



Rhydri Primary School English and Literacy Policy

(This policy should be read in conjunction with the Teaching and Learning and Curriculum Policy, Foundation Phase policy, Inclusion Policy, The National Literacy and Numeracy Curriculum Mapping document, Assessment, Marking and Feedback Policy, Learning Environments Policy, I.C.T Policy and other curriculum policies.)

At Rhydri Primary School, our vision is to cultivate excellence and enjoyment in learning and teaching, within a stimulating and caring environment, where the achievements of all are celebrated. One of the many ways in which we achieve this ambitious vision, is to provide a creative, broad and balanced approach to the teaching of oracy, reading and writing across the curriculum.

We aim to help pupils to:

- enhance their imagination and inventiveness to fulfil their creative potential;
- have a genuine interest in 'words' and their meanings and develop their use of 'poetic language' across a range of genres;
- communicate confidently and effectively for a range of audiences and purposes;
- develop effective listening skills in order to build their capacity to learn;
- use appropriate technical vocabulary to explain their thinking, articulate responses and communicate effectively;
- read and write with confidence, enjoyment and appropriate nuance and style, using a range of strategies to self-edit written work;
- improve their understanding and use of Standard English within appropriate contexts;
- write using increasingly accurate spelling and grammar;
- present work with neat and legible handwriting, presented in books which is attractive and engages the reader;
- embrace new technologies and media as a learning and teaching tool to raise standards in literacy;
- understand the increasing role of visual literacy in everyday life;
- develop a genuine passion for literacy which will encourage children to maintain their interest outside school;
- achieve ambitious targets in literacy, thereby preparing them for a successful transition to secondary school.

Statutory Requirements

Statutory requirements for the teaching and learning of English and Literacy are laid out in the *'English In The National Curriculum'* (Welsh Government, 2010) and in the *'National Literacy and Numeracy Framework'* (Welsh Government, 2013) documents. Legislation and guidance on approaches to delivering English and Literacy is currently undergoing a period of transition. The school aims to reflect these changes as they occur.

The Implementation of the English Scheme of Work and The Literacy Framework

In the foundation phase, English and Literacy are taught using a thematic approach. Themes are chosen each term based on the children's level of attainment and their engagement with a specific aspect of the curriculum. At Key Stage 2, English/literacy units are used by year groups to plan and deliver the English and Literacy curriculum.

Work is differentiated during weekly team planning to ensure there is appropriate challenge for all pupils. Targets identified in 'Pupil Progress Meetings' and 'Individual Educational Plans' are also incorporated into weekly planning where relevant.

Objectives linked to school based 'skills ladders' in oracy, reading and writing and the foundation phase assessment document ensures continuity and progression across the school. In foundation phase, topics are consistent across both classes. In Key Stage 2, units are taught in two year cycles to resolve any issues which may arise from mixed aged classes.

English units are based on a range of fiction and non-fiction text types which act as a stimulus for engaging and purposeful activities. Many of these units have strong links with other aspects of the curriculum and therefore fulfil many of the requirements of the Literacy Framework. The English units of work cover the main facets of English each week.

Key Stage 2 English timetable:

Monday	Tuesday	Wednesday	Thursday	Friday
Text level (comprehension skills - develop higher order reading skills)	Sentence/ Grammar activities based on current text	Shared writing experience linked to focused text type/genre	Independent writing linked to focused text type/genre	Spelling/ handwriting activities.

The implementation of English and literacy in the foundation phase is based upon best practice and is outlined in the Foundation Phase policy.

Focused oracy activities relating to speaking and listening and drama are incorporated into the above on a weekly basis.

In addition, non-English lessons identify additional 'wider skills'. Many of these skills make explicit reference to the Literacy Framework. These lessons provide opportunities for children to practise and consolidate their skills and knowledge. Teaching literacy across a wide range of subjects will also allow children to begin to use and apply their skills in real contexts.

Teachers employ a range of generic teaching strategies including:

- instructing/directing
- modeling/demonstrating/scribing
- explaining

- questioning
- discussing
- consolidating
- evaluating
- summarizing

Lessons include a range of whole class, small group, paired and individual work. Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

Homework activities also reinforce English and Literacy activities at home. This includes further reading, spelling activities and self-reflection using blogs.

Teachers follow procedures outlined in the Marking and Feedback Policy.

Progression of Skills in English and Literacy

The school has created a comprehensive and systematic criteria for expectations by end of each curriculum year. These are evidenced in detail in the school's subject specific 'Skills Ladders', 'National Literacy and Numeracy Mapping document' and Foundation Phase Assessment documentation.

ICT and other technologies

The school recognises 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. We also recognise the importance of being cine-literate in the 21st Century. For example, each year group uses film alongside traditional 'texts' at least once during the year.

Presentation of work and Handwriting

The children are always encouraged to present their work neatly and keep their books in very good condition. The school has clear rules that apply to the presentation of all pieces of work (eg: Key Stage 2 - date and skill/focus of the lesson underlined at the start of a piece of work-See Appendix 7).

