



ENGLISH POLICY

At Moorside Academy our primary aim as educators is to ensure that our pupils are safe, happy and ready to learn. The ethos of our school is that the foundations are built firmly on peace and respect, regardless of an individual's role in the academy. Our children and their families are at the heart of everything that we do here at Moorside and our curriculum has been developed in partnership with our children to be stimulating and engaging and to promote a lifelong love of learning. Our nurturing approach ensures that our curriculum is fully inclusive for all learners and we work hard to challenge all of our children and develop in them the resilience that will accompany them on their future learning journey.

Philosophy

At Moorside we believe that literacy is at the heart of education.

Literacy pervades all aspects of school life and the skills of reading, writing, speaking and listening are evident in all curriculum areas.

Through reading, writing, speaking and listening and language development, children develop their powers of imagination, inventiveness and critical awareness.

Language and literature are an essential part of everyday life and prepare children to live and work as active citizens.

There is a purpose to reading, writing, speaking and listening in the wider world.

In order to become fully literate, children must understand that the written word is a representation of the spoken word, and that both have a variety of forms related to purpose.

We believe that in order for every child to achieve their potential, it is essential to experience an enjoyment of literacy.

Aims of English Teaching

The aim of our English teaching at Moorside is to provide children with a range of literacy and language experiences.

Reading

To develop our children as readers we provide them with the opportunity, through access to a range of fiction, non-fiction, interactive and poetry texts to:

- Develop a range of reading strategies which can be used and adapted to different situations.
- Experience reading a range of genres and identify links to other curriculum areas.
- Experience the enjoyment of reading and develop the expectation of 'reading for meaning'.
- Linked to the ethos of 'reading for meaning,' children have a large choice of books that are age and ability appropriate.
- By exposing the children to a range of text types they are able to develop preferences for different texts and explain their choices.
- Develop the ability to understand as they read and to infer and deduce from a range of texts.
- Develop the ability to evaluate and discuss texts with their peers.
- Understand the importance of accelerating progress in reading.

Writing

To develop our children as writers we:-

- Encourage them to write with commitment, resilience, interest and enjoyment.
- Teach the importance of purpose and audience when writing.
- Provide the opportunity through themed work to write across the range of genres.
- Promote an understanding of the links between spoken and written language.
- Teach children how to structure sentences and use punctuation and grammar to give sense and meaning to writing.
- Develop the ability to plan and organise writing through use of a variety of planning and writing frames.
- Provide the opportunity from Early Years to Year 6 for children to regularly participate in cross curricular writing:-
 - In Key Stage 1, focus on developing their "writing voice" through talk and phonic strategies, giving them the confidence to transfer their skills into writing.
 - In Key Stage 2, continue to develop their "writing voice" through fast, fun, lively oral sessions that support and develop children's writing ability when writing a selection of genres.
 - Within both Key Stage settings, children are encouraged to write for purpose and develop 'audience awareness' through meaningful writing activities. Wherever possible children are provided with a real audience for their writing task.
 - Provide children with a variety of different ways to plan their writing
 - Revisit fiction and non-fiction genres previously taught to enable children to apply skills particular to genre throughout the year.
 - Make purposeful cross-curricular links.

Spelling & Phonics

To develop the children's skills in spelling and phonics we:

- Develop an understanding of the phonic system through the systematic teaching of phonics and teach children how to apply this knowledge to spelling. The current approach to phonics involves EYFS/KS1 splitting into ability groups. This then allows each child, regardless of their age, to receive the phonics knowledge relevant to their ability.
- From Reception upwards the children are taught age appropriate spellings as a whole class. Those who need additional help are withdrawn as an intervention group to work on spellings from previous year groups.
- Ensure that children's knowledge and understanding of phonics is tracked once a term and then has links to intervention and Pupil Passports (children with SEND).
- Develop the confidence to "have a go" at spellings and be given the time to complete correction spellings.
- Develop a problem solving and investigative approach to spelling.
- Enable children to confidently use a range of spelling strategies and apply them in different situations.
- Use of dictionaries and thesauruses. Children are encouraged to ask for spellings and/ or check for themselves using a dictionary.

Speaking and Listening

To develop our children's speaking and listening skills we:

- Create a climate in which children are encouraged to express their thoughts and feelings and where their contributions are valued.
- Promote the skills of speaking and listening in order to communicate effectively.
- Support children's writing through speaking and listening activities.
- Provide a wide range of activities to develop speaking and listening skills e.g. drama, role play, debates and whole class assemblies which enable children to develop their confidence throughout Foundation Stage, KS1 and KS2 and provide dedicated resources and role play areas in this regard.
- Promote an understanding of the impact of speaking and listening on performance in literacy.
- Provide regular opportunities for discussion and working in groups.
- Provide opportunities across the curriculum for children to work with talking partners.
- Talk for writing is used as a vehicle for learning for developing language and early writing. In KS2 talk for writing helps to familiarise the children with the features of the genre prior to writing.
- In the EYFS 'talk' is at the forefront of the curriculum and embedded into all daily activities and provision. This is carried out through staff modelling, vocabulary, shared read and a number of child led and adult led speaking and listening opportunities.

Cross Curricular Links

We promote a cross curricular approach to learning and promote links to literacy and the range of genres identified in the National Curriculum 2014. Each creative theme aims to have meaningful and enjoyable writing outcomes that stimulate and develop the children as confident writers.

