils. Year 1 and 2 classes will carry out their reading sessions during their 'Reading activities' morning on Monday. This consists of all pupils being heard to read with an adult. Access to the library to change their library books. Opportunities to log into their BUG CLUB account and read differentiated books appropriate to their ability and reading and spelling games/activities. All books can be found in the creative area and should be returned to the correct box which is clearly labelled.

Pupils will continue to use the ORT scheme into KS2 depending on ability. Once the pupils have reached stage 12 in ORT they will then progress onto free readers which will be taken home to read 'for pleasure'. For less able pupils Wolf Hill should be read and taken home to build confidence and fluency. These are high level interest books which are more appealing to older pupils.

Bug Club

ACTIVE learn BUG CLUB is a reading tool that all pupils have access to and can form part of independent or guided reading sessions. Each online book has comprehension type questions to be answered and practitioners and access answers to check understanding.

Guided Reading

In KS2 guided reading should take place every day through differentiated skills groups. These groups should follow the scheme Project X and additional information can be found in the teacher notes. Groups should be organised effectively to teach the eight guided reading behaviours.

- Activating prior knowledge
- Self-monitor

- Visualisation
- Questioning
- Making connections
- Analyse and infer
- Analyse and evaluate
- Summarise

Read and Respond

Every year group will have three different read and respond books and planned activities for each year. These books will drive the topic planning and one book should be taught explicitly every term. The work carried out from this activity will be recorded in the English books.

Writing

In FPH pupils should experience a language-rich environment that immerses them in the spoken and written word. Practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning. Express themselves creatively and imaginatively. Experience and use a range of media and stimuli including emerging technologies. Access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors. Mark make or write in a range of genres and communicate in a range of contexts for a variety of **purposes** which will include to **narrate, recount, persuade, explain, discuss and instruct** and will be presented in a variety of **forms** and to a range of **audiences**.

In KS2 pupils should have opportunities to write for a variety of **purposes**, including to:

- recount
- instruct
- inform
- explain
- argue/persuade
- discuss/analyse
- evaluate
- narrate
- describe
- empathise

Pupils should write in a range of continuous and non-continuous texts in a variety of **forms** and write for a range of authentic **audiences**, real or imagined. They should produce poetic writing, using imagery and poetic devices. Pupils will have to opportunity to explore a wide range of written and dynamic stimuli and use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others.

VCOP and editing

Pupils should be given opportunities to develop their knowledge and understanding of **Vocabulary**, **Connectives**, **Openers** and **Punctuation** from Reception onwards. There are VCOP, big word games (on the shared drive) and additional resources online to support in the teaching of VCOP.

Pupils should use the VCOP mat when writing, to up level their work. For FPH there is a simplified mat and for more able and KS2 pupils there is a more complex word mat. When editing work the VCOP pencil case should be used. When making edits the colours above should be used correctly to up level different elements of their work. The 'purple polishing pen' should be used when re drafting parts of their work. Editing should happen for every

new purpose of work so the pupils become confident in self-assessing, reflecting and improving their own work and that of others at times. Re-drafting and making final drafts should be to the teacher's discretion. There should be a purpose to making a final draft i.e. to be displayed and should not be done for every piece of work.

WAGOLL

Each class should display 'what a good one looks like' this should identify key features of a text, examples of 'good' pieces of work, key words, vocabulary and in some cases a story map or boxed up text.

Internal moderation and standardisation is an ongoing process and a writing WAGOLL portfolio is currently being developed to show examples of work from bronze outcome to level 5.

Planning

We carry out the curriculum planning in three phases (long-term, medium term and short-term). Our yearly teaching programme (in the form of the Programme of Study for English and Literacy) identifies the key skills that we will teach each year. This ensures an appropriate balance and distribution of work across each term. The English and Literacy Leader of Learning is responsible for keeping and reviewing these plans.

Our medium-term plans concentrate on teaching a specific unit and each term, there should be a range of fiction and non-fiction units. All medium term plans should be completed at the beginning of each new term. These plans state the skills and small steps which lead up to creating a final piece of writing. It should follow the exploring, analysing, crafting, editing, drafting, final piece, assessing and reflecting approach. MUST, SHOULD and COULD should be clear and taken from the Framework and Programme of Study.

Class teachers complete a weekly (short-term) plan for the teaching of English and should cross reference to the mid-term plans.

