



Moreton Church of England Primary School



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English Policy

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Signed (CoG):



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'Growing Together in Faith, Knowledge and Love'

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School Aim

Through a high quality and creative Literacy programme, the school aims to develop confident and fluent readers and writers who can apply their knowledge in a range of situations. Our aim is to foster a life-long love of reading in all children, allowing them to unlock learning within the wider curriculum. We want pupils to be able to express themselves in an effective and appropriate manner to a wide range of audiences and purposes to reach their full potential.

School intent

- Provide a broad, balanced and relevant curriculum that satisfies the needs of the new National Curriculum and provides pupils with appropriate challenge;
- Develop a whole school approach to literacy which takes pupils through progressive stages of learning and challenge, enabling them to fulfil their potential;
- Provide language rich environment that promotes a culture of reading and writing;
- Provide pupils with opportunities to use imaginative ways to express and communicate ideas, both orally and written;
- Ensure pupils understand that literacy is essential to everyday life;
- Use a range of strategies to self-monitor and correct;
- Have an interest in words, their meanings and use a wide vocabulary;
- Have developed their powers of imagination, inventiveness and critical awareness through reading and writing;
- View literacy as enjoyable, rewarding and worthwhile;
- Develop an environment in which pupils are confident to participate;
- Provide links to other areas of the curriculum and the wider world

School Implementation

Our school is committed to the National Curriculum and in Early Years the new framework (2021) is followed. All children, who attend Moreton C of E Primary School, are given the opportunity to reach their full potential in Literacy.

The programmes of study for literacy are set out year-by-year for Key Stages 1 and 2. The relevant programme of study will be taught by the end of the Key Stage. The school will be flexible with regard to introducing content earlier or later than set out in the programme of study in order to meet the needs of the children. The school curriculum for Literacy is available online.



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Reading

We believe that competence in reading is key to independent learning. It is crucial in developing children's self-confidence and motivation. Children in our school are encouraged to read voluntarily for pleasure, information, interest and entertainment leading them to independence in reading.

School Intent

- Use a systematic and progressive approach to reading throughout the school
- Be able to utilise a full range of reading cues (phonics, graphics, syntactic, contextual) to monitor their reading and correct their own mistakes;
- Have sound comprehension skills and be able to reorganise, infer, evaluate and appreciate a range of texts;
- Be critical readers, increasingly able to see how texts create effects and meanings and be able to place their own ideas, experiences and values in relation to those of the text;
- To foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.
- Have a love of books and read with enjoyment and evaluate and justify preferences;
- For children to have access to a range of age-appropriate texts which challenge and stretch

School Implementation

From the beginning of their school career, children are introduced to reading through the Read, Write Inc Phonics (RWI) programme. Daily sessions allow children to revisit, apply and revise phonological knowledge, which builds the foundations for reading. Early Comprehension skills are also interwoven into those sessions.

<https://www.ruthmiskin.com/en/>

<https://www.oxfordowl.co.uk/login?active-tab=teachers>

Following on from the RWI programme, children will use the Accelerated Reader system which identifies a child's Zone of Proximal Development (ZPD) range through a 'Star test' and checks their progress in comprehension with online quizzes.

<https://ukhosted64.renlearn.co.uk/6711775/default.aspx>

Using a broad range of genres and text types, children are required to read, analyse and explore texts within our literacy teaching sequence. When studying a longer text or novel, children may only be asked to dissect sections. Techniques such as 'pair, share and expression', 'domain analysis' and 'find the features' are deployed to allow children to apply their reading knowledge practically in lessons.

Books to be used in the two year cycle have been chosen to provide challenge, a range of cultures and themes and lend themselves to the type of text being studied.



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To increase the knowledge of words and their meanings children are encouraged to use dictionaries when reading to identify words they have not yet come across. Vocabulary Ninja is used to explore new words through their 'The Word of the Day' resource

Daily dedicated reading time in the form of **DEAR** (Developing Everyone As a Reader) time, whole class guided reading, end of the day story and village readers allow children to further develop their fluency and foster their love of reading.

Opportunities for reading include:

- Shared reading
- Whole class guided reading
- Independent reading
- Phonological awareness
- 1:1 reading with volunteers
- Use of the school library
- Parent Reading Mornings.
- Parents are informed of their children's reading through their reading record and parents are encouraged to record their child's home reading in their log.

Through whole class reading sessions children are given opportunities to have peer support through dialogue and reason and explain their answers orally. A topic related text may be used with each session focusing on the reading skills every child needs to develop to be a fluent and competent reader. These are:

- Comprehension
- Skimming and scanning
- Summarising
- Predicting
- Comparing
- Performing

On a daily basis, all class teachers and LSA's model high-quality responses, set high expectations of reading in the classroom environment and set aside quality time to model intonation, movement, volume and expression.



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Writing

Writing is related to reading. The writing forms children experience are closely linked to the range of texts the children access through the new National Curriculum and our teaching of reading.

