

ENGLISH POLICY

Literacy Coordinator
Miss Ifraax Samatar

Date of Review : May 2019

Aims

At Buttercup Primary School we believe that Literacy is a fundamental life skill. Literacy develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Objectives

To ensure that:

- children speak clearly and audibly and take account of their listeners;
- children listen with concentration, in order to identify the main points of what they have heard;
- children can use effective communication, both verbal and non-verbal, through a variety of drama activities, including the communication of their ideas, views and feelings.
- children become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge;
- children develop into enthusiastic and reflective readers, through contact with challenging and substantial texts;
- children develop the enjoyment of writing, and a recognition of its value;
- children can complete accurate and meaningful writing, be it narrative or non-fiction;
- all children's learning needs are met including those with additional needs or special educational needs or have a disability.
- Children evaluate their learning and know what they need to do to make progress.

Planning

Literacy is a core subject in the National Curriculum and we use the National Primary Framework for Literacy as the basis for implementing the statutory requirements of the programme of study for Literacy. We carry out the curriculum planning in Literacy in three phases. Each year group has a yearly framework identifying the content through the half termly topics. Our yearly teaching programme identifies the key objectives in literacy that we teach with purposeful cross-curricular links with other subjects.

Our medium-term/short term plans are adapted from the framework and give details of the main teaching objectives for each unit. These plans define what we teach, and ensure an appropriate balance and distribution of work across each unit covering a range of genres. Visits and visitors including theatre groups, workshops and speakers are planned to enrich the curriculum.

These plans include weekly short term planning details the objectives and the differentiated activities, including support, where appropriate. This is followed through with teacher assessment against the learning outcomes. Literacy planning also includes spelling activities as well as a weekly spelling test

Teaching

Children are taught skills and strategies systematically. Open ended activities are used wherever possible to allow children to develop deeper understanding of concepts. Children are taught to record in different ways and encouraged to make choices about which method to use.

The Foundation Stage

We teach Literacy in the Foundation Stage as an integral part of the school's work. We relate the Literacy aspects of the children's work to the objectives set out in the Early Learning Goals and Foundation Stage Curriculum Guidance, which underpin the curriculum for children aged three to five. We give all children the opportunity:

- to talk and communicate in a widening range of situations
- to respond to adults and to each other
- to listen carefully
- to practise and extend their vocabulary and communication skills.
- to explore words and texts

Writing

- Writing for a wide range of purposes - from note-taking to extended writing - takes place each week.
- In EYFS children become immersed in an environment rich in print and use communication, language and literacy in every part of the curriculum. All areas have a mark making/ writing focus to encourage writing in role.

Handwriting

Teachers model handwriting and teach pupils letter formation regularly and explicitly throughout the week in reception.

Phonics

- Letters and Sounds (Phonics) is taught daily in EYFS.
- Letters and Sounds are taught discretely and reinforced in contextualised opportunities as part of embedded practice.

Reading

Foundation stage classes enjoy and participate in whole class reading sessions outside the literacy hour.

Guided Reading

In reception, guided reading takes place outside the Literacy Hour. Here the teacher chooses a range of good quality, motivational texts for a group to read using reciprocal teaching. Pupils read with the teacher in a guided group session once a week and with the TA in a guided group session once a week. The school adult will write a comment on their group reading sheet. We encourage parents/carers to hear their child read at home and make regular comments to the teacher. Children who require additional support with reading receive more regular opportunities with another adult.

- All book corners reflect current topics and Literacy units.
- Reading material is varied to reflect Literacy units, topics, personal choice and current affairs.
- All pupils and parents are actively encouraged and supported to enjoy home reading.

Key Stage One

We teach Literacy in key stage one as an integral part of the school's work.

We know that children learn best when learning activities are well planned, ensuring progress in the short, medium and long term and differentiation offers all children the opportunity to make progress in Literacy learning.

