

Worlingham CEVC Primary School



English Language and Literacy Policy

Due consideration has been given to all children/adults/stakeholders with regard to the protected characteristics under the Equality Act 2010.

Headteacher: Mrs Holly Marchand

School No. 935 3111

AUTUMN 25

Worlingham CEVC Primary School

ENGLISH LANGUAGE AND LITERACY POLICY

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas through their reading and listening. Through reading and writing, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays key role in such development. Reading also enables pupils both to 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; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word; and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good comprehension.
- Develop the habit of reading widely; as a skill and for enjoyment.
- Acquire a wide vocabulary; an understanding of grammar; and a 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 speaking and listening; making formal presentations; and participating in debates.

Teaching and learning

At Worlingham CEVC Primary School we use a variety of teaching and learning styles in English lessons, as recommended by the National Curriculum. Our principal aim is to develop spoken language, reading, writing and vocabulary development and we do this through daily lessons. These lessons may include a whole-class shared reading or writing activity, guided group or independent activities and a plenary session to review progress and learning. Children experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and phonics to support their work. Children sometimes use computer technology in English lessons to enhance their learning. English skills are used across the curriculum.

Learning opportunities are differentiated for children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies such as differentiated group work, or children working from the same starting point before moving on to develop their own ideas. Teaching Assistants support children of all abilities with tasks that are matched to their individual needs.

English curriculum planning

English is a core subject in the National Curriculum. We use the English National Curriculum as the basis for implementing the statutory requirements of the programme of study for English. Curriculum planning in English is guided by the 'intent, implementation, and impact' approach.

Class teachers use a short-term plan for the teaching of English. These may last for anything from one up to three weeks depending on the unit, detailing the objectives, vocabulary and what each group of children will be taught.

The Early Years Foundation Stage

English is taught as an integral part of the school's work. The children's English work is planned in line with the Early Years Foundation Stage. All children are given the opportunity to talk and communicate in a range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

Throughout the Foundation Stage, and into Key Stage 1, the teaching of phonics plays a major part in the children's acquisition of skills and knowledge in Literacy. 'Little Wandle' is used to support the development of phonics within the Foundation Stage and Key Stage 1. The appropriate phases of 'Little Wandle' are taught to the children. Assessments are recorded and there are meetings both during and at the end of an academic year between staff, and specialist teachers, to inform them of progression and next steps of learning. As well as the resources provided there are a range of phonic based reading books to support children's development of early reading and writing.

Contribution of English to teaching in other curriculum areas

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

Mathematics

English contributes significantly to the teaching of Mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these topics with adults and other children. Children in Key Stage 1 are taught stories and rhymes that rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work using precise mathematical language.

Computing

The use of technology enables children to use and apply their developing skills in English in a variety of ways. Younger children use technology as a source of information and as a way of

enabling them to present their completed work effectively. Children use the Internet when searching for information to support their learning within the curriculum. Children use the planning and proofing tools in a word processor when checking their draft work. We encourage all children to use technology as a resource for learning, whenever they feel it is appropriate. This also includes the skills of searching a range of sources of information, as well as being able to rephrase information into their own words.

Spiritual, moral, social, cultural development and British Values (SMSC and British Values)

English contributes to the teaching SMSC and British Values. We encourage younger children to take part in class and group discussions on topical issues. In their science work they talk about things that improve their health and about rules for keeping them safe around the school. Older children research and debate topical problems and events. They discuss life choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views.

The teaching of English develops skills through which our children can give analytical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts and scripture from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

Teaching English to children with special educational needs

English is taught to all children at school. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English 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 allows us to consider each child's attainment and progress against expected levels.

Intervention for children with additional needs will lead to the creation of an 'Assess, Plan, Review, Do' document (ADPR). The ADPR may include, as appropriate, specific targets relating to English.

We enable pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom, for example, a theatre trip, we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils.

Teachers provide help with communication and English through:

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

Assessment and recording

Teachers assess children's work in English in a variety of ways. Formative and summative assessments are used to inform future planning. Teachers match these short-term assessments

closely to the teaching objectives. Teachers record assessments termly to monitor progress and assessments are used to monitor progress against school and national targets. Monitoring of children's writing is completed by the English lead and there are joint monitoring sessions undertaken with the English subject governor.

Assessment materials have been shared with staff to support them with their assessment and moderation work within Key Stages and across the school. These assessments are used to set targets for the next school year and summarise the progress of each child. The receiving teacher also uses these long-term assessments as the basis for planning work for the new school year. Assessments include: 'Headstart' reading tests and SAT's past papers. Each half term the pupils complete a piece of independent writing in their 'Orange Book'. This is a shared genre for all pupils across the school and this book is passed onto the next teacher at the end of the academic year. The 'Orange Book' will show, over time, the progression of an individual child's writing from EYFS to Year 6.

Pupil Progress meetings are held termly to hold teachers to account for the progress of children in their classes.

Resources

There are a range of resources to support the teaching of English across the school. All classrooms have dictionaries, thesauruses and a range of fiction and non-fiction texts. Children have access to the Internet in the computer suite as well as through the suite of lap tops and Chromebooks. The library contains a wide collection of books to support children's individual research. Children have weekly visits to the library and can choose books to take home to read.

Monitoring and review

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the Headteacher and English Lead, and across the curriculum is the responsibility of subject leaders.

Reference to the National Curriculum in England, Key Stages 1 and 2 framework document, October 2013, forms the basis of all our English Teaching. (updated 2014)

V7 – May 2024

WORLINGHAM CEVC PRIMARY SCHOOL

SAFEGUARDING STATEMENT TO ACCOMPANY POLICY DOCUMENTS

Throughout this policy runs our commitment to safeguarding the wellbeing of all our pupils at Worlingham CEVC Primary School. The values, beliefs and ethos of Worlingham Primary School are shared by all members of staff and the adherence to the guidance as stated in the school's Safeguarding Policy is of paramount importance.

The wellbeing and safety of pupils has a positive impact on their attendance, behaviour, their own Health and Safety, learning within the school environment as well as on educational visits.

Throughout the curriculum children are taught how to manage risk and how to keep themselves safe. The children know that if they need help they can talk to a member of staff at school. Children are taught how to keep themselves safe whilst using ICT equipment and are instructed to report any inappropriate material to the member of staff leading the session.

Children who have an identified SEN which creates difficulties with communication may need additional support in expressing concerns to a member of staff. Staff will need to follow the guidance in the safeguarding policy when dealing with a disclosure, taking into account the ability of the individual.

A copy of the Safeguarding policy can be found on the school website, in the Headteacher's office and also the staff room. This policy provides comprehensive detail in identifying types of abuse and the procedures that need to be followed.

Within the Safeguarding Policy is a section on The Prevent Duty and what it means for our School.