

**Forest Federation**  
**English and Literacy Policy**  
**June 2016**

**Mission Statement**

We, the Forest Federation, strive for excellence in education by providing a safe, secure, caring family environment, where all are valued and respected as individuals, enabling them to reach their full potential, whilst growing in their love and understanding of the Christian Faith.

**Aims**

This policy aims to ensure that all children at the Forest Federation of Schools are offered a curriculum in language and literature including opportunities to interrelate the requirements of English within a broad and balanced curriculum which includes application of English across the curriculum with opportunities to consolidate and reinforce taught literacy skills. We also strive for children to be a 'Primary Literate Pupil' attaining the highest possible attainment throughout their time at our school.

By the age of 11 we aim for a child to be able to:

- take pleasure in all aspects of Literacy;
- read and write with confidence, fluency and understanding, developing a range of independent strategies to self-monitor and correct;
- develop the powers of imagination, inventiveness and critical awareness;
- have an interest in books and read for enjoyment;
- have an interest in words and their meanings allowing them to develop a growing vocabulary in spoken and written forms;
- understand a range of text types and genres allowing them to write in a variety of styles and forms appropriate to the situation;
- have a suitable technical vocabulary to articulate their responses.

**Statutory requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2012).

**In the Early Years Foundation stage (Reception)** children are given opportunities to:

- speak, listen and represent ideas in their activities;
- use communication, language and Literacy in every part of the curriculum;
- listen to and read a range of texts;
- become immersed in an environment rich in print and possibilities for communication, where mark making opportunities are widely available.

**At Key Stage One (Years 1 and 2)** children learn to speak confidently and listen to what others have to say. They continue to read and write independently and with enthusiasm. They have opportunities to use language to explore their own experiences and imaginary worlds.

**At Key Stage Two (Years 3 – 6)** children learn to change the way they speak and write to suit different purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They have the opportunity to explore the use of language in literary and non-literary texts and learn how the structure of language works.

### **Subject organisation**

The English curriculum at the Forest Federation of Schools, is delivered using the National Curriculum English Document (2014). The Early Learning Goals are followed to ensure continuity and progression from the Early Years Foundation stage through to the National Curriculum.

Using the English curriculum, teachers throughout the school will follow the units set out for their year group every year.

Teachers group children according to their abilities and work should be differentiated accordingly using effective methods such as support, outcome and task. Where appropriate, literacy units will link to creative curriculum themes to promote cross curricular learning. Units are generally planned over a three week period using the model provided by Northamptonshire consultants and include 3 distinct phases – reading, gathering content and writing. These phases allow the children to thoroughly explore the text type and its features before practising aspects of writing and then writing more independently to produce their own version of the text type.

### **Approaches to Speaking and Listening**

The Forest Federation of schools aims to help children:

- understand and produce a simple and an elaborate language;
- use speech for a variety of purposes e.g. describing events, expressing opinions, articulating feelings and investigation;
- to use language to aid social and emotional development;
- use Standard English, vocabulary and grammar;
- use language for enjoyment;
- listen carefully and respond to what is said.

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.

### **Approaches to Reading**

The Forest Federation aims to:

- encourage a love of reading by making it a successful and enjoyable experience;
- produce effective readers;
- provide a wide and stimulating variety of texts;
- build up a sound base of reading strategies using phonic awareness;
- develop initial and advanced reading skills;

Reading is an important part of the English curriculum in our schools. Home reading books are organised on a banding system ensuring the children read books appropriate to their level (the children's reading should be 99% accurate in these books). These books will be

provided and sent home on a daily basis for parents to read with their children. Reading resources will provide enriching vocabulary, correct grammatical structure and interesting content.

Each parent is given the opportunity to liaise with teachers through reading record books which record when the children have been listened to in school by a member of staff or a volunteer, and at home, and any issues or positives there may be. Children who have moved on from the reading scheme have access to the class book selection and School Library or they can bring a book to read from home.

Shared reading taking place within English lessons will provide enriching experiences through more challenging texts. Teachers will also share stories with the class displaying an enthusiasm for reading and setting a positive example as a reader.

Phonics is taught daily in Early Years Foundation Stage and Key Stage One following the framework 'Letters and Sounds'. This will involve a 20 minute daily session of planned systematic phonics' delivery, with a wide opportunity for application of skills through the environment and other lessons.

### **Approaches to Writing**

The School aims to:

- give Writing a purpose and make it an enjoyable experience by presenting a wide variety of writing opportunities;
- develop the children's confidence as young writers;
- help children see writing as an important means of communication;
- develop Writing by positive teaching of skills and encouragement;
- give each child the opportunity to write in a variety of genres and for a variety of audiences.

Classroom writing situations should emphasise to the children the purpose of Writing and give the children the opportunity to write in a variety of genres and for different purposes and audiences.

Shared and modelled Writing, taking place within English lessons, allows the teacher to demonstrate good writing practice to the children while using their ideas. Teachers must ensure that the writing demonstrated shows high expectations and covers the success criteria they would expect to see in the children's writing including across the ability groups.

Children are expected to write daily in a range of forms. Throughout the Reading Phases this may be responses to a text, filling in text feature grids or short writing tasks such as writing as a character. In the gathering content phases the children are writing with the purpose of practising new skills learnt appropriate to the text type they are learning about. In the Writing Phase the children are writing at length with the aim of producing a finished outcome. As part of writing assessment the children write a piece of extended writing independently at the end of a unit of work which is assessed against the National Curriculum year group expectations.

In our Federation, we have high expectations of presentation. To support this, handwriting practice is undertaken regularly across the schools and children write in pencil until they obtain a pen licence. Teachers and Teaching Assistants are expected to demonstrate high quality presentation and handwriting when marking, working with children or scribing in a lesson.

In the new English curriculum grammar and spelling now plays a key role in the children's writing. To support our children's grammar and spelling progression and attainment the teachers integrate time to practising these skills within their English lessons.

### **Cross-curricular English 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.

### **The Use of ICT**

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate ensuring the activity has a strong English base.

### **Assessment and Target Setting**

Teachers will be set annual targets for their children's progression and attainment as part of their performance management.

The statutory tests will be taken at the end of Key Stage 1 and 2 and in EYFS assessments are carried out in September and July to monitor progress made.

At the end of Year 1 the children sit the Phonics Screening Test and those who do not pass re-sit it at the end of Year 2.

Assessment is a critical part of teachers' planning and work will be assessed in line with the Assessment Policy.

We complete regular writing assessments at the end of the teaching of each unit to track the children's progress. These are assessed using the end of year group expectations. Individual writing targets are set for the children to help them to make progress.

- Teachers quality mark all writing with two stars and a wish identifying one area for the child to work on in order to improve their work in line with the Marking Policy.
- Teacher assessments in Reading are made using the end of year group expectations set out in the National Curriculum.

### **Intervention Programmes**

Intervention programmes are implemented to support children where appropriate and for children identified by the class teacher and the SLT during Pupil Progress Meetings. These may include ELS, FLS, Read Write Inc. Read Write Comprehension, Phonics Booster Groups and additional 1:1 reading. They may however be planned specifically to a group's needs using assessments from the teacher.

### **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.

### **Conclusion**

This policy also needs to be in line with other School Policies and therefore should be read in conjunction with the following School Policies:

- Teaching and Learning Policy
- Assessment and Record Keeping

- Feedback and Marking policy
- Special Educational Needs Policy

**Review date: June 2017**