Children will be taught 'handwriting' following the Cripps scheme. Through teacher modelled activities children will be taught how to form letters, where they must join and their appropriate sizes. As children become more accurate and the quality of their presentation improves, they will be given a handwriting pen to use. The standards of handwriting will be monitored by teachers on a daily basis. Foundation phase and lower KS2 children will receive weekly lessons on handwriting. For Key Stage upper school, lessons will be conducted based upon the needs of the class.

Inclusion

The school aims to provide for all children so that they achieve as successfully as possible according to their individual abilities. The school will identify pupils or groups at risk of under-achieving and take steps to improve their attainment. More able and talented children will be identified and suitable learning challenges provided.

Equalities

Rhydri Primary School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they feel safe in their environment, are healthy and have an appetite to learn.

The cultural diversity, home languages, family background, disabilities, gender and religious beliefs of our school community are all celebrated. Our curriculum includes a wide range of texts and other resources which celebrates 'Welshness' and also represents the diversity and backgrounds of all other children across the school.

Role of the 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
 - quality of teaching 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.

Parental Engagement

The school aims to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English and Literacy. There are opportunities each term when parents can discuss their children's progress with their teacher. This includes sharing current teacher assessment sub-levels and/or foundation phase outcomes.

Termly curriculum letters also provide information about the English and Literacy curriculum and how parents can support their children. The Homework Policy also emphasises the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading. Questions identifying higher order reading skills are available as an appendix in the school Homework Policy. This is available from the school reception or can be downloaded from the school blog. Strategies for supporting children are shared at reading workshops as well as 'Family Learning' training sessions.

Parents are also welcomed into school to support reading in the classroom.

Staff Development

Teachers keep up to date with subject knowledge and use current materials that are available in school, from the LA and from courses they attend. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These are

reflected in the School Self-Review and School Development Plan which always includes targets linked to literacy.

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of LA central training.

Policy Written by

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May 2015

Date of review: September 2015 (in light of current statutory changes)

Signed by Chair of Governors _____

Appendix 1: Key Stage 2 'English' Units - Two Year Cycle

Year 1

Term	Lower School	Upper School
Autumn I	Non Fiction (Romans - History Link)	Poetry Study: Carol Ann Duffy
Autumn II	Fiction: Paper Bag Prince by Robert Munsch (Environmental Science link)	Fiction: Science Fiction Doctor Who and The Daleks by David Whitaker
Spring I	Poetry linked to weather topic (2 wks) Non fiction: Geography link	Fiction: Wreck of The Zanzibar by Michael Morpurgo
Spring II	Fiction: George's Marvellous Medicine by Roald Dahl	Fiction: Coming To England by Floella Benjamin (PSE/Citizenship Link)
Summer I	Visual Literacy (Pixar)/ Literacy Through Music - Peter and the Wolf by Prokofiev	Visual Literacy (film) - Dangle by Phil Trill (4 wks) Literacy through music - The Planets - Mars by Holst (2 wks)
Summer II	Take One Picture (4 wks) (literacy through art)	Take One Picture (4 weeks) (literacy through art)

Year 2

Term	Lower School	Upper School
Autumn I	Poetry (2 wks) Anthony Brown study (8 wks)	Poetry (2 wks) Carrie's War by Nina Bawden (Welsh culture link)
Autumn II	Non-fiction (3 wks)	Non-fiction texts (World War II - History link)
Spring I	Non Fiction (6 wks) (Victorians - History link)	Stormbreaker by Anthony Horowitz
Spring II	Literacy through music (2wks) Visual literacy - comics (4 wks)	Literacy through music - The Hornpipe (2wks) Visual Literacy (animation) - 'Howls Moving Castle' (4 weeks) (Welsh Literature)
Summer I	Fiction: Charlie and The Chocolate Factory by Roald Dahl	Fiction: Kensuke's Kingdom by Michael Morpurgo
Summer II	Fiction: Greek Myths - The Orchard Book of Greek Myths	Shakespeare - Macbeth (2 weeks) Visual literacy - comics (4 wks)

	Poetry unit (2 wks)	
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Appendix 2 - Presentation of work

Literacy and foundation books

Dydd Mawrth, Hydref 11

Mae Wil yn gofyn, "Can I use the layout and style of diary writing?"

Skill: To use the features of diary writing

Tuesday 11th October 1958

Dear Diary,

A good opening You just have to know what happened. It was hilarious today!! Mammie ^{ent} said to me and Sandra to the market today, to get some cooking ingredients. We were not bored walking down, so we started to practise our song, 'Land of Hope and Glory'. As we did that we skipped hand in hand happily, that we forgot that we were doing something for our mother.

Numeracy Book

1	$\frac{4}{50} = \frac{8}{100} = 0.08$ ✓	13	$\frac{34}{50} = \frac{68}{100} = 0.68$ ✓
2	$0.2 = \frac{2}{10} = \frac{1}{5}$ ✓	14	$0.6 = \frac{6}{10}$ ✓
3	$\frac{2}{5} = \frac{4}{10} = 0.4$ ✓	15	$\frac{7}{50} = \frac{14}{100} = 0.14$ ✓
4	$\frac{7}{25} = \frac{28}{100} = 0.28$ ✓	16	$\frac{15}{20} = \frac{75}{100} = 0.75$ ✓
		17	$\frac{9}{25} = \frac{36}{100} = 0.36$ ✓
		18	$0.12 = \frac{12}{100}$ ✓