

# Rishton Methodist Primary School

## English Policy

### School Mission Statement

*As a Methodist school, our values lie at the heart of all we are and do. Within our caring Christian community, where all are welcome, everyone is encouraged to be the best that they can possibly be. We promote respect, compassion and resilience to prepare our children for the challenges of an ever-changing world.*

**Rise up .....take courage and do it"**

**Ezra 10:4**

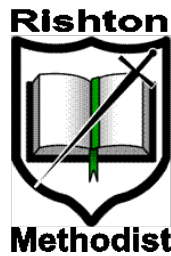
At Rishton Methodist we believe that Literacy is at the heart of all learning as it enables us to communicate with others effectively for a variety of purposes and empower them for life in the 21<sup>st</sup> Century. Our vision is to encourage children to develop a love of reading and be inspired by what they read and to use this knowledge to develop as a writer.

### **1. AIMS**

At Rishton Methodist Primary School we encourage our pupils to become lifelong learners. We want to give children an education of the highest standard, we aim for excellence in all our school activities and encourage all pupils, whatever their ability to achieve the best they possibly can. We believe that providing pupils with a well-balanced, enriching and engaging literacy curriculum will aid them in developing into self-assured communicators. Rishton Methodist School works to ensure that all children develop the ability to communicate effectively and that any barriers to learning are swiftly identified and steps taken to remove them.

### **Pupils at Rishton Methodist Primary School will leave Year 6:**

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;



- using their developing imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to articulate their responses.
- To appreciate our rich and varied literacy heritage.

## 2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England (2014) and in the Statutory Framework for Early Years Foundation Stage (2021).

The National Curriculum (2014) clearly states that teaching the English language is an essential role of a Primary School. The National Curriculum is divided into 3 Key stages; Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The National curriculum 2014, gives detailed guidance of what should be taught at each Key stage under the following headings;

- Spoken language
- Reading - Word reading - Comprehension
- Writing – Transcription, - Spelling, - Handwriting and presentation, - Composition, - Grammar and punctuation

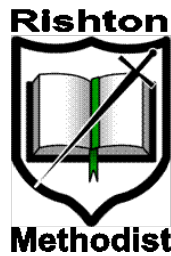
**In the Foundation Stage (Reception)** children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.

**At Key Stage One (Years 1 and 2)** children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas.

**At Key Stage Two (Years 3-6)** children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

**The Governing Body**, receive regular reports on the progress of English provision.



### **3. SUBJECT ORGANISATION**

#### **Foundation Stage**

In Foundation stage children have daily discreet phonics lessons using a systematic Letters and Sounds teaching programme. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

#### **Key Stage 1**

In Key Stage 1 daily discreet phonics lessons which continue and are taught in ability groups, while children have daily mixed ability Literacy lessons with an emphasis on real texts. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching and extended phonic sessions.

#### **Key Stage 2**

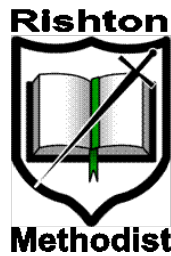
In Key Stage 2 Children have daily Literacy Lessons including grammar for writing. Additional literacy sessions include guided reading, handwriting, class novel which is read at the teacher's discretion at a time throughout the day and spelling. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

### **4. APPROACHES TO SPEAKING AND LISTENING**

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: class assemblies, talk partners, drama and performances including our Christmas Concert and a Year 6 performance at the end of the year. Children who require extra support in speaking and listening benefit from Speaking and Listening programmes set by specialist Speech therapists and are undertaken in school.

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to model our own language to the children which encourages Standard English both in speaking and writing.



## **5. 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 and KS1 enable children to decode efficiently. This is continued into KS2 where necessary.

Each class is timetabled for daily Guided Reading sessions and these have a weekly teaching skill focus to enable children to develop and practise skills to enable them to access a variety of texts with confidence.

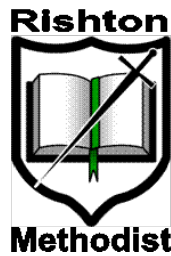
A range of reading schemes are used, including online materials which children and parents can access from home, to support early readers as well as book banded 'real books' used for guided reading. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, e.g. Author/poet visits, reading weeks and Book events. We have taken part in the We Are Reading Lancashire project and pride ourselves as a "Reading School."

Children in the Foundation Stage classes take home a book from school where parents are encouraged to read the book with their child and then record what book they have read and how they have got on. This encourages teacher – parent communication. In KS1 children take home a levelled book according to their ability. In addition to this children have the opportunity to choose a book from the class library. Each child has a reading folder and a home school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. Parents are encouraged to support their child's reading by letters which are sent home as well as discussions with the class teachers.

In Key Stage 2 children choose books to take home and read. We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage children become more independent in recording what they have read in their reading journals.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.



## **6. APPROACHES TO WRITING**

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions at the end of each unit and on a weekly basis. We encourage a positive writing culture, where writing in school is enjoyed and considered 'a pleasure' for all children.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by drama techniques and film clips. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use ICT for their writing. We follow a systematic Handwriting Scheme in school to help children develop fluent, clear and legible joined up writing. Children work hard to achieve a pen licence in Year 4 and this encourages them to take care in their presentation and pride in their work.

## **7. CROSS-CURRICULAR LITERACY OPPORTUNITIES**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum, with a particular focus in our school of writing through all subject areas where the same standard of writing is expected as seen in Literacy books.

## **8. THE USE OF COMPUTING**

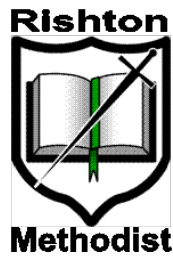
We recognise the important role ICT has to play in our school in the development of Literacy skills. ICT is used on a daily basis to enhance the teaching of literacy and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy. The use of ICT is cross – curricular.

## **9. ASSESSMENT AND TARGET SETTING**

Work will be assessed in line with the Assessment Policy.

## **10. INCLUSION**

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 are identified and suitable learning challenges provided.



## **11. EQUAL OPPORTUNITIES**

Rishton Methodist has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

## **12. ROLE OF SUBJECT LEADER**

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy through:

- monitoring and evaluating Literacy:-
  - pupil progress
  - provision of Literacy
  - the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent Literacy developments.

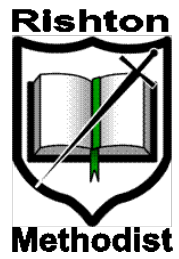
## **13. PARENTAL INVOLVEMENT**

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them.

There are opportunities each term when parents can discuss their children's progress with their teacher. Termly curriculum letters provide information about the English curriculum and how parents can support their children. They also emphasise the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading. Parents are welcomed into school to support reading in the classroom.

SATs results are published in accordance with Government legislation.

This policy will be reviewed according to the emerging needs of our school.



Signature from Governors:

Date:

Signature of Head teacher:

Date:

Date of next review: October 2022