

The Unity of Titchmarsh and Warmington School

English and Literacy Policy

1. Introduction

- 1.1 Language is the tool that children and adults use to enable them to make sense of the world around them, to increase their knowledge and to communicate their understanding and emotions.
- 1.2 It is our responsibility to develop the language facility of every child by teaching them the essential skills and providing opportunities for meaningful practice and further development at a pace suitable for their ability. This requires a planned programme of progression and reinforcement, with the needs of individual children considered and acted upon.
- 1.3 Children whose home language is English arrive at school with a wide range of abilities in language, to which it is our responsibility to respond appropriately.
- 1.4 Children whose home language is not English will also have acquired a rich pattern of language, which must be respected, whilst fluency in the use and understanding of the English language is encouraged. The acquisition of fluency in oral language, reading and writing is one of our prime concerns and takes a high priority when planning the whole curriculum.

2. The Curriculum

Statutory requirements for the teaching and learning of English are laid out in, The National Curriculum in England Framework Document for Teaching, September 2014 and the Statutory framework for the Early Years Foundation Stage, September 2014.

- 2.1 The National Curriculum (English Programmes of Study) Document defines the content of the curriculum and gives non-statutory guidance on its delivery, but each teacher uses a variety of methods and strategies to ensure that the curriculum does not become constrained by the content, but allows children to use and develop their language skills to the full extent of their capabilities.
- 2.2 The 2014 National Curriculum divides the English curriculum into four main areas although these areas inter-relate and provide support for each other. These areas are used in this document for the sake of clarity and convenience.
- 2.3 The Curriculum defines the 'what' and the 'when' of the reading, writing, handwriting and spelling content. It also includes opportunities for spoken language and listening. Our staff use the National Literacy guidelines to ensure continuity and progression throughout the school.
- 2.4 The entire range of language enriches the whole curriculum without being perceived simply as either a vehicle for the delivery of other areas of the curriculum or as something that can be delivered in isolation from other subjects. Both of these views of language are valid and, providing the balance of usage is considered, are acceptable within the school.

3. Spoken Language

- 3.1 The 2014 National Curriculum English Document gives information and guidance on the content, methods of delivery and ways of planning and assessment of this area of the curriculum.
- 3.2 It is the responsibility of the class teacher to ensure that provision is made for each child to have access to the whole range of spoken language opportunities and that every child is encouraged to acquire these essential language skills.
- 3.3 Spoken Language takes place in a variety of group sizes, situations and for a variety of purposes.
- 3.4 When children are talking they are listened to attentively and responded to in an appropriate fashion. Correct use of language is encouraged, whilst recognising that there is a place for regional variations and the use of different language 'registers'.
- 3.5 All children are encouraged to feel that their contribution is valued. Staff have a central role to play in promoting the self-confidence of each child and encouraging the ability to listen to others with empathy and care.
- 3.6 Drama plays an important part in the development of children's spoken language and listening skills and all children have the opportunity to take part in class drama where they are able to explore the emotions and language that come out of different situations.
- 3.7 Each Christmas we produce a Christmas play in which every child takes part and this is performed to parents and other members of the community. Children are also given opportunities to see live theatre. All classes produce 'sharing assemblies' several times a year in which all children are encouraged to take part.

4. Reading

- 4.1 Reading is the means by which children and adults can access the knowledge of others and provide themselves with a never-ending source of pleasure and delight. It is the vehicle by which a great deal of information is acquired and is an essential skill for members of a literate society.
- 4.2 Teachers ensure that all means are used to enable every child to acquire this ability. Some children read readily whilst for others it is more difficult. No single method can provide total success but a judicious mix of whole-word and phonic approaches, backed with exposure to a range of rhythmic and rich literature and poetry to provide models of written language patterns, serves most children well.
- 4.3 Children are read to regularly from a range of well-chosen fiction, poetry and non-fiction. This is particularly important for those children from homes where reading is not a high priority as it presents them with the opportunity to widen their reading experiences.
- 4.4 A wide variety of reading books are available. These are colour-coded according to the national recommendations, according to difficulty, and once a basic sight vocabulary is acquired it is expected that children will progress through the range of books at a speed to suit their ability. It is not expected that every child should read every book in one colour band before moving on to the next.
- 4.5 Wherever possible children are given a degree of choice concerning their reading book and, as their reading ability improves, they are encouraged to read books other than reading scheme books.
- 4.6 All children have access to library books and they are taught and encouraged to read a range of fiction and non-fiction books.

