



SANDYE PLACE ACADEMY Literacy Policy

Statement Document History

Issue	Date	Comments
1.0	February 2014	Approved by Board of Trustees
1.1	March 2017	Ratified by Board of Trustees
1.2	July 2018	Ratified by Board of Trustees

1. POLICY STATEMENT

This policy reflects the values and philosophy of Sandye Place Academy in relation to the teaching and learning of English and gives a framework for all staff, teaching and non-teaching. At Sandye Place Academy, we aim to provide a broad curriculum, rich with varied and challenging opportunities for the pupils to use and extend their language in order to communicate effectively, creatively and imaginatively, as well as allowing them to engage with the world at large.

2. AIMS

We want to develop in our pupils the ability to communicate effectively in speech and writing, and to listen with understanding. We aim to make them enthusiastic, fluent and responsive readers who can learn and gain pleasure from the written word.

At Sandye Place Academy, we strive for children to:

Speaking and Listening

- Develop their confidence and competence in spoken language and listening skills.
- Explain their understanding of books and reading and to prepare their ideas before they write.
- Clarify and elaborate on their ideas and thinking to themselves and others.
- Understand and use the conventions of discussion and debate.
- Work collaboratively to discuss reading, writing and speech across the curriculum.

Reading

- Read words fluently, working out the pronunciation of unfamiliar words and the recognition of familiar words.
- Comprehend what they read, drawing on their knowledge of the world and high quality discussion with the teacher and peers.



- Read widely and often and discuss a wide range of literature across both fiction and non-fiction in order to develop knowledge of themselves and the world in which they live.
- Establish an appreciation and love of reading.
- Read whole books in depth and to read for pleasure and information.
- Understand and use literary terminology for discussing their reading.

Writing

- Develop skills and stamina to write at length, with accurate spelling and punctuation.
- Write a range of texts, including narratives, explanations, descriptions, comparisons, summaries and evaluations.
- Plan, revise and evaluate their writing.
- Write down ideas fluently.
- Use Standard English.
- Develop a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.
- Have an awareness of purpose, audience and context when writing.

Spelling, Grammar and Punctuation (SPAG)

- Develop, increase and enhance their vocabulary.
- Understand the relationship between words and nuances in meaning.
- Develop their understanding and ability to use figurative language.
- Learn grammatical and linguistic terminology
- Understand how and why sentences are constructed the way they are.
- Spell quickly and accurately.

ICT

All English groups will make use of ICT in their programmes of study. Children will be shown how information technology can be applied in their English work and will be given opportunities to explore these possibilities. We also aim to use ICT as a teaching tool to access online reading books and grammar activities. ICT is also a teaching tool through the use of visualizers, netbooks and interactive whiteboards where possible.

Time Allocation:

There are 6 hours of allocated literacy per week for KS2 and 5 hours of literacy per week for KS3 pupils. Booster groups, One to Ones and other Intervention programmes, such as reading partners increase the number of hours of literacy study across the Academy, where needed, for specific pupils. Drama skills are taught explicitly, elsewhere on the timetable.



Planning

Long term and medium term planning in English is undertaken by the HOD with support from 2nd in department and other English teachers. The overall programme of study for English ensures balance and progression across the key stages, using the 1998 NLS framework, aspects of the renewed 2008 strategy and with plans to review with the 2014 national curriculum.

Most importantly we use planning to provide activities which are interesting and motivating in themselves and lead to worthwhile outcomes. Such activities provide the best context for increasing children's knowledge about the English language.

Departmental meetings are used to discuss the English curriculum and to ensure consistency of approach, standards and expectations.

Planning for English is on a year by year, term by term basis and in cycles to reflect topics.

- All English teachers are responsible for weekly and daily planning based on the agreed long term plans. English teachers will:
- Identify vulnerable groups and plan accordingly
- Identify the appropriate teaching and learning strategies required for the learning needs of individual pupils.
- Identify and monitor the progress pupils are making in their classes and measure the impact of their intervention and strategies to move pupils on.
- Provide a balance and variety within the classroom – of content and organisational learning opportunities for pupils.
- Assess and plan for the specific needs of children within their own class whilst adhering to the progression laid down in the programs of study.