Current Literacy learning at Buttercup Primary is related to specific Literacy objectives and contextualised learning

- Short term planning is flexible and reflects assessment
 - Exemplified text-types and writing units are used
 - Banks of vocabulary and a working wall based display is used to support children's learning
 - Children are engaged through a wide range of modes such as: drama, oral presentation, visual, and kinaesthetic activities
 - Children have access to reference material such as spelling dictionaries and thesauruses
 - Drama and oracy during reading theatre which takes place during Guided reading offers opportunities for children to explore language around relevant concepts, this is thematically linked with the foundation topics.
 - Talk for writing is used in partner and group situations. Discussion is modelled and structured
 - Reading and writing skills are modelled and exemplifications displayed
 - Reading and writing evidence across each phase is moderated termly, using an agreed whole school approach
 - Marking reflects acknowledgement of achievement at all levels.
- Learning Journey is used to map out planning and progression for pupils, the outcome will indicate the progression made by individual children and thus be used for assessment filing.

Grammar: Kung Fu Grammar

Punctuation and Grammar Kung Fu is a fun and engaging system for actively learning the rules of English language grammar, punctuation and capitalisation. This program is enjoyable and effective for all the children and involves aerobic activity. Each piece of punctuation, grammar and capitalisation are assigned a kung fu-style move and sound. Pupils are given a demonstration of these moves and sounds as they relate to language., pupils are taught the rules for punctuation and grammar that will help them to recognise grammar within a sentence (or missing grammar) and appropriate punctuation (or lack of). Pupils will now be asked to participate with the teacher in one final review of each movement covered before beginning the "**punctuation attack**" or "**grammar blitz**". Students kick and punch their way through text, demonstrating their new knowledge. As students prove their mastery of one belt level, they progress forward. Progress can only be achieved through completion of a physical and written test over concepts. If passed, the student is awarded the next successive belt status. All students aspire to become a Grandmaster Black Belt, the highest status of achievement. This status carries with it the ability to teach others within the classroom or go to younger grade levels and instruct students during practice sessions. This results in 90% long-term retention and application. Improvement is documented through informal and formal assessment.

Sparring tournaments are also held in which students are free to compete with all other levels. Speed and accuracy are keys to winning these contests. All activities are designed to achieve academic mastery through kinaesthetic, visual and auditory learning and physical fitness.

Buttercup Primary School aims for all children to read with confidence, fluency and understanding; have an interest in the written word and read for enjoyment; and employ a range of independent strategies to self-monitor and correct.

- In Key Stage One (Years 1 and 2), children begin to read fiction and non-fiction independently and with enthusiasm.
- Reading material is varied to reflect Literacy units, topics, personal choice and current affairs.
- Teachers in Key Stage One read to the whole class regularly from narrative, non-narrative and extended texts

Approaches to reading

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. Independent reading provides time for both assessment and 1-1 teaching. Daily discreet phonics lessons in FS, KS1 and LKS2 enable children to decode efficiently.

A bespoke Scheme Aquila Magazine (First News) is used for guided reading, supplemented by other guided reading books and materials where necessary. Opportunities are sought during the year to develop children's knowledge, love and understanding of reading, such as regular book sales, support of National Reading Day, Travelling book Fair and also many opportunities to write book reviews, reading Olympics, and book writing competition etc Classrooms have a variety of reading materials which are real life literature to encourage boys and reluctant readers. Items may include Menus, Instruction manuals, newspapers appropriate magazines and many more .

Children can take books home, whether they are individual reading books or library books. Children also regular take books to read at home and also get additional homework to answer various comprehension questions about books for reward points for their House teams .

In Key Stage 2 children choose books from the school library to take home and read. We also have a selection of books in each class for children to read. Those children still learning to read have access to interventions to help them to improve their reading skills discreet intervention phonics lessons are given to pupils needing additional assistance.

We still encourage all readers to read at home with their grown-ups, whether an online book or from a book taken home. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading.

In year one –3 hour guided reading a week takes place additionally outside the Literacy Hour. The teacher chooses a range of good quality, motivational texts for a group to read using reciprocal teaching. Pupils read with the teacher in a guided group session twice a week with the TA (ks1) and a member of the SLT ,in a guided group session. Staff will write a comment on their group reading sheet. We encourage parents/carers to hear their child read at home and make regular comments to the teacher. Children who require additional support with reading receive more regular opportunities with another adult.

- Class reading opportunities are differentiated to match the children's abilities either through texts or support.
- All pupils and parents are actively encouraged and supported to enjoy home reading.

