



1. MISSION STATEMENT

At Aldington Primary School we believe that literacy and communication are fundamental life skills and that for all children to communicate effectively in an ever-changing world, they need to be confident and assured in applying their skills across the three strands of English: Speaking and Listening, Reading and Writing.

2. AIMS

At Aldington Primary School we aim to promote high standards of language and literacy development for all pupils' abilities within an integrated curriculum of Speaking and Listening, Reading and Writing. This is in line with the overarching aims for English in the National Curriculum. Pupils will be given opportunities to interrelate the requirements of English, within a broad and balanced approach to the teaching of English across the curriculum. We aim for all children to develop a strong command of spoken and written English and a strong love of literature.

We will:

- Provide children with the opportunity to read, write and speak with confidence, fluency and understanding.
- Develop purposeful listening skills.
- Give children an environment which is safe and secure and which provides encouragement for the development of all aspects of Literacy, across all subjects.
- Ensure that there is equality of access and opportunity for all children to develop their Literacy skills.
- Seek to ensure that all children achieve their full potential in all aspects of Literacy by the time they move from Primary to Secondary Education.

By the end of KS2 we aim for each child to be able to:

- 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 a 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.



3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum Language and Literacy Document (2013) and in the EYFS statutory framework (2021).

In the Foundation Stage (Reception) children should be given opportunities to listen and respond to and with questions during group and whole class discussions based on what they have read and to clarify meaning. They should be able to hold back and forth exchanges with their peers and adults offering their own ideas using new vocabulary from both teaching and recently read texts. They should be given opportunities to express their ideas using a range of texts with modelling and support from their teacher.

The children should be taught the tripod grip to effectively hold a pencil in preparation for fluent writing which will include written recognisable letters, most of which are correctly formed. They should be given opportunities to write sentences that can be read by others.

Through their reading, they should be given opportunities to demonstrate an understanding of what has been read through retelling stories in their own words, using appropriate vocabulary through group discussions and role play. They should read books that are consistent with their phonic knowledge by sound blending and should spell words by identifying sounds in them and representing the sounds with a letter or letters.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say, responding appropriately. They should respond appropriately to stories, discussing meaning and making predictions. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds. They should make steps towards understanding and using punctuation accurately.

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

THE GOVERNING BODY

Regular reports are made to the Governors on the progress of English provision and annual results are reported to the Governing Body. In addition the Governors, monitor the teaching and learning of Literacy through planned formal and informal visits.



4. SUBJECT ORGANISATION

The English Curriculum is delivered using The National Curriculum in England Framework Document. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

- Daily phonics teaching is delivered through Little Wandle Letters and Sounds programme in Year R and Year 1. Daily Keep-up sessions are used to support children with gaps. In Year 2, targeted phonics support is provided through Little Wandle. For any child still not needing phonics support after the autumn term, interventions are planned using the Rapid Catch-up planning from Little Wandle Letters and Sounds. Where appropriate in Key Stage 2, interventions are planned using the Rapid Catch-up planning from Little Wandle Letters and Sounds
- A whole year overview and medium term planning is completed on the appropriate templates by all class teachers.
- Staff moderate pupils' writing every other term to ensure the accuracy and equality of assessments. Independent writing assessments are completed in English books and are assessed using writing progression document based on the Sonar Assessment criteria.
- Pupils are taught through whole class and groupings within class; work is differentiated as appropriate. Pupils are given opportunities to work in a range of whole class, group, pairs and independently.
- Each class is allocated a teaching assistant to support the class teacher during literacy lessons.
- Cross-curricular planning ensures that pupils have multiple opportunities to develop their literacy skills in all areas of learning.

5. 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.

In addition to regular opportunities within class and group settings planned through literacy and cross-curricular work, each pupil will have opportunities to take part in Celebration Assembly; the Nativity (Panda, Dolphin and Otter Classes); class production (Owl and Bear Classes); the End of Year production (Jaguar and Eagle Classes); circle time activities; meeting and responding to visitors to the school.

6. APPROACHES TO READING

Reading is taught through a variety of planned strategies which include:

- Practice reading sessions (Year R – 2)
- Group reading (Year 2 – 6)



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- Independent reading
- Daily phonics sessions using the Little Wandle Letters and Sounds programme
- Keep-up Little Wandle sessions (for Year R and 1)
- Rapid Catch-up Little Wandle sessions (for Year 2 – 6)

Reading is taught under the following headings across all year groups:

- Word reading
- Comprehension

Reception and KS1 children begin by having their books changed for them according to their independent phonological awareness based on Little Wandle Letters and Sounds assessments. As they become more confident readers from Year 2 into KS2, children choose their own books according to the ZPD range they were given according to Accelerated Reader assessment. Children are expected to read at home for a minimum for 4 nights a week; they are encouraged to record this in their home learning books with support from adults at home through KS1 to Year 3.

