



Play, Learn & Grow Together

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English and Literacy Policy

English is the main language of communication in the UK and, as such, its mastery is a pre-requisite for life.

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, and to a variety of audiences, and in so doing enables them to use language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts.

It is the foundation for all the learning that takes place in our school and its mastery empowers the learner and is essential for independent learning and most aspects of everyday life.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Aims

- To enable pupils to use spoken and written language effectively in their lives, facilitating communication, self-expression and learning.
- To enable pupils to enjoy literature of all kinds, (including English language literature about, or set in Wales) and to become appreciative and discriminating readers.
- To work with other schools to share good practice in order to improve this policy.

Objectives

- To ensure teaching and learning in school supports the development of writing, reading, speaking and listening skills in pupils, ensuring all pupils achieve their full potential according to their ages and abilities.
- To ensure the school's teaching staff is highly trained and consists of committed teachers who have the expertise to develop the potential of all pupils.
- To provide a rich and varied curriculum that will stimulate and interest all pupils.
- To ensure teaching styles and methods vary to suit pupils' differing learning styles and abilities, thus enabling pupils to become effective learners.
- To provide resources for all pupils that will support effective learning and teaching.

- To ensure leadership and management structures within the school support the implementation of these objectives.

Learning and Teaching Guidelines

The school uses a range of teaching methods, each closely aligned to the project being used as a stimulus and the skills being developed by the lesson. A mix of whole-class, group and individual teaching is used, and teaching styles vary according to the needs of the pupils. In this way teachers ensure that the pupils perform according to their aptitudes and abilities.

The school regards English as central to all other subjects, and while English is taught as a subject in its own right it also uses other subject areas as a stimulus for oracy, writing and reading.

Oracy

Developing pupil's skills in Oracy is a focus to improve standards of literacy in both the written form as well as orally. We strongly believe in 'Talk for Writing' and within the Oracy Booklet, skills linked to each writing genre have been carefully planned for to ensure there is progression in pupil's oracy skills progress and the vocabulary and oral experiences they take part in. Developing Oracy skills are also a focus during the Cornerstone Curriculum's *Engage Stage* as stated below.

Homework Projects are also written to support the teaching and learning of the Cornerstone Projects at home and in order to provide parents with details of the variety of learning experiences the pupils are receiving at school so that they may support and continue their learning at home. Within the Homework Projects there is a focus on developing skills in oracy, reading and writing.

Pupils complete a range of these activities over the term. During our 'Show and Tell Week' pupils have the opportunity to share with their teacher and peers the work completed at home. During their presentation, their oracy skills are a focus and are assessed against the Foundation Phase Outcomes and Level descriptors. Written feedback is also shared with pupils and parents.

Reading

We believe that in order for children to foster an enjoyment of reading, it needs to start within the early years. Early reading skills are introduced during Nursery where pupils are introduced to Story and Rhyme. The learning environment fosters a curiosity for books and story. Children are encouraged to take home Library books to enjoy with their families on a weekly basis.

The LNF Routes and Foundation Phase Outcomes are used within our planning alongside a discreet phonics program to develop recognition of letters and their sounds.

Reading Time

Reading Time becomes a focus from Reception to Year 6 where pupils are immersed in reading activities for half an hour per day. Five reading activities are planned for and pupils rotate through these activities through the week.

Guided Reading

Guided reading is an integral part of reading time. This takes place within a small group with a teacher or teaching assistant and focuses on developing the children's ability to become independent readers, thinkers and learners. The children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. The teacher / teaching assistant records detailed comments on pupil's individual reading records using a levelled comment bank and these records are kept within the Teacher Record File. Guided Reading is represented by a **G** next to the comment.

Individual Reading

Individual Readers are given a 'reading day' in which they are heard reading by a teacher or a teaching assistant. The teacher / teaching assistant records comments on a pupil's individual reading assessment on INCERTS. Pupils are able to change their books when they are ready to do so in discussion with their class teacher and parents. Regular dialogue, regarding the progress of pupil's reading at home and in school, between the class teacher / teaching assistant and the home are exchanged within Reading Journals. Within the Reading Journals there are also clearly set out expectations for the pupil's progress in order to inform parents of how they can support their children at home. Reading activities are also included for pupils to engage in when needed.

Rapid Reading

The Rapid Reading scheme is an intervention programme to support pupils who are reading below their chronological age. Pupils are tested in the Autumn term from Year 1-6. Where intervention is needed, they are placed within the programme at the entry point suitable for their need. They then work regularly with teaching assistants on a series of reading activities and texts. Each activity has a specific series of stages to follow which include phonics, blend work and comprehension. Pupils are retested in January and a final test in the summer term demonstrates progress made.

Writing

Genres

Genres of writing have been clearly mapped out in order for the children to study one genre per half-term. Story and poetry are taught throughout the year. Genres are taught through the use of the class Writer's Wall. This should be a working wall which evolves as the learning progresses. Through the investigation of texts, pupils gain a clear understanding of the features and purposes of the different text types. Through this investigation, pupils gather vocabulary and connectives which are put on the wall to stimulate and improve their writing. Pupils are also invited to bring in examples and ideas from home, which are celebrated on the writer's wall. and are able to plan and build on their achievements by the use of Rubrics (see below).

Spelling

Spelling lessons are undertaken weekly from Year 1 -6. These lessons focus on practical activities where pupils engage and experiment with words and patterns in order to develop an understanding of words are made up. They also study

techniques in order to remember more challenging spellings while also focusing on high frequency words and homophones. A progressive spelling programme has been planned for which builds on the recognitions of phonemes and graphemes in Reception to blends and spelling patterns in the Foundation Phase to more complex spelling patterns in KS2. The children are given differentiated spelling tests weekly which focus on spelling patterns as well as high frequency words. Results from the tests are recorded in the Teacher Record File. Dialogue regarding weekly spelling tests is shared with parents in order to support pupil's progress. Within Year 6 pupils take responsibility for their own spelling journals where they gather their own individual word lists.