- Key Stage One children change home reading books between 2x a week to daily depending on need.
- All classrooms have a reading area.
- All book corners reflect current topics and Literacy units.
- All classes have the opportunity to visit the local library. Children are supported to choose reading material which will engage and challenge them and staff assist in guiding them to choose the appropriate books.
- The school hall and a foyer has a designated reading area.

Writing

We provide authentic contexts for writing wherever possible, and maximise opportunities to develop writing skills across the curriculum. Teachers use a range of good quality and motivating texts as examples of writing in the particular genre pupils are studying. The teacher introduces new writing objectives through modelling and demonstration. For each text level objective children engage in supported, shared/guided writing and independent writing activities. During the course of the week the children do a balance of shared writing and guided writing. We teach process skills and children practise these regularly. Pupils should understand and be familiar with the codes used to mark their writing, so that they can develop their independence in editing, correcting their own work and when using the self-assessment.

- At KS1 the children are encouraged to write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds.

Spelling

We recognise the importance of using multi sensory spelling strategies and an investigative approach to spelling patterns and conventions. Pupils learn phonics through Letters and Sounds materials for 15 minutes daily in reception and year 1 and 2. All teachers at KS1 teach spelling conventions using a progressive spelling scheme and through weekly AFL. Regular spelling homework and testing focus on applying strategies and knowledge of spelling patterns and conventions. We encourage pupils to use word lists and dictionaries and thesaurus.

Handwriting

Teachers model handwriting and teach pupils letter formation regularly and explicitly throughout the week, with a specific session at least once a week. Teachers introduce joined handwriting when appropriate in KS1. The whole school uses the scheme from Teach write (see separate handwriting policy)

Target Setting

General literacy targets are set every half term, which challenge them to develop at an appropriate pace. We share pupils' targets with the children, T.A.s to work in partnership with them to support the child.

Contribution of Literacy in other Curriculum areas

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

Mathematics

The teaching of Literacy contributes significantly to children's mathematical understanding, in a variety of ways.

Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children.

Children in Key Stage 1 experience stories and rhymes that involve counting and sequencing. They focus on new mathematical vocabulary according to the topic.

Personal, social and health education (PSHE)

Literacy contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues.

Older children research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community.

Planned activities within the classroom also encourage children to work together and to respect each other's views.

Spiritual, moral, social and cultural development

Literacy contributes to all these areas:

The children learn to offer critical responses to the moral questions they meet in their work.

Their understanding and appreciation of a range of texts is developed through contact with texts from a diverse range of cultures.

The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

ICT

The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of Literacy at word, sentence and text level.

ICT is used at whole-class, group and independent level.

The screen projection of some texts enables them to be read and shared.

The projection of a word processor permits the writing process to be modelled effectively.

Groups can work at a computer and input text.

A range of software is used to develop specific grammatical and spelling skills.

Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation).

A range of equipment such as digital cameras and sound recorders are used to promote speaking and listening and also prepare children for writing experiences

The Interactive Whiteboard is used regularly to model writing and use at an independent level and allows children to interact and engage with the writing process. Teaching should enable opportunities for children to access and develop the skill throughout the whole school curriculum.

Equal Opportunity

Buttercup primary School ensures that all pupils have access to the language curriculum. We aim to create effective learning environments that are relevant and motivating. We value the cultural and linguistic diversity of all pupils and aim to remove barriers to individual success.

At Buttercup primary we believe that language and literacy is fundamental to the overall development of the child and their access to the curriculum in all its aspects.

Inclusion including provision for gifted and talented, EAL and SEN.

Teachers respond to diverse learning needs and use a range of teaching strategies to engage and involve all pupils in lessons. These include:

- Modified activities
- Open activities
- Separate activities
- Children who are new to learning English have individual planning based on their previous experiences.

- We ensure that the teachers and teaching assistants in our school have excellent knowledge in the principles, theory and progression of phonics which feeds into their teaching.
- We use an effective systematic, synthetic, high quality phonics programme (Towerhamlets Letters and Sounds.)
- The children enter a rich reading environment at Buttercup Primary School exploring a wide range of quality texts to support word recognition, comprehension and vocabulary development.
- We encourage comprehension and engagement in books through drama, booktalk and response activities including artwork, story mapping and puppet theatre.
- Ongoing formative assessment is carried out which ensures an appropriate level of challenge for our children.
- We work in both ability and mixed ability groups in literacy with differentiated work appropriate for our pupil groupings, with effective intervention as necessary.