School Intent

- be able to organise their thinking and to communicate the results effectively both orally and in writing.
- be effective spellers
- have fluent, cursive handwriting
- be confident and reflective writers. They will know, understand and be able to write in a range of genres in fiction and poetry and understand and be familiar with some of the ways in which narratives are structured through basic literacy ideas of setting, character and plot
- be able to plan, draft, revise and edit their own writing
- Develop pupils' fluency in the fundamentals of grammar, spelling and punctuation, genres and text types so that they can recall and apply knowledge accurately;
- be able to use writing to consolidate and develop thinking
- to become creative writers across all aspects of the curriculum

School Implementation

From the beginning of their school career, children are encouraged to make marks and give meanings to their writing whilst being taught correct letter formations and spelling patterns through phonics. Teaching techniques such as 'helicopter stories' and 'story scribing' allows children to see how their words translate to the written meaning, by adult modelling.

Children learn the mechanics of writing through RWI sessions, building upon previous skills. In the Spring term of Year 2, children begin on their writing journey by studying full literacy units. Each unit of work should be taught through a model text and core texts to model writing. When writing the children have opportunities to write longer and shorter texts. They will learn from techniques such as, 'modelling and sharing' writing, 'structuring and sequencing' to editing and improving. They will continue using this teaching sequence until the end of Year 6. This enables children to use their writing knowledge across the wider curriculum for a range of purposes.

The teaching of grammar and punctuation is threaded throughout the literacy units and the concepts taught are used practically, as part of the teaching sequence. No-Nonsense Spelling is taught in KS2 following the RWI programme for phonics.

There is an expectation in school that children produce work that is presented neatly, working towards joined writing in a cursive style. Where possible, dictionaries and thesauruses are used regularly to edit and improve work



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Handwriting

Children are taught handwriting skills within discrete sessions or within spelling and punctuation work. The expectation is that staff will teach key handwriting skills and letter formation, allowing children the opportunity to rehearse and practice letter formation. Teachers are also to use the key objectives from the National Curriculum 2014 and match suitable activities to meet these expectations.

Spelling

Spellings are taught as part of the RWInc programme that we use. As they progress off of RWInc we use 'No Nonsense Spelling' throughout the week in planned Spelling sessions. Children have their own spelling log, magpie books or look, cover, write, check sheets to attempt spellings independently and children are also encouraged to use a dotted line under attempted spellings in their written work. Teachers will then indicate where a child has misspelt a word and will be given the opportunity to find the correct spelling using a dictionary. More information about spelling in the school can be found in the spelling policy (Appendix 3).

Computing and Information Computer Technology (ICT)

Teachers are expected to use technology within literacy lessons at least once a fortnight, thus adding to the variety of ways in which children are engaged in literacy and experience the subject in different contexts. Resources such as iPads, Chrome book sets and reflectors are available to be used in class through a booking system, or as part of our bank of apps.

ICT should be used by pupils to carry out their AR (Accelerated Reader) quizzes and star tests.



Teaching and Learning

- Lessons will be planned and taught daily to provide appropriate challenge for all pupils, to extend more able and provide appropriate levels of support in order for all pupils to make progress;
- The learning environment will enable all pupils to recognise their own and others' strengths and areas for improvement and provide them with appropriate tasks to improve and succeed. Children should also have immediate access to resources which are necessary to help them become more confident and competent readers and writers;
- Different teaching styles will be used to engage a variety of learners, providing them with the opportunity to learn from visual, auditory and kinaesthetic activities;
- Lessons will provide appropriate activities and resources, which enable pupils to become critical analysts, creative thinkers, reflective learners, team workers, self-managers and effective participators;
- Opportunities will be given to make cross curricular links and for pupils to practise and apply their skills through other subjects;
- All teachers should take note of the common misconceptions and mistakes children make, particularly in spelling and grammar, and where appropriate use them to help direct their planning;
- Literacy lessons should be planned using the RWI programme, the no-nonsense spelling programme, the yearly unit overview documents, the literacy teaching sequence and planning proforma for literacy See Appendices

Resources

Practical apparatus that supports the teaching of literacy in our classrooms includes: puppets and story sacks, small whiteboards and wipe-dry pens, word mats, ICT equipment such as chromebooks and iPads, green-screen equipment, picture and word cards, recordable microphones, costumes and props.

These allow children across all year groups to dramatise and verbalise stories before writing them down. The process of generating sentences and playing with words builds confidence and strengthens the relationship between the written and spoken word for children.

All members of staff who deliver RWI have a box of resources so that they can deliver all aspects of the programme either in group or 1:1 sessions.

At Moreton C of E Primary School, we have a large collection of books that are age-appropriate and categorised and distributed according to the Accelerated Reader programme. They can be found on the bookshelves in each classroom for ease of access for the children. Our library has a wide selection of non-fiction and fiction books along with class/group sets of reading books that can be utilised by teachers to aid literacy sessions.

We allow immediate access to dictionaries and thesauruses in the classroom for children to improve their writing and extend their vocabulary. The use of word mats and display boards for vocabulary (magpie) is also encouraged.