Cross Curricular Literacy Opportunities

The skills that pupils develop in English are linked to, and applied in, every subject of our curriculum. The pupils' skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

Literacy should be planned for in long term plans to show coverage of skills and then explicitly in mid-term plans. This should be highlighted in yellow. Teachers should plan opportunities for extended and creative writing and all literacy opportunities should demonstrate their understanding and ability to transfer their skills taught in their English sessions.

Older pupils should be able to choose how they present their work and what form it will take. i.e. if they are writing to persuade they may choose from a poster, speech or letter. Once they have ticked this off they will have to choose another format for a different lesson this will be in the front of their topic book. (starting Autumn 2018)

Teaching English to pupils with Additional Learning Needs

At our school we teach English and Literacy to all pupils, whatever their ability. English and Literacy forms part of the school Curriculum Policy to provide a broad and balanced education to all pupils. Through our English and Literacy teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning

challenges and responding to each child's different needs. Assessment against the National Curriculum, Foundation Phase framework allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range the child may have special education needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and differentiation - so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

When required, an individual Education Plan (IEP) for pupils with special educational needs is created. The IEP may include, as appropriate, specific targets relating to English.

Teachers provide help with communication and literacy through:

- Using texts that pupils can read and understand;
- Using visual and written materials in different formats;
- Using ICT, other technology aids and taped materials;
- Using alternative communication, such as signs and symbols;
- Using translators and amanuenses.

Intervention Groups

- Foundation Phase and Lower ability ks2 pupils follow the Narrative Therapy, Black Sheep Press intervention programme to develop knowledge and understanding of language, vocabulary and different story concepts.
- Pupils in ks2 work in small groups and on a 1:1 basis to complete and develop their phonic knowledge and comprehension through RWI and the 'get writing' scheme.
- Identified, targeted pupils receive daily/weekly 1:1 or small group intervention with support and follow the 'catch up' program. This is an individualised programme of work catering for the learning needs of individuals. Work is recorded in the daily diary for reading and spelling. Pupils practice 2-3 words to read or spell depending on their individual needs.
- FPH staff organise their timetables to ensure catch up sessions are provided daily/weekly for individuals.

Assessment

Assessment takes place in accordance to the Assessment Policy and timetable. There are three assessment weeks throughout the year and these usually fall the week before the end of the first half-term. These assess writing, Oracy and reading. Teacher's record results on the tracking sheets and these are inputted onto the school tracking system. Assessment Weeks are followed by a feedback week where staff feedback to pupils and set new targets. SLT then use this data to inform the individual targeted pupil's sheets where identified pupils are tracked and monitored. Staff should regularly update INCERTS to track pupil's progress and use the Framework and Programmes of Study to identify next steps in learning and teaching. HAST spelling tests are carried out twice a year. In FPH RWI and HFW assessments take place termly. These results then inform the new updated groups.

Equal Opportunities

All teaching and non-teaching staff are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible. Pupils in all year groups and in both stages have an equal opportunity to undertake all aspects of work and have equal access to teaching and learning throughout any one school year.

Welsh Dimension (Curriculum Cymreig)

English contributes to the Curriculum Cymreig by developing learners' understanding of the cultural identity unique to Wales. They develop awareness of the literary and linguistic heritage through the study of literary, non-literary, media and other texts, and through activities which explore issues pertinent to life in Wales, past and present. Pupils are helped to develop an awareness of Wales as a country with two languages, and to show positive attitudes to speakers of languages other than Welsh and English. Language skills learned in one language should support the development of knowledge and skills in another language.

Role of the Leader of Learning

The Leader of Learning should be responsible for improving the standards of teaching and learning in English and Literacy through:

Monitoring and evaluating:-

- pupil progress
- provision of English and 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, purchasing and organising resources and keeping up to date with recent English and Literacy developments.

Monitoring and Review

Monitoring of the standards of the pupils' work and of the quality of teaching in English and Literacy is the responsibility of the English Leader of Learning, the Senior Leadership Team and the Governing Body. This is done by frequent monitoring of books, planning, learning walks, standardisation of work and lesson observations.

Conclusion:

Additional information and appendixes/resources can be found in the shared drive in the folder 'ENGLISH'. This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Handwriting Policy

Assessment and tracking Policy

Presentation Guidelines

Marking Policy (Code)

Presented to staff _____

Date _____

Presented to Governors _____

Date _____

Next review _____

