

## English Policy

Date agreed by Governors: \_\_\_\_\_

Review date: \_\_\_\_\_

Governor signature: \_\_\_\_\_

Date of next Review: June 2018

### General Introduction:

This policy supports the work of the school in promoting its mission statement, aims and values.

### Mission statement:

St Michael's VC School endeavours to provide a happy, safe, caring and stimulating learning environment, based on Christian principles in which all members of the school community are valued as individuals and are encouraged to reach their full potential.

### School aims:

At St Michael's we value every member of our school community and our aims are for every child, whatever their background or circumstances, to have the support they need to:

- Develop their understanding of the value of leading a healthy lifestyle
- Work and play in a secure and safe environment in which they are encouraged to develop moral values and mutual respect
- Experience an exciting curriculum which fosters their enthusiasm, develops an enquiring mind and enables every child to achieve his/her full potential
- Access an education for life which promotes British Values that enable all learners to become effective and reliable members of the wider community
- Foster ambition and expectation to carry through to adult life

To achieve these aims all learners, staff, parents and governors will work together to promote our **core values** of peace, courage and respect.



### **Expectations and Standards**

Literacy is a core part of children's learning, and it is expected that children will be given frequent, daily opportunities to discuss, read high quality texts and write at a high standard across the curriculum.

### **Aims and Objectives**

The study of Literacy at St Michael's is intended to promote high standards of language and literacy by equipping pupils with a strong command of spoken and written language, and by developing a love of literature through widespread reading for enjoyment.

The aims of literacy as stated in the National Curriculum 2014 are;

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

### **Assessment**

It is expected that work will be assessed in keeping with the school's assessment policy.

Teachers are expected to assess children's learning on a daily, weekly, termly and yearly basis and use this to inform objective setting and planning in the next planning cycle.

Children will undertake national assessments at the end of Key Stage 1 and 2, as well as phonics screening in Years 1 and 2.

### **Planning**

Literacy is a core subject in the National Curriculum, and as such it is expected that specific literacy skills will be planned across the curriculum to allow for a wide range of opportunities to apply and demonstrate learning.

Planning will follow the National Curriculum 2014, which is divided into 4 sections – 'Spoken Language', 'Reading', 'Writing' and 'Spelling, Vocabulary, Grammar and Punctuation'. These have been divided into separate year group objectives within school that must be evident in teachers' planning.

Class teachers will complete a weekly plan for the teaching of literacy using the school's planning format. This will list specific learning objectives in all literacy curriculum areas and a description of learning activities across the week. Plans must be placed weekly in the central planning folder – admincurric/1 PLANNING/Year Group.



### **Feedback and Marking**

Marking should be undertaken in line with the school marking policy. It is expected that feedback in literacy will be focused on children's basic skills, learning objective or targets. Written feedback should take place **at least** once a week, and should be appropriate to the child's level of understanding.

After receiving feedback in their books, children should have the opportunity to respond to it and 'polish' their work if appropriate at the beginning of the next lesson. For this reason, it is expected that work be marked in a timely manner.

### **Progression and Continuity**

Year- end progress data in Reading, Writing and Phonics should be used to ensure continuity of a child's progress as they enter a new year group. Cross curricular topic books are passed up to the new year group with each child to allow early target setting.

### **Inclusion**

Literacy should be taught to all children, regardless of their ability or prior knowledge, in order to ensure a broad and balanced provision for all children. Learning opportunities should be provided matched to all children, including those with EAL and SEN. Work in literacy takes into account the targets set for children in their Individual Education Plans (IEPs). Teachers provide help with communication and literacy through:

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

### **Resources**

A wide range of resources to support Literacy learning are available in school, including guided reading and individual reading texts. Children will have access to the internet through class laptops and tablets. It is expected that children in KS2 will have regular opportunities to visit the school library. Specific resources to support the learning of EAL and SEN children are also available centrally in school.

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

### **Role of teacher**

Teachers are responsible for the learning and progress in literacy for all the children in their class, as well as planning and resourcing appropriately differentiated learning opportunities.



**Role of subject leader**

The subject leader is expected to ensure that statutory requirements are being fulfilled within the school, that staff have the requisite knowledge and skills and to ensure a high standard of Literacy outcomes.