All classes are encouraged to visit to the school library and termly visits to the mobile library are pre-arranged. Classes are free to use the library for research and browsing when it is free. Book Fairs are arranged twice yearly to nurture all pupils, adults, parents and carers' love of books.

Visits from storytellers and authors are arranged where appropriate to promote the enjoyment of books, stories, drama, storytelling and writing. Story sacks are being developed to encourage early readers.

7. APPROACHES TO WRITING

Writing is taught through cross curricular text based units. High quality texts are chosen to enhance the broad and balanced curriculum. Teacher use the national curriculum expectations to plan four writing lessons a week which are cross curricular wherever possible. SPaG concepts are interwoven throughout these lessons to provide purposeful and effective opportunities to use these.

Writing is taught under the following headings across all year groups:

- Transcription
- Grammar and punctuation
- Language and vocabulary
- Plan, draft, edit, evaluate
- Text structure and features

In the Reception Class children are given opportunities for emergent writing during child-initiated activities both inside and out of the classroom. They are encouraged to use their phonetic knowledge across activities to write freely.

Some children across KS2 are encouraged to use ICT to word process their work and present in alternative formats where appropriate.

8. APPROACHES TO HANDWRITING



Handwriting and fine motor skills are key to a child's development hence the range of opportunities to given to this across the curriculum. See the Handwriting Policy for the progression of handwriting from print letter formation to correct joins throughout their writing.

9. APPROACHES TO PHONICS AND EARLY READING

Phonics and Early reading are taught through Little Wandle Letters and Sounds Revised from EYFS through to Year 2 with additional catch up sessions into KS2 as required. Phonics and Early Reading are taught according to the Phonics and Early Reading policy.

10. 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 through topic work and making appropriate links, including the use of ICT. High quality texts are chosen termly to make purposeful links across English and Topic lessons.

11. THE USE OF ICT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate using laptops, class computers, the Interactive Whiteboards and the internet. Touch typing is practiced through the computing curriculum as well as in class to ensure children are competent at using ICT to support their English work.

12. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment, Recording and Reporting Policy and Marking Policy.

Children across KS1 and KS2 are given child friendly target sheets to be stuck in their curriculum books. These are suited to their year group and additionally to their ability if working out of year group. It is expected that teacher assess these skills across a term and use the teacher assessment grid to make professional and accurate recordings of targets.

Parents will be informed through parents' evenings and a written report in Term 6 of their child's achievements and targets.

Reading is assessed through the use of Accelerated Reader and bespoke targets are set using the reports created from this.

Termly moderation of writing assessments will take place amongst class teachers, using the writing progression assessment grid for accuracy.

Pupils will be tracked and pupil progress meetings will take place to ensure all children are making appropriate progress.

13. 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, recording these details and any intervention programmes on the provision maps. The SEN coordinator will work together with the class teacher and the Literacy coordinators to ensure all children's needs are being met.

14. EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

15. ROLE OF SUBJECT LEADER:

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

Monitoring and evaluating English:-

- Pupil progress including the lowest 20%.
- Provision of English (including Intervention and Support programmes)
- The quality of the Learning Environment;
- The deployment and provision of support staff

Taking the lead in policy development

Auditing and supporting colleagues in their CPD

Purchasing and organising resources

Keeping up to date with recent English developments

Enhancing the enjoyment of all aspects of English and Literacy through arranging book fairs, competitions and visitors.

16. PARENTAL INVOLVEMENT

We believe that parents have a fundamental role to play in helping their children learn and progress within our school.

We are committed to ensuring that parents are informed about topics we are covering, what and when homework is set and how they can help their child. 3 pieces of English homework are set termly with the expectation that each child chooses one to complete at home. Regular parents' evenings, home-school record/learning books and home-school diaries (in reception class) support this. Furthermore, parents are actively encouraged to read with their children each day.

17. CONCLUSION:

This policy is in line with other school policies and therefore should be read in conjunction with the following:



Aldington Primary School

English and Literacy Policy

Assessment, Recording and Reporting Policy
Curriculum, Teaching and Learning Policy
Early Years Foundation Stage Policy
Equal Opportunities Policy
Gifted and Talented Policy
Health and Safety Policy
Homework Policy
ICT Policy
Inclusion - Special Educational Needs Policy
Marking policy
Presentation Policy
Phonics and Early Reading Policy
Handwriting Policy

This policy will be reviewed every three years or earlier should new government statutory requirements replace previous documentation.

The next review is due in September 2025.