We provide a range of opportunities to reinforce the teaching of writing in other curriculum areas and we encourage the children to write for meaning within the context of the creative curriculum.

Through the use of creative themes, teachers can embed a variety of genres throughout the academic year and allow for a clear, balanced approach to teaching and learning.

Embedding a novel or relevant non-fiction texts within each creative theme is required within Moorside Academy. Facts, life experiences and inspirational writing examples can all be explored within the text, as can the skills of inference.

We provide children with the opportunity to use ICT in literacy and develop their independence in selecting appropriate forms of ICT for the delivery of an end of unit outcome.

By emphasising the cross curricular links, children are encouraged to recognise the purpose and audience in writing and the meaning and enjoyment of reading.

Planning

We use the National Curriculum 2014 as a useful reference point in order to promote literacy as the foundation to learning, planning in order to arm children with the necessary skills and ideas to produce quality written outcomes.

Across the year the full range of genres is planned and children have experience of a wide variety of texts.

Weekly plans are driven by Assessment for Learning Principles, including learning objectives and success criteria so that staff are clear about how children are expected to demonstrate that they have achieved the learning objective.

Staff use the following guidance for planning:

- National Curriculum 2014
- Lancashire Primary Framework Unit Overviews
- EYFS Framework
- Letters and Sounds
- Range of Guided Reading Text
- Read, Write, Inc
- KLIPS.

EYFS

Early reading and writing are promoted as early as possible in the Early Years Foundation Stage. Reading and writing is promoted through a wide range of carefully planned focused activities, adult led and child initiated activities. Continuous provision is carefully planned for and set up in the environment to promote a high quality of rich, stimulating learning opportunities for literacy.

The areas of literacy covered with the Foundation Stage are:

Prime Areas

Communication language and literacy

- Listening and attention
- Understanding
- Speaking and listening

Specific Areas

Literacy

- Reading
- Writing

Expressive arts and design

- Being imaginative

All these are areas that are specifically focussed on literacy. A wide range of cross curricular literacy is covered throughout all areas of the Foundation Stage. By the end of EYFS we aim to ensure that an increasing majority achieve a Good Level of Development ready for the demands of the KS1 curriculum.

Policies

The following policies all support the teaching of Literacy:

- Assessment
- Monitoring
- Marking
- Handwriting
- Special Needs
- Reading

Assessment of Literacy

Assessment in literacy follows the Assessment Policy.

Formative assessments are made in the following areas of literacy:

- Writing
- Grammar
- Spelling
- Phonics
- Speaking and Listening/ Talk
- Reading
- Handwriting – all children must be able to write legibly by the time they enter Y6. Most by the time they enter KS2.

These formative assessments enable class teachers to plan and differentiate effectively according to the ongoing needs of the children and to implement Wave 2 and/or Wave 3 interventions where appropriate rather than waiting for the results of summative assessments.

Each year there is a different focus in the scrutiny of literacy work and progress in the different areas is monitored. Staff are given feedback and supported and where necessary take recommended actions. Further monitoring of these actions is carried out.

Summative Assessment.

- Optional SATs

- KS1 and KS2 SATs
- Phonics Screening
- Foundation Stage Profile
- Reception Baseline Assessment
- Testbase

Reading is assessed termly (half termly in Year 6) using the test materials outlined above. Writing is assessed half termly. End of unit outcomes and cross curricular writing are all used to develop an accurate assessment of each child's writing ability.

Staff use the statutory framework for end of KS1 and KS2 to assess writing. The Lancashire KLIPS are used as a tool to assess reading and writing in the other year groups.

Moderation of writing meetings are held termly between the staff. By marking a sample together, using a top, middle and bottom script, staff have the opportunity to discuss and familiarise themselves with the criteria prior to marking all the scripts. In addition, marked scripts are moderated to ensure consistency and accuracy and further support provided to staff if required. Where possible the school takes part in external writing moderation with other schools in the local area.

Assessment of Reading

Children are encouraged to access a wide range of texts and to develop an enjoyment of reading. In addition to reading as part of the creative curriculum, reading strategies and comprehension skills are taught as whole class sessions. Additional guided reading sessions aim to build upon these skills.

All children have a reading book which they can take home to share with parents/carers. They are encouraged to read regularly at home.

They have a reading record in which parents make comments and develop their communication with staff. Older children (Upper KS2) may complete their own reading record and are required to complete regular book reviews.

Teaching staff and TAs use running records when necessary to assess the progress of individual children.

Intervention

Through pupil progress meetings children are identified for extra support in literacy and the following resources can be used as appropriate.

- Rapid Reading
- Read, Write, Inc
- Running Records
- Individual Reading Programmes
- Phonic games and activities
- Fine motor skills
- Listening Skills in small groups
- Grammar & handwriting support – 1-1 intervention where required.
- Spelling support – small group and/or 1:1 intervention

Special Educational Needs & Disabilities

All staff ensure that all children have access to the learning objective through careful planning of accessible tasks and activities. They use a variety of teaching and learning styles to enable all children to make progress in literacy and access the curriculum.

Staff set realistic and challenging targets for children with SEND and support the individual progression of these children in literacy. Staff place great emphasis on developing the confidence of these children in all aspects of literacy, which will impact positively upon their skills.

Children's progress is tracked closely. The need for intervention is quickly identified and support staff deployed accordingly.

Children are encouraged to work independently which gives them a great sense of achievement.

Updated: September 2021 by R. Russell - Literacy Coordinator.

Review Date: September 2022