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The role of parents/carers

We expect pupils in every year group to be reading at least once a day at home and recording their reading activity, to be reviewed at school by their class teacher. Parents are encouraged to support their child's learning through discussing books, assisting with spelling and written homework tasks, (particularly in KS1 and lower KS2) and finding ways in which reading and writing can be incorporated as part of everyday life.

Homework

In addition to reading at home, homework is set according to our school's Homework Policy. Tasks include statutory spellings and opportunities for cross- curricular writing.

School Impact

Assessment and Recording

By the end of each Key Stage, the majority of pupils will be expected to know, apply and understand the concepts specified in the relevant programme of study. As well as National testing in the form of the end of Key Stage SATs and the Year 1 phonics screening, we also assess writing using formal moderation both internally and externally. Pupils on the RWI programme are assessed every 8 weeks and from Year 2 onwards, are assessed using no-nonsense spelling and STAR reading tests to monitor progress half-termly. The results of these are stored centrally and analysed by the subject lead and leadership team in order to identify areas of the curriculum that need further work, and individual pupils who may need additional support. Training for teachers and interventions for pupils are then put in place where needed.

In deciding on a pupil's level of attainment, teachers will base their judgement on the information that has accumulated through continuous monitoring and assessment. This will include the following:

- Oral and written feedback from pupils;
- Work in literacy books
- Adult Supporting Learning (ASL) feedback;
- Formal assessments based on end of year expectations which are taken every term.

Data will be formally input into Pupil Asset where it will then allow for teachers, subject leaders and SLT to analyse class, key stage and whole school data pertaining to the subject.



Daily	Weekly	Unit	Termly	Annual
RWI group session monitoring Addressing misconceptions/ errors	Quizzing on AR (end of book)	Hot and cold tasks RWI Assessments (6-8 weekly)	Spelling of common exception words	Reading SATs Year 2 and 6 Writing portfolio to be collated over the year Year 1 Phonics Screening Check
AR Star testing dates (these tests must be completed during these assessment periods) Actual dates will be communicated to staff in the Autumn term				
Week 3 and 4 of the Autumn term 1	Week 2 and 3 of the Spring term 1	Week 1 and 2 of the Summer term	2 penultimate weeks of Summer term (weeks 5 and 6)	

Adults Supporting Learning (ASL)

ASL includes classroom assistants, teaching assistants, HLTA, learning mentors and volunteer parents.

Additional support staff will be used during curriculum and non- curriculum time in order to:

- Support the delivery of literacy lessons;
- Extend and develop children in their understanding;
- Enrich or enhance an activity pupils are undertaking;
- Provide training opportunities for staff;
- To support children with SEND.

All ASL will receive appropriate access to school, school to school and LA training and support to ensure their knowledge and understanding of delivering curriculum literacy is in line with statutory requirements and recommended good practice.

The Headteacher will always maintain responsibility for safer recruitment procedures.



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The class teacher will always maintain overall responsibility for what is taught and the conduct, health and well-being of the pupils.

No ASL should operate independently. They may work alone if competence has been monitored but will be managed effectively by the teacher, who remains legally responsible for the students in their care, whether through direct or indirect supervision of the ASL.

Interventions and support for literacy

Specialist LSAs will be deployed by our SENDCo to run regular student interventions and booster groups. These groups are to be used to either extend or consolidate students' understanding of literary concepts.

All sessions should be documented and progress checked at the start and end of each period of intervention to show progress.

Support for Literacy

Literacy					
EAL	Dyslexia	Working Memory	Visual stress	Experience stamina	
Dyslexia Test	Working Memory Checklist	Eye check tracking check	Cognitive profiling test	Phonics testing	
Mnemonics	Dyslexia strategies	Word banks	Literacy toolkits	Coloured overlays	Tracking rulers
Precision monitoring	Preconcept teaching	Differentiate homework	1:1 RWI tuition/ Spotlight readers	Fresh start	Badger sentences

Where pupils are not making good progress in Literacy, it is important that we understand the reasons. There may be a specific need or difficulty, but there also may just be gaps in understanding that need supporting. Strategies such as, Toe-by-Toe and Fresh Start are deployed, alongside school interventions as stipulated in the 'Teaching Pupils with Literacy



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Difficulties Practise Guidance for Essex Schools' document, to assist learners. Any intervention put in place to support a child would be in consultation with the class Teacher, parents and after an assessment to identify the area of need.

Monitoring and Evaluating

Subject monitoring and evaluating will be carried out by the Subject Leader with support from the SLT where appropriate. The school will utilise the following strategies and measures in order to evaluate standards:

- Observation of teaching and learning, including support staff, to assist in the identification of strengths and development needs;
- Drop ins;
- Assessment of pupil progress and achievement;
- Pupil interviews;
- Work scrutiny;
- Assessment data evaluation.

Appendices

- A. Overview of English planning Year A (Years 3-6)
- B. Overview of English planning Year B (Years 3-6)
- C. Teaching the Writing Sequence
- D. Literacy Planning Proforma
- E. Reading content domain reference
- F. End of Year Expectations