

Mottram Church of England Primary School

'Mottram CE Primary School is a place with a warm and friendly Christian ethos, which provides all children with a challenging, exciting and stimulating curriculum and where Christian values and teaching underpin all aspects of school life'.

Rationale

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in this development. Reading also enables pupils to both acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.

Aims and objectives

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening and Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Statutory Requirements

English is a core subject within the 2014 Primary National Curriculum in England, and at Mottram C of E Primary School our principal aim is to develop children's knowledge, skills and understanding of English, through the implementation of the statutory requirements of the programmes of study for English. Each year's detailed overview defines what is taught, to ensure the children experience a thorough and appropriate balance of text types, grammar and spelling.

In the Early Years Foundation Stage (Reception) children are given opportunities to:

- speak, 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 opportunities to communicate.

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

At Key Stage Two (Years 3-6) children learn to adapt the way they speak and write to suit different situations, purposes and audiences. They actively develop their vocabulary, increasing their understanding of how words are applied and can be used to shape texts. They develop their reading stamina and skills, reading a wider range of texts and respond to different layers of meaning in them. They explore the use of language in fiction and non-fiction texts, learning how the structure of language works.

SUBJECT ORGANISATION

Early Years Foundation Stage

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

Key Stage 1

In Key Stage 1, daily differentiated phonics and handwriting lessons continue, and are taught in ability groups. Children also receive weekly spelling lists taken from the National Curriculum year appropriate spelling lists. Children have daily, mixed ability English lessons, focusing on a particular text, or text type, with grammar integrated into these lessons. Children take part in both guided and individual reading sessions, and have regular story times to develop a love of reading. English skills are developed across the curriculum. Provision is made for children who require extra support, through intervention programmes (e.g. Better Reading) and differentiated class teaching.

Key Stage 2

In Key Stage 2, children have daily English lessons, integrating both grammar and spelling. Additional English sessions include guided reading, guided comprehension, whole-class novel and spelling. English skills continue to be developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

APPROACHES TO READING

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

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. Individual reading also provides time for both assessment and 1-1 teaching. Daily discreet phonics lessons in EYFS 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 texts, which are also used for guided reading. Children in EYFS, KS1 and Lower KS2 classes take home a book from our selection of book banded reading schemes, according to their ability. In addition to this, children have the opportunity to choose a book from the class library to ensure they enjoy and are taking ownership of their own reading. 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 'Meet the Teacher' meetings.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. 'Book Week'. Book Weeks include visits by published authors, skilled story tellers from many cultures, performances by professional theatre groups, making books, using drama, dance and music to illustrate texts.

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 six to support appropriate text choices. Those children still learning to read have access to the book-banded books to help these children to continue to grow in confidence as readers with a text that appears appropriate for their age group.

In KS2, children take part in weekly, grouped guided reading sessions, where high-quality discussion, teaching and assessment takes place. Guided comprehension sessions take place regularly and include similar discussion with the addition of written answers (modeled and independent).

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.

APPROACHES TO WRITING

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing.

We aim to develop children's competence in transcription and composition, enabling children to plan, produce and edit well structured, detailed writing, in which ideas are organised and communicated effectively, and readers are engaged. Equally, we want inspired writers and we achieve this through a range of relevant resources and techniques, such as film clips/shorts, well-chosen texts, educational visits, guest teachers/professionals, etc.

Close attention is paid, throughout the school, to the formal structures of English, with the teaching of grammar, punctuation and spelling being explicitly taught in English lessons. Teachers enhance children's knowledge, when opportunities arise, in other subjects. Additionally, KS1 and Lower KS 2 children follow a focused handwriting scheme.

Teachers model writing strategies and encourage children to be creative, making conscious decisions to vary the structure of their sentences and overall written pieces. The use of phonics and spelling are a continued focus, with children expected to apply current knowledge to edit and correct work. Children are given frequent opportunities to write in different contexts, using quality texts as a focus and model, whilst writing for a variety of purposes and audiences. Guided writing sessions are used to target specific needs of groups and individuals, whilst children have opportunities to write at length in extended, independent writing sessions at the end of each unit. They may be asked to produce their writing on their own, or as part of group. Children are also given the opportunity to use computers for their writing, when appropriate.

CROSS-CURRICULAR LITERACY OPPORTUNITIES

The skills that children develop in English are linked and applied to every subject in the curriculum. Teachers carefully plan effective cross-curricular links, allowing children to practice and apply the skills, knowledge and understanding they have developed in explicit English lessons.

THE USE OF ICT

We recognise the important role ICT has to play in our school in the development of Literacy skills. 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.

DIFFERENTIATION

Differentiation will be evident in the teachers' planning and/or an individual success criteria in the pupils' book.

ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy.

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

Mottram CE Primary 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.

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
 - the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent Literacy developments.

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 discuss their child's progress with their teacher. Half-termly curriculum booklets provide information about the English curriculum and how parents can support their children. They also emphasise the importance of reading. Parents are encouraged to read both with

and to their children at home in order to promote reading.

Strategies for supporting children are shared at Pupil Progress, Inclusion and 'Meet the Teacher' meetings.

SATs results are published in accordance with Government legislation.

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

- Teaching and Learning Policy
- Assessment and Record Keeping
- Marking policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy

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

Rachael Kirkham
To be reviewed Summer 2019