Thinking skills

Interactive teaching approaches which are aimed for all children including gifted and talented are, higher order questioning, and open/investigative activities which challenge pupils to develop the skills of reasoning and enquiry during lessons. We encourage pupils to think creatively about how they solve problems or suggest hypotheses. We encourage pupils to use language creatively for effect. This is also embedded in big write.

Assessment

Formative assessment is ongoing and used to adapt planning and teaching. Summative assessment takes place at the end of each term.

In the foundation stage children are assessed on the FS profile. In Foundation Stage, summative assessment take place each term in all areas of the Foundation Stage curriculum. The teachers moderate their assessments across the year groups and then during the summer term the literacy coordinator does running records with selected children to ensure consistency of levels across reception. In year 1/2 writing is assessed using APP levels. Teachers use their knowledge of the child's achievements as well as examples of work to agree a 'best fit' level. Chn are assessed using running records for reading. The teachers use SATS books to test the children and summative test papers from Twinkle, teachers also moderate their assessments with a partner school at the end of the school year to ensure consistency. The children are assessed in line with the expectations of the Letters and Sounds programme. Children are assessed using NC levels, Foundation Stage Profile points or 'P' levels as appropriate. For more information relating with assessment please read the calendar for recording and reporting. Early years moderation will be taking place with Globe Primary and John scur primary school in Tower hamlets.

Standards and progress

In order to sustain the high level of attainment our 'expected' levels of progress are deliberately challenging. We acknowledge that some children, particularly those with additional needs, may not make the expected progress each term.

Coverage of Letters and Sounds for Buttercup Primary

Nursery- Phase1

Reception

Autumn- Phase 2
Spring- Phase 3
Summer Phase 4

Year 1-
Autumn-Transition- Phase 4
Term 2-6- Phase 5

Year 2-
Autumn 1-Recap. Phase 5-one a day for the first half term
Autumn 2 Onwards- Phase 6

Monitoring

It is the responsibility of the Literacy co-ordinator working with the Senior Leadership Team, to monitor the standards of children's work and the quality of teaching in literacy at Buttercup Primary School. This is achieved by peer monitoring by the subject co-ordinator (Miss Ifraax Samatar) or a member of the SLT. Both written and verbal feedback is given to the teacher. A copy of which is given to the SLT (Ms Shaheda). Planning for each of the key stages is regularly monitored and written or verbal feedback is given to help improve this further. Levels are moderated across the year group to ensure consistency in regular meetings. The literacy co-ordinator and the Deputy Head is responsible for supporting colleagues in the teaching of literacy, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. An action plan is written and reviewed annually.

Involving Parents

The relationship between the parents, school and child is a crucial one. At Buttercup primary School we involve parents with their child's literacy in the following ways:

- Inviting parents in for book week activities.
- Providing stimulating books for the children to take home with a reading record for the parents to write if they wish.
- Training sessions for parents e.g. supporting reading at home, phonics sessions etc.
- Parent courses e.g. Literacy and maths.
- Attending class assemblies.

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that most of these needs can be met within the classroom organisation.

Pupils with SEN are placed upon the SEN register, which records the support given, and provides each child with an Education Health care i plan (EHCP). More details about this can be found in the school's SEN policy. The school also works closely with outside agencies to provide the best provision possible for our pupils.

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 and reading materials will be provided.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Effectiveness

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.

Linked policies

Phonics policy		Teaching & Learning policy	
Head teacher:	R Begum	Date:	17.02.18
Proprietor:	N. Rehman	Date:	17.02.18

Buttercup Primary School English Policy - Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)																									
English	To outline the aims, content, and delivery of the curriculum for English which is used throughout the whole school.			✓																									
This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Proprietor	School Volunteers	School Visitors	Wider School Community																						
	✓		✓																										
Question	Equality Groups															Conclusion													
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓				✓		
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	
Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.																												
Preliminary EIA completed by					Date					Preliminary EIA approved by					Date														
Rena Begum					3/5/18					N.Rehman					3/5/18														

