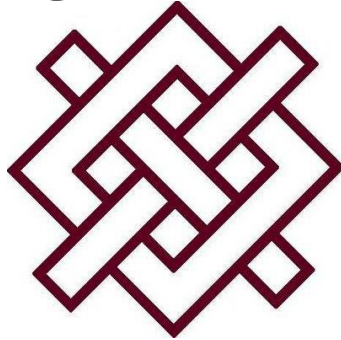


# Lytchett Matravers Primary School

## English Policy



"Strive to achieve, learn to dream, shape tomorrow."

### Literacy - Intent, Implementation and Impact

#### Intent

At Lytchett Matravers Primary School we believe that a quality Literacy (English) curriculum should develop children's love of reading, writing and discussion. One of our priorities is helping children read and develop their all-important comprehension skills, but also their love of literature. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening, enabling them to join in with discussion to communicate and further their learning.

We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

#### Implementation

These aims are embedded across our literacy lessons and the wider curriculum. We have a rigorous and well organised 'Reading into Writing' English curriculum and framework, that provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts and resources to motivate and inspire our children. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study where possible.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic

conventions for reading, writing and spoken language

- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At Lytchett Matravers Primary School, we follow the RWI (Read Write Inc) scheme in the Foundation Stage and Key Stage one. Once children complete their RWI scheme, they move on to levelled Collins Big Cat Books. We also encourage the children to borrow a 'love of reading book' to share at home with their family.

At Lytchett Matravers, we identify children who need support and provide intervention in the most effective and efficient way that we can. We run a range of intervention sessions, to support the children who need to catch up. Teachers plan and teach English lessons which are differentiated to the particular needs of each child. We help each child maximise their potential by providing help and support where necessary whilst striving to make children independent workers, once we have helped to equip them with the confidence, tools and strategies that they need.

We run parent information sessions on phonics for Year 1 parents, reading and SATs for Year 2 parents and a SATs meeting for Year 6 parents so that they understand age-related expectations. These sessions are currently shared through the school website or via an online seminar.

Feedback and marking in English and across the curriculum, with regular 'Response Times' and spelling corrections to help children correct and consolidate their work. Regular English book scrutinises are carried out to check all teachers are following our marking policy.

We love to celebrate success of all learners and strive to help all children achieve their goals. Reading is celebrated in classrooms and around school at Lytchett Matravers, where our bright and colourful displays celebrate children's writing, their favourite books and reading reward schemes. In addition, throughout the school year our literacy curriculum is enhanced through World Book Day, an annual Spellathon competition, parent and governor 1:1 reading, drama workshops and a range of trips and visits which enrich and complement children's learning. Every classroom has a reading reward scheme to encourage children to read regularly at home.

## **Impact**

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught

thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

Termly assessment is showing that most children at Lytchett Matravers are achieving in Literacy at age-related expectations. Each year we have children achieving at a greater depth in reading and writing at the end of KS1 and are working hard to emulate that at the end of KS2. We hope that all the new literacy initiatives outlined above will help to boost children's learning and progress.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

We hope that as children move on from Lytchett Matravers to further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

#### Impact

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the science curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

#### Long term pupils will:

- be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning
  - be able to read fluently both for pleasure and to further their learning.
  - enjoy writing across a range of genres
  - Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
  - have a wide vocabulary and be adventurous with vocabulary choices within their writing
  - have a good knowledge of how to adapt their writing based on the context and audience
  - leave primary school being able to effectively apply spelling rules and patterns they have been taught
  - make good and better progress from their starting points to achieve their full potential
  - Pupils of all abilities will succeed in all English lessons because work will be appropriately scaffolded.
- Assessment and Monitoring in English:  
The impact of our English curriculum is measured through the monitoring cycle in school:
- Lesson observations, book monitoring and learning walks September 2020 Clare Kirkham
  - Skills progressing (grammar and punctuation) throughout the school is evident in children's books.
  - Gathering pupil voice – to check understanding, understanding of key skills and knowledge, progression, confidence in discussing English
  - Moderating pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made
  - Tracking pupils' progress each half term in Reading, Writing, Speaking and Listening and Spelling, Punctuation and Grammar. This informs planning and any intervention needed
  - Pupil progress meetings ensure different groups (including EAL, PP and SEND) and individual progress is monitored, and interventions organised to support good and better progress
  - Parents and carers will understand how they can support spelling, grammar and composition at home, and contribute regularly to homework.
  - Importantly, monitoring is also used to identify gaps in the curriculum that may need to be addressed across the school, or within individual year groups. Monitoring is an ongoing cycle, which is used productively to provide the best possible English curriculum for our

children and to ensure it is inclusive to all. Role of the co-ordinator: • Monitor the standards in the subject to ensure that outcomes are at expected levels • Provide ongoing support to colleagues • Collate appropriate evidence over time – this should show that pupils' skills and understanding develop over time • Highlight / Celebrate successes This document should be read in conjunction with the following documents: • Year 1 Scheme of Work • Year 2 Scheme of Work • Year 3 and 4 Scheme of Work • Year 5 and 6 Scheme of Work • Progression in Progression in Speaking and Listening and Different Text Types

Guided reading, VIPERS, spellinggame, homework