



Castleton C of E Primary School

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# English, literacy and reading policy (primary)

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### 1. Aims

This policy is for staff in our school. It aims to set out:

- Our approach to teaching, monitoring and assessing English, literacy and reading knowledge and skills
- How we will make sure our provision for the teaching of English, literacy and reading is of consistently high quality

### 2. Legislation and guidance

This policy reflects the requirements and expectations set out in the:

- [National Curriculum programmes of study for English](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice 2014](#)
- [Equality Act 2010](#)
  - [Reading framework 2023](#)

### 3. Our vision for English and literacy in our school

Our school aims to develop pupils' skills in reading, writing, speaking and listening. By the time that pupils move on from our school, our aim is for them to:

- Be fluent readers and writers
  - Have a positive attitude towards books and reading, reading widely for pleasure and information
  - Enjoy writing in different contexts and for different purposes and audiences
  - Write clearly, accurately and coherently, adapting language and style accordingly
  - Be curious and creative when it comes to reading and writing – for example, by being interested in learning the meaning of new words
  - Have pride in their work and their presentation of written pieces
  - Have a wide vocabulary and understanding of grammar
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- Feel confident speaking in class and be able to clearly explain their understanding and ideas
- Listen carefully and sensitively to adults and their peers

## 4. Our guiding principles for the teaching of English and literacy

We teach English and literacy best when:

- There is an exciting and engaging culture around reading and reading for pleasure throughout school
- We are creative in our approach to the teaching of English, adopting different approaches that enable an inclusive learning environment.
- All staff feel they have the knowledge, skills, understanding and professional support they need to teach English and literacy effectively
- There's sufficiently detailed and frequent ongoing assessment of pupil progress. This will take the form of formative and summative processes, to provided enough detail to establish progress levels, and 'next steps.'
- We expose pupils to different types of reading material, such as through stimulating, high-quality and curiosity-inspiring class texts and up-to date library areas.
- We involve families in supporting their child's reading and writing
- The English curriculum is coherently planned and sequenced
- We identify where pupils have learning gaps or aren't making the expected progress, and put in place interventions to target these
- Teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- We engage pupils in high-quality discussions
- We model new language and accurate grammar to pupils
- We support pupils with speech, language and communication needs – for example, small group work, individualised programmes or sourcing external support.

## 5. Roles and responsibilities

### 5.1 The headteacher

The headteacher is responsible for:

- Building a team of expert teachers who know and understand the processes that underpin learning to read and write
- Providing teachers with the appropriate training and resources so that they can competently deliver the English curriculum
- Creating a stimulating school environment where pupils are exposed to different types of reading material, such as through displays, books and other classroom resources
- Promoting a culture of reading for pleasure at the core of the curriculum
- Developing links with organisations such as school and public library services, reading charities and others
- Involving parents and families in supporting their children's reading
- Add any further relevant details from your headteacher's job description

### 5.2 The English and literacy lead

Our English and literacy subject lead is Bex Thorp. She is responsible for providing leadership and management for English and literacy to secure:

- High-quality teaching and subject knowledge of staff
- A coherently planned and sequenced English curriculum where pupils are taught to read from the beginning in reception

- A rigorous programme that includes well-conceived and structured resources for teaching phonics
- A programme of reading aloud to all pupils from reception to year 6
- Consistent assessment and accurate teacher judgements within English reading and literacy
- Effective use of resources

### 5.3 Teachers

Teachers are responsible for:

- Planning effective English and literacy lessons
- Providing opportunities for pupils to apply their English and literacy skills in a variety of ways
- Completing the relevant marking and assessment
- Demonstrating their understanding of systematic synthetic phonics in their teaching
- Making sure that support staff have:
  - Access to planning materials and resources
  - The knowledge and skills they need to support and challenge pupils
  - Time to liaise with the class teacher to support the delivery of an activity or report back to review progress within their delivery.

## 6. Curriculum

Curriculum planning for the different key stages can be found on our website:

[Curriculum Planning Documents | Castleton CE Primary School \(castletonschool.co.uk\)](https://www.castletonschool.co.uk/curriculum-planning-documents)

- **Phonics** - We have adopted the Little Wandle phonics scheme which is based on Letters and Sounds. The scheme is used throughout EYFS and KS1, it is also used in KS2 where appropriate to support reading.
- Our **reading** scheme for EYFS and KS1 is also using Little Wandle, it includes small group, daily reading sessions of half an hour to practice the skills of decoding, prosody and comprehension.