Setting

Within English we organise our groups by placing the children according to their ability. To do this we analyse pupils' performance, including test results, along with our knowledge of the child. However, we always bear in mind any social or emotional impact on the individual. Year 5 sets are decided from the information passed on from lower schools (Year 4 test levels for reading and writing, and teacher assessments for reading, writing and speaking and listening). We also use reading-age tests and the NFER tests and CAT tests. Year 6, 7 and 8 groups are organised for September based on performance in the previous year. Some children may move groups during the year, but only after consultation and discussion at a department meeting. We want groups to be flexible, but to avoid constant movement. Parents are always informed before a child moves groups. It is also discussed with the individual child. Children are not normally moved because of behaviour or friendship groupings.



Teaching and Learning:

The English Department acknowledges that pupils learn in many different ways and we recognize the need to develop strategies that allow all children to learn in ways that best suit them. We take into account these different forms of intelligence when planning and teaching.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving.
- Research and finding out.
- Group, pair, whole class and individual work.
- Asking and answering questions.
- Use of the computer both in the ICT room and through interactive whiteboards or projectors.
- Fieldwork and visits to places of educational interest.
- Creative activities.
- Watching educational recordings and responding to musical or recorded material.
- Debates, role-plays and oral presentations.
- Designing and making things.
- Participation in kinaesthetic or physical activities

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to identify ways to improve their learning.

3. MONITORING & EVALUATION

Please refer to the Sandye Place Marking policy and also the Assessment policy, the English department regularly monitors draft and assessment books and a timetabled programme of moderation is in place for assessment within year groups and across key stages.

4. ASSESSMENT FOR LEARNING

Formative assessment, carried out by the class teacher, is an integral part of their role and is used on a daily/weekly/half-termly and termly basis to inform future planning. It involves identifying children's progress against teaching objectives and key skills, determining what a child has already achieved and moving them on to the next stage of learning. Agreed marking symbols, rewards and target symbols are used to inform pupils of their achievements and direct them towards helpful support in the classroom environment. Child friendly targets are kept in the child's exercise books and pupils (supported by their teacher) are encouraged to identify their strengths and areas for support using the following examples of AFL:



- Traffic lights cards
- Smiley faces
- Achievement ladders
- VCOP grids/pyramids and mats
- Success Criteria aids
- Random name selectors
- Written comments from themselves or talk partners.
- Genre specific marking ladders and APP grids are used at Key Stage 2 and 3. We encourage pupils to draft, edit and improve their writing by discussing their work with a partner and self-assessing against APP and VCOP success criteria.

Teachers assess progress by groups and individuals within their classes, recording achievements and highlighting areas for concern all the time, however, specifically discuss these at a twice yearly PPM (Pupil Progress Meeting) with the HOD.

Formal, summative assessments are carried out at the end of Key Stage 2 in accordance with National Assessment Curriculum requirements and every half term/term for teacher assessment. Examples of writing from all groups are moderated within the department and across the pyramid throughout the year.

Reporting procedures are in line with DfE regulations. Parents receive an annual written report for English and are invited to parental interviews during the academic year.

Resources

We have a wide range of resources in school. These include fiction and non-fiction books, poetry books, teacher's resources, audio equipment, kindles, online membership to Bug Club, Fiction Express and other interactive activity sites, netbooks and IWBs (inter-active whiteboards) and resources for IWBs. As a curriculum area, English is broken down into Key Stage Two and Key Stage Three, with a designated Key Stage co-ordinator. Resource purchasing is in accordance with normal school procedures and is based upon the English budget, which is allocated from the standard funding received by the school.

Literacy Across the Curriculum

Please see the Literacy Across the Curriculum Policy. As an academy we recognize that all departments have a part to play in developing the children's literacy skills. We recognize the importance of good literacy, grammar, punctuation and spelling skills (SPAG) and how these skills support learning in all subject areas.

SEN Provision

Please see Special Needs Policy. Differentiated activities will be given to support less able and extend more able pupils.



Equal Opportunities

We endeavour to maintain an awareness of, and to provide equal opportunities for all our pupils in English. We aim to take into account their cultural background, gender and special needs, both in our teaching attitudes and the materials we use with our pupils. All children cover the content made statutory by the programmes of Study within the National Curriculum. Children access the curriculum at the appropriate level, thus ensuring progression and differentiation. Suitable resources and learning environments will be available to enable children access to the learning required.

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