- 4.7 Members of staff, parents and helpers hear children read, as often as possible, but daily reading is not possible. Listening to reading is given a high status within the classroom and is not undertaken whilst dealing with other activities.
 - 4.8 Children are also heard to read during Group Reading activities. This may also involve the teacher modelling reading and asking children questions to demonstrate their understanding of the genre and text type through comprehension questioning and exercises.
 - 4.9 Children are encouraged to realise that they need to understand what they are reading and not be simply saying the words. This is done by questioning them on what the story is about or by showing appreciation of what they have read.
 - 4.10 Children also need to develop the ability to read aloud to others and opportunities for this are provided. They are also given the time to read silently to themselves. This should be a planned activity and not be devalued by appearing to be a time-filling exercise. There are planned opportunities throughout the week with library sharing sessions across the classes and the promotion of 'reading buddies'.
 - 4.11 Children are encouraged to read at home to parents or other adults. As children become more fluent they may be heard to read less frequently but their progress is still monitored through the use of their Reading log or pupil planner.
 - 4.12 Book Bags and satchels are provided (at a cost to parents) to protect books when they are taken home and to improve the status of reading as an important and worthwhile activity.
 - 4.13 Children are given the opportunity to further their enjoyment of reading through a monthly 'reading group' club where they share a given text, discuss and review. The books may be paper copies or e-books.
 - 4.14 Children are taught to de-code using Phonics based on the 'Read, Write, Inc ' model. In Reception and KS1 phonics sessions are taught daily and children are streamed across all year groups according to ability, defined by teacher assessment and testing. In KS2 classes these sessions take the form of spelling sessions- patterns and correct use of punctuation (spelling, punctuation and grammar- spag)
- 4.15 At the end of year 1 the children will take the statutory National Phonic Screening Test. If children are still working towards the phonic test by the end of year 1 then they will access interventions to enable them to retake the test in year 2.

5. Writing (composition)

- 5.1 Writing is an important means of communicating with others and we have a responsibility to the children in our school to ensure that they acquire this essential skill.
- 5.2 There are different styles of writing, different purposes for writing (such as letter writing, instructions, stories) and different audiences to whom writing may be addressed.

- 5.3 It is important when children are asked to write that they are aware of who they are being asked to write for, and what the teacher is looking for. It may be content, punctuation, grammar, presentation, spelling or a combination of any of these.
- 5.4 It is unfair to expect children in the early stages of writing to cope with all aspects of written language simultaneously. If 'correctness' is expected at all times then this may be achieved at the cost of rich and expressive language.
- 5.5 Children are taught to write 'correctly' but it is only as their ability to express themselves fluently improves that all other aspects of language can be applied in a meaningful way.
- 5.6 Children are provided with the opportunity to practise and develop a wide variety of different types of writing (genre). Samples of written work are selected to illustrate the child's progress and their use of these different genres.

6. Handwriting

- 6.1 The presentation of children's work should reflect its content and children are encouraged from an early stage to consider the way their work appears to others. We provide them with the necessary skills of handwriting and spelling so that their work may be judged by its content and not misjudged by its appearance.
- 6.2 Emergent writing is the term used for the "scribble" and "mark-making" writing which very young children produce when they first try to produce their own writing. This has to be given due respect and is encouraged by the provision of opportunities to write. e.g. a writing corner with materials freely available, opportunities to write during 'play' activities.
- 6.3 This important stage may need careful explanation to parents who might be anxious about a child's apparent lack of progress in "real" writing. The teaching of letter shapes may be introduced alongside emergent writing providing it does not interfere with the child's existing belief in their ability to already do "proper" writing.
- 6.4 By the end of Key Stage 1, children are expected to produce "clear and legible joined-up writing." In order to achieve a smooth transition between print and script, individual letters with suitable 'joins' are introduced in the early stages of writing. The children in Year 1 are taught and encouraged to use the letter shapes shown on page 7. A copy of this guidance sheet is sent home at the beginning of the year for reference. The style is loosely based on the Charles Cripps style but has variations to allow it to be totally "joined". This style was adopted after great consideration and because the staff felt that it has many advantages.
 - Since handwriting is taught in spelling patterns children are encouraged from the start of script writing to look at combinations of letters. This reinforces the learning of spelling which is a visual process.
 - There is an easier transition to script style from printing, with only a few new letterforms to learn.
 - Good writing practice is established at an early age.
 - A flowing hand is developed, allowing both speed and legibility
 - Children have fewer problems in reading the script writing of teachers in the transitional stage.
 - Children always know where a letter starts and that it will join to its neighbour.

7. Spelling

- 7.1 We have adopted the word lists in the Curriculum. We appreciate that different methods for the teaching of spelling vary from child to child, however the main method taught is the (look, cover, write, check method which involves the child carefully looking at a word, tracing it, covering it, writing it and finally checking that it is correct. If it is incorrect then the whole cycle is repeated. At no time is the word copied letter by letter.

- 7.2 Attention is drawn to letter patterns even though they may sound dissimilar because, unlike reading where phonics have a part to play in the sound letters may make, spelling for most people is a visual process and not an aural one.
- 7.3 Dictionaries are available in all classes. Children are encouraged to use these as a word resource bank, to check their work and to discover the meaning of words; whichever is appropriate to their stage of development. Children are encouraged to try spellings out for themselves. Word mats (often topic based) are available in all classes through display.
- 7.4 In marking work it is unhelpful to correct every wrongly spelt word. Instead it is better to concentrate on a few words that have common patterns or are frequently used. These then need to be learned using the "look, cover, write, check" method.
- 7.5 Spelling tests based on the Year group Word Lists are used throughout Years 1 – 6 on a weekly basis. Commonly misspelt words and technical vocabulary relating to curriculum topics may also be included.

