AIMS:

At St Edward’s our aims in teaching literacy are that all children will:

• be able to communicate effectively and confidently in standard English; expressing opinions, formulating responses using technical vocabulary where necessary.

• be able to listen to the spoken word attentively with understanding, pleasure and empathy;

• be able to read a range of materials fluently, critically and with understanding for enjoyment and for information;

• be able to write effectively for a range of audiences and purposes using spelling, punctuation and grammar accurately and confidently.

Speaking and Listening Aims:

• To listen, evaluate and respect the opinion of others

• To speak expressively and confidently about a range of topics through class discussions and debates

• To provide a range of opportunities for children to talk and listen in formal and informal settings

• To use drama and role play to develop confidence when addressing an audience

• To use discussion during shared and guided reading and writing sessions

• To create an environment in which children feel safe when speaking about their thoughts and feelings

Teaching and Learning: To achieve our speaking and listening aims we provide

• Use of talk partners

• Class discussions and debates

• Retelling stories and poetry

• Role play and drama

• Listening to a range of text/story phones

• Story time

• News sharing

• Listening, responding to and evaluating their own and others’ contributions

• No Pens Day - when no pens / pencils are allowed
Reading Aims:

• To create a reading culture that celebrates a love and enjoyment of books
• To help children become critical readers to give them greater understanding of the wider world
• To provide a wide range of reading materials, e.g. big books, comics, newspapers, etc.
• To develop children's reading skills through using books graded according to challenge and difficulty
• To develop retrieval skills through a range of information texts, including those related to the class topic

Teaching and Learning: To achieve our reading aims we provide:

• Experiences of hearing high quality texts
• Use of digital books for class reading and the teaching of reading strategies
• Modelled and shared reading
• Plays to be read and performed.
• Daily guided reading sessions using texts appropriate to level
• Regular opportunities to share books with the class teacher
• Interventions when appropriate, including reading volunteers
• Opportunities for independent reading, both at school and at home
• Studying books by significant authors, including visits and projects

Writing Aims:

• To understand the importance of audience and purpose
• To develop strategies to communicate effectively through the written word
• To write in a variety of forms
• To recognise that writing can be a collaborative effort
• To recognise that drafting and redrafting is an essential part of the writing process
• To recognise that spelling is an important skill and ensure that children have a range of strategies to move towards the conventions of the written word
Policy for English

Teaching and Learning: To achieve our writing aims we provide:

- Modelled, shared and guided writing
- Using dictionaries and a thesaurus to support the use of interesting vocabulary
- The use of big books to develop key skills in writing
- Children need to know and apply the steps taken in the drafting and editing process
- Opportunities to write from real life experiences
- Opportunities to write in a variety of forms and for different audiences, using high quality children's books as a stimulus
- Grammar skills are taught in the context of writing for real purposes
- Opportunities to publish work through a variety of media
- Through marking, children are required to make improvements from teachers' comments
- Peer marking against Learning Intention and Success Criteria

Spelling: Is a continuation of the teaching of synthetic phonics through Letters and Sounds - please see the phonics policy

Teaching and Learning: To achieve our spelling aims we provide:

- A range of strategies taught through interactive activities
- 20 minutes of targeted phonics teaching in small groups every morning
- Regular teaching of spelling linked to individual children's needs and according to the requirements of the 2014 National Curriculum
- The marking of work (for specific spelling objectives only)
- Use of spelling journals to embed new/difficult vocabulary and words that do not conform to general conventions
- Encouragement of dictionary/thesaurus use.

Homework - Please see the Homework Policy

Planning:

- High quality children's books are carefully chosen as a basis for rich learning experiences and to provide opportunities for writing with a purpose.
- Plans include clear Learning Intentions, Success Criteria, independent and plenary activities, the support staff and class teacher's focus groups and differentiation.

How we cater for children who are more able:
Policy for English

At St Edward's all children will be taught and stretched through differentiated group work. More able children will be given extra challenge through questioning and activities.

**Children with special educational needs and individual education plans:**

Teachers aim to include all children fully in their daily literacy lessons. All children benefit from participating in modelled, shared and guided sessions. However a pupil whose difficulties are severe or complex may need to be supported with an individualised programme in the main part of the lesson.

**Assessment:** Assessments are made in line with the school Assessment Policy.

Teacher's use assessment for learning to ensure planning is based on prior attainment and that children know what they need to do to achieve the next steps.

A summative assessment of reading takes place at the end of each term using the PIRA Reading assessments. Analysis of assessment data is used to set targets and identify any children who are exceeding expectation or making slow progress.

Marking and Feedback is in line with the school policy - please refer to the Marking and Feedback Policy.

**Staff Development:**

Teachers are expected to keep up to date with subject knowledge. Training needs are identifies as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the SSDP (Strategic School Development Plan). Where necessary, the English subject leader will lead or organise school based training.

**Literacy Resources:**

All classrooms have a well-stocked book area with a range of fiction and non-fiction books. Children will also have the opportunity to read magazines, leaflets and ICT texts.

At St Edward's we have several 'schemes' of reading books which they use at their discretion for both home readers and Guided Reading in school. Teachers use these resources as appropriate. All reading books are 'book banded' with according to Book Band colours and / or Reading Recovery Levels. In addition to this, some books are labelled for the Accelerated Reading Programme.

**Some of the resources for reading are:**

- Oxford Reading Tree (including Project X)
- Tree Tops Rigby Star Guided Reading packs
- Pelican Guided Reading
- Literacy World Topic Reading Sets

This policy will be reviewed in the Summer Term of 2018.