In KS2 we adopt the Little Wandle scheme where necessary for those readers requiring more input. Once this scheme is completed the children read colour banded Collins Big Cat books until they become 'free readers.' As the children begin to develop their wider range of reading skills, we support this with books from other quality reading schemes, to fully support the development of fluency, context clues and prediction skills. They have opportunity for group and silent reading throughout the day and are taught their reading skills throughout literacy lessons and book study.

You can find our full phonics and early reading policy here [Curriculum | Castleton CE Primary School \(castletonschool.co.uk\)](https://www.castletonschool.co.uk/curriculum)

- **Reading for pleasure** is a key focus within our school culture. We encourage the children to take books from our class libraries home weekly that are purely for their enjoyment regardless of their reading levels. We offer class library time on a weekly or bi-weekly basis which allows the children time to explore books new to them and choose something they would like to read for pleasure. We encourage the children to talk about their books and share thoughts and reviews with each other and staff as often as possible.

We offer bespoke book related activities throughout the year to celebrate reading, such as Bedtime Stories and book picnic events, world book day and other author celebration days.

- **Writing** is encouraged across the whole curriculum. Specific skills are taught in the literacy lessons through the use of wide range of genres. The children develop their skills through carefully scaffolded activities and opportunities to write for different purposes. We follow a writing sequence in each key stage which allows the children to achieve success, by providing children with a clear understanding of the writing process, equipping them with the necessary skills and vocabulary, and an understanding of the text type being

studied which they can then apply to their own writing. Children are taught to plan, draft and edit their own writing against success criteria.

To support the writing experience, children are exposed to a range of exciting, thought provoking experiences alongside rich literacy texts (both fiction and nonfiction) which reflect different cultures and backgrounds.

- We expect all children to write at least one piece of independent writing per half term using all the elements of the writing sequence they have been exposed to.
- **Handwriting** – as a school we use the ‘Achieving Excellence in Handwriting Resources’ from Martin Harvey. We identify with the values of this systematic method of teaching:
  - Teaching handwriting effectively impacts the wider curriculum and the development of the whole child offering, among others the following benefits.
  - When children can write autonomously they can concentrate on what to write rather than how to write so their ideas and writing content will improve.
  - A significant impact on children's self-esteem, when they see beautiful writing which they have created with their own hand.
  - The huge effect of good handwriting on children's motivation and enjoyment for writing.
  - Develops a strong sense of pride which cannot be measured by attainment level or standardised testing.
  - Where children have good handwriting, and are proud of how their work looks, they become far more meticulous about spelling, punctuation, grammar and their use of language.
  - When children take care to produce beautiful work they are more likely to take care in other areas of their life – e.g care for resources, care for each other.
- **Spelling** is taught using Little Wandle at in KS1, as well as practise and spelling of common exception words throughout the years, once in KS2 the children currently follow a spelling programme from Schofield and Sims.
- **Assessment and Tracking** – our assessment is done through continuous assessment, in the moment marking and use of the Sheffield STATs tracker. Pupil progress meetings allow staff the time to discuss each individual pupil and benefit from a whole staff input on a course of action for moving individuals on.
- We aim for children to move through the year group objectives for their age. For those SEND children we monitor progress using objectives from the previous year groups as appropriate. Individual plans and interventions are planned to support good progress from those with low starting points.

## 6.1 Timetabling

- Phonics will be taught daily in EYFS and KS1 classes, if required it will continue being taught in KS2 until a time that the children are reading independently and have finished the scheme. Daily keep up interventions will occur where necessary to fill any gaps in phonic knowledge.
- Reading sessions occur daily within all classes.
- The writing sequence will be taught daily within each class, teaching the skills necessary to complete a piece of independent writing, of which KS1 and KS2 will produce at least one per term.
- Handwriting is taught daily in KS1 as a stand-alone lesson as well as discussed throughout all writing lessons. It is taught in KS2 where necessary.
- Spelling in KS2 will happen once per week.