8. Presentation

- 8.1 Children are expected to produce work of which they can be proud. To foster this pride it is essential that work is well presented if it is intended for 'publication' i.e. if a wider audience will be seeing it. Children are made aware that their work should be legible and well presented.
- 8.2 Work for display on walls should be the child's best effort, illustrated where necessary and mounted on good quality paper. Exceptional work may be chosen by class teachers for display on a board devoted to outstanding work.
- 8.3 Teachers decide how such work is chosen and children are told at the outset of the activity, what the teacher is looking for and how the judgement (if any) is to be made.
- 8.4 Work may be word-processed by the child or an adult, but it is not essential that every piece of work should be polished to perfection. Children also need to acquire the ability to produce work of a reasonable standard without re-writes and amendments.

9. Assessment & Recording

- 9.1 Opportunities for assessing progress are planned and identified in teacher's planning and provide the basis for the planning of further activities and experiences.
- 9.2 Recording provides sufficient information on the progress of each child and also assists in the planning of further activities. **(See our Assessment, Recording and Reporting Policy)**

10. Differentiation and Classroom Management

- 10.1 Differentiation is provided after assessing the needs of an individual or a group of children. It may involve differentiation by input i.e. the teaching of differing aspects of language to different individuals or groups, or differentiation by output, in which all children receive the same input, but the teacher has differing expectations of the end product.
- 10.2 In order to facilitate effective teaching and learning, classroom organisation varies according to the needs of the children and the particular aspect of language being taught or practised. Children may be taught as a whole class, in groups of varying sizes, or individually and the teacher decides at the planning stage which of these is most suitable for his/her particular purpose.

11. Equal Opportunities/Special Educational Needs

- 11.1 All children, regardless of gender, ethnicity, and social background, have equal access to a rich and lively curriculum.
- 11.2 Children with special needs are provided for according to our ***Inclusion Policy***, which should be read in conjunction with this document.
- 11.3 Resources are monitored by the subject co-ordinator to ensure that they avoid stereotyping of gender roles and depict a variety of ethnic and social groups.
- 11.4 Funds are available to allow children equal access to visits for which funding is required.

12. Staff Responsibilities

- 12.1 Teaching staff are responsible for the implementation of New Curriculum for Literacy, for the planning and preparation of work, for assessment and for record keeping. They report to other staff on any developments or information gained from other sources concerning the language curriculum.
- 12.2 Teaching staff attend courses as necessary for the continued development of the Language and Literacy Curriculum.
- 12.3 Staff prepare displays of Literacy activities to take their place alongside those of other curriculum areas.

13. Health and Safety

- 13.1 Language and Literacy activities are planned following the guidelines laid down in the Warmington School Health and Safety Policy.
- 13.2 Children's behaviour, both in and out of school, should be encouraged to show respect for other people and their surroundings.

14. Liaison

- 14.1 Close co-operation and efficient record keeping ensure smooth progression and continuity as children move through the school.
- 14.2 Liaison with other cluster schools and Prince William School is important at Upper Key Stage 2 (Y5 & Y6), in order to avoid duplication and omission.

15. Review

- 15.1 This Policy was adopted by staff in October 2016.
- 15.2 It will be reviewed in Summer 2019, unless circumstances are such that earlier review becomes necessary.

Cursive Alphabet used in Warmington School

Tř«eøe řē[t[·e[rã řh]a[¹ö řh]ori[zª]on[t]a[l řĐoi[n; ª<, řr, řv
ªa[n]d řw.

Tř«eøe řē[t[·e[rã řh]a[¹ö řl]šø³e]d ªře;]!e[n]ře[rã ř<, ªü, řý,
řp

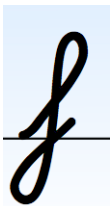
Ařl[l ªc]a[p[i[t]a[l řē[t[·e[rã ;[t]a[n]d ªon řt[«e řl[i[±e,
řb[u[t řt[«e[p ªd] < řn]řt řĐoi[n řu[p řwi[t[h ªřt[«e[r
řē[t[·e[rã.

Třh[i; ři; ªa ªc]op[p ªř< ªou[r ªc[u[rã[i[¹ö a[l[p[h]a[ře[t.

A ªa, B řb, C ªc, D ªd, E â, F ř<, G ªü, H
řh, I ři,

J řý, K ř,, L řl, M řm, N řn, O ª<, P řp, Q
ªq, R řr,

S i, T řt, U řu, V řv, W řw, X ª*, Y řp, Z
řz



* the f for Titchmarsh is looped at the top and bottom.