Handwriting

The Nelson Thornes handwriting scheme is used to teach and model the correct formation of letters. The aim of the scheme is:

- To teach the importance of clear and neat presentation in order to communicate meaning effectively
- To write legibly in both joined and printed styles with increasing fluency and speed
- To teach correct letter formation

Planning and Organisation

Curriculum planning is managed in three phased, based around the Cornerstone Curriculum. Alongside the Cornerstone projects, phonics, spelling, guided reading and handwriting are taught discreetly.

Long Term Planning

Pupils will undertake innovative Cornerstone projects which are based around a two year cycle. These projects have been mapped and carefully considered by all subject leaders to ensure that there is progression and coverage of the Curriculum Range and Skills of The Foundation Phase Framework and the National Curriculum (2008).

Medium Term Planning

Each project focuses on a specific writing genre and begins with the *Engage Stage*. This stage is the initial engagement of the children as they are supported in exploring, enquiring and investigating initial ideas and experiences around the theme. Skills in speaking, listening and questioning are promoted in this initial stage.

The following stage is the *Develop Stage*. This is where direct differentiated teaching takes place to ensure the children gain the skills and knowledge necessary to make progress through the project.

The children are then confident and able to use the skills, knowledge and understanding independently during the provocation of the *Innovate Stage*. The *Express Stage* focuses on Oracy and Assessment for Learning strategies. It is where children complete the challenge of the provocation, complete and reflect on their work and perform and talk about their learning and achievement.

Short Term Planning

Lessons are planned in detail and specific class objectives are set in accordance to the Foundation Phase Outcomes and National Curriculum Level Descriptors. Groups of learners are targeted by setting five levels of differentiation to ensure all pupils are supported and challenged. Discreet teaching of phonics, spelling, reading and handwriting is planned for weekly as well as cross-curricular work. Within the weekly planning, opportunities for LNF coverage is also identified.

Assessment for Learning

Rubrics are used to scaffold children's writing in the Foundation phase. Success Criteria is written in relation to the Foundation phase Outcomes. While working with a teacher or teaching assistant, children can self assess their work and discuss with their teacher how can improve their work in order to progress.

In Key Stage 2 pupils use the Rubrics independently to support their written work. They then use the Rubric to self or peer assess their work and decide how they can re-draft elements to achieve further success.

Monitoring and Assessment

Teachers plan, evaluate and assess on a fortnightly basis in accordance with the Outcomes and Level descriptors. Pupils are assessed against lesson objectives and this is recorded in pupil tracking sheets. This is revisited in order to ensure groups of learners are supported and challenged accordingly.

English provision is monitored by the English coordinator. She examines pupils' work and monitors classroom practice. She also ensures all members of staff have appropriate training to enable them to deliver the curriculum to the expected standard of excellence. The English coordinator receives training from the local authority to support her in her role of coordinator. The coordinator meets with the Head teacher regularly to review English provision in the school.

Pupils are assessed externally in English at the end of Y2 and the end of Y6, by means of Teacher Assessments. These are the summative "snapshot" assessments of their attainment at a specific time required by law.

Teachers assess pupils continuously on a less formal basis; these assessments inform the teacher of the pupil's current achievements, and guide the teacher in planning the pupil's future learning. With the implementation of the Foundation Phase, assessments at the end of Y2 will be in the Foundation Phase area of Language, Literacy and Communication skills.

There is no legal requirement for pupils to be measured against the external National Curriculum levels until the end of a Key Stage.

However, in Key Stage Two, all pupils are assessed according to their curriculum level at the end of each year, in order for targets to be set for pupils' end of Key Stage attainment for the next three years, as required by the Wales Assembly Government.

Standardisation

Standardisation meetings take place half-termly. Teachers meet to discuss a specific genre of writing through the collective discussion of standards and progression across the school. The leveled work is then collated within a standardisation portfolio

The Literacy and Numeracy Framework

The National Literacy and Numeracy Framework (LNF) is a curriculum planning tool that supports staff in embedding literacy and numeracy across the curriculum. It focuses on the learners' acquisition of, and ability to apply, the skills and concepts they have learned to complete tasks appropriate to their stage of development. Literacy in the LNF presents oracy, reading and writing as three distinct modes of language, each with their own range of skills. The teaching of these language skills should always be integrated so that each supports the others. The LNF is an integral part of our short term planning and is monitored by the English and Mathematics Coordinator.

Cwricwlwm Cymreig

We live in Wales and our pupils are educated in Wales, and in order to consolidate our sense of national identity we ensure that the learning that happens in the English lessons includes issues of local and wider Welsh interest. We use books written in English by Welsh authors, and we use Welsh myths and legends as part of our literature during 'Welsh Week' (see Cwricwlwm Cymreig Policy). Our writing stimuli include local and wider Welsh topics and pupils are encouraged to discuss issues of Welsh interest in oracy lessons.

Additional Educational Needs

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 based differentiation.

However when a child has very specific additional needs, support is provided firstly by the school's internal organisational structure, which gives personal assistance and additional practice and is administered by support assistants within the school, often within the classroom, during the lessons.

Pupils with Additional Educational Needs are placed upon the Additional Educational Needs register, which records the support given, and provides each child with an individual education plan (IEP). IEPs are shared with parents during Parental Consultations and during informal discussions. Targets are shared and discussed with the pupil and their parents. More details about this can be found in the school's Additional Educational Needs policy.