## 6.2 Cross-curricular links

We will facilitate cross-curricular learning of English and literacy skills, making sure that the links with other curriculums are natural and not forced. This will be achieved through activities in other subjects such as:

- Annotating sources

- Group discussions
- Comprehension
- Topic research

### **6.3 Differentiation**

We will provide suitable differentiation to make sure that every pupil makes maximum progress in English and literacy, by:

- Recognising where some pupils need specific help with their English skills – for example, if they have dyslexia
- Providing resources such as phonics mats and writing frames to scaffold pupils' learning
- Identifying pupils who would benefit from more support in an area of their English learning, and running small intervention groups for targeted support each week to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed
- Making sure pupils who need it are extended through the use of additional, more demanding and open-ended tasks and planned challenges within each lesson

## **7. Marking and feedback**

Feedback will clearly explain to pupils what they're doing well, and what they need to do next to continue to improve their work.

It will be given daily during lesson time by discussing verbally and using our marking codes in pupils' books

Please see our marking and feedback policy here [Policies | Castleton CE Primary School \(castletonschool.co.uk\)](https://www.castletonschool.co.uk/policies/)

## **8. Monitoring, assessment and moderation**

### **8.1 Monitoring**

We will monitor the teaching and learning of English, literacy and reading in our school to make sure that all of our pupils make the best possible progress from their starting points.

The English and Literacy Lead will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Lesson observations
- Reviewing marking and feedback
- Termly pupil progress meetings
- Pupil voice
- Parent consultations
- Examining work in books alongside curriculum planning documents
- Teacher performance management

### **8.2 Assessment**

We will track pupils' progress using a combination of formative and summative assessment this can take the form of ongoing formative assessment throughout every lesson, in-school summative assessment in the form of termly quizzes, and formal summative assessment at the end of each Key Stage].

Our pupils will sit the following formal assessments:

- Baseline assessments in EYFS
- The phonics screening check at the end of year 1
- National Curriculum tests in the summer terms at the end of KS1 (optional) and KS2

- › Termly assessment tests using NFER
- › KS1 and KS2 grammar, punctuation and spelling (GPS) tests

We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report once a year in the Summer term.

### 8.3 Moderation

We will standardise writing samples to:

- › Demonstrate how pupils' work meets National Curriculum attainment targets for KS1 and KS2, to help with assessment
- › Make sure staff have a consistent approach to marking pupils' work

We will refer to the exemplification materials for [KS1](#) and [KS2](#) from the Standards and Testing Agency (STA) to support with this.

We will moderate teacher assessments of reading and writing termly using activities designed to assess specific criteria. The results will be used to inform our tracking for individual pupils.

## 9. Learning environment

Pupils will learn English and literacy in spaces that:

- › Are well-organised
- › Contain appropriate and good-quality resources for pupils to refer to (in a space where they can find or see them easily)
- › Have minimal distractions
- › Display letter cards and posters showing grapheme-phoneme correspondences that match our school's phonics teaching programme

## 10. Resources

### 10.1 Books

We will select and use books that meet the recommendations in the [2023 reading framework](#), including that they:

- › Cover a wide range of subjects and vocabulary
- › Elicit a strong emotional response, such as curiosity, anger, excitement, laughter or empathy.
- › Have a strong narrative
- › Extend pupils vocabulary
- › Have illustrations that are engaging and reflect children from all backgrounds and cultures
- › Include stories that are set in different countries around the world as well as the UK
- › Include fiction, non-fiction, modern and traditional stories

Once we have chosen our books, we will:

- › Identify a core set of stories for each year group
- › Refresh the list regularly, as new books are published and as our school welcomes new teachers
- › Share the list with parents, and explain its purpose, so they can buy or borrow the books

### 10.2 Book corners

When visiting their book corner, pupils will be able to:

- › Browse the books
- › Revisit the ones the teacher has read to them

- Borrow books to read or re-tell at home
- Spend time there

When arranging the book corner, teachers will display books clearly and in an engaging way.

### **10.3 Rhymes and poems**

We will choose rhymes and poems that will develop pupils' language skills. The subject lead will identify a core set of poems for each year group, based on the criteria on page 30 of the reading framework.

### **10.4 Dictionaries and thesauruses**

To support with writing and spelling, we will make sure that pupils have access to dictionaries and thesauruses by

- Having at least 1 dictionary and thesaurus available in each classroom
- Allowing pupils to use the computer/lpad during lessons to look up word meanings and synonyms

## **11. Review**

This policy will be reviewed every two years by the headteacher and subject lead. At every review, the policy will be shared with the full governing board.

## **12. Links with other policies**

This policy links with the following policies and procedures:

- Curriculum policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Phonics and Early Reading Policy
- Assessment policy – Do we have one?
- Equality information and objectives
- Behaviour policy
- Early Years Foundation Stage (EYFS) policy