



**POLICY FOR ENGLISH**

**CONTEXT:**

The Academy's policy for Literacy is based on the 2014 National Curriculum for Key Stages 1 and 2.

At Mayflower Community Academy, opportunities for writing and the application of skills are woven into our thematic curriculum.

In linking subjects and planning additional opportunities to apply knowledge and skills across the curriculum at Mayflower Community Academy, the subjects are brought alive to stimulate and engage children so that deep learning is achieved.

**EQUALITY STATEMENT**

At Mayflower Community Academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion and belief or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in life.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level or personal achievement. To do this, we will:

- Seek to involve all parents in supporting their child's education
- Use contextual data and personalisation plans to improve the ways in which we provide support to individuals and groups and pupils
- Monitor achievement data by ethnicity , gender and disability and action any gaps
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability without stereotyping
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Include teaching and class room-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

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### TEACHING LITERACY

#### **Our Aims in Teaching Literacy**

English has a pre-eminent place in education and society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature especially plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

#### **Aims**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- 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 linguistics
- Use the conventions for reading, writing and spoken language
- Appreciate our rich and varied literacy 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.

#### **Spoken Language**

The national curriculum for English reflects the importance of language spoken in pupils' development across the whole curriculum- cognitively, socially and linguistically. Spoken language underpins the development of reading and writing.

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The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding of reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. Secure Oracy links are woven into all English lessons and pupils are encouraged to use their functional language in order to orally express their opinions and ideas about a piece of writing either their own or that of others.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practise of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading writing domains as set out in the statutory document. (See Mayflower Community Academy Curriculum Overview for English)

### Teaching Time

In Key Stage 1 and 2, the time allocated to the teaching of literacy is an hour a day with additional time for phonics and guided reading. Our thematic curriculum allows for literacy to be taught across all other subjects. Reading is modelled by the teacher at the end of every day in every class.

### Assessment

Assessment for learning underpins teaching and learning in Literacy. Literacy learning is built upon and cross-referenced in other subjects. Assessment of skills is on-going. Every pupil has a Literacy book, which is marked frequently to give children improvement suggestions, following the PERMS policy. Pupils are expected to respond to enhancement comments regularly. In addition there are English progress books, which are written in every half term by every pupil. These are then assessed against the National Curriculum. These judgements are moderated across year group teams, then by the whole teaching team and again across partner schools. Progress is carefully checked and attainment is reported to parents in the child's annual report.

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### Foundation Stage

#### **Communication and Language in EYFS**

Mayflower Community Academy is an 'I Can' Communication Friendly Environment.

**Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in other activity.

**Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and respond to stories or events.

#### **Literacy in EYFS**

**Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Writing:** children use their phonic knowledge to write words in ways that match their spoken sounds. They also write some irregular common words. They write simple sentences, which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Strong relationships with parents are fostered in the EYFS and these are critical in ensuring children reach their full potential.

**Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past present and future forms when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

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### EAL

For children whose home language is not English, we take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. However, we must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS; ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, we assess children's skills in English. If a child does not have a strong grasp of English language, the school will explore the child's skills in their home language with parents and/or carers, to establish whether there is cause for concern about a language delay.

### Home Learning

The 'Academy Star Readers' reward children for reading regularly at home. The school subscribes to 'Phonics Play' and 'Book Bugs' programmes, which is accessible at both school and home. Home Learning also extends to community engagement using the Academy Site as a resource centre. One key resource that Mayflower uses to target underachievement is ARROW. <http://arrowcentre.wix.com/arrow-tuition>

English lessons provide opportunities for children to practise and consolidate their skills and knowledge to develop and extend their techniques and strategies, and to prepare for their future learning. These may be extended through out-of-class activities or home learning. These activities are short and focused and are referred to and valued in future lessons. Children are given support with their home learning at after school club and there are also additional opportunities for all pupils to read on a 1:1. Home learning is issued weekly; this includes reading, spelling and writing exercises centred on our Project for the term.

Children are actively encouraged to talk with parents to regularly discuss learning in literacy that has been covered or is about to be discussed.

Each term, a parent leaflet is sent out in advance of the next term, so that pre-learning opportunities can be maximised. This is also made available on the Academy website.

### Parental Involvement

Parents are encouraged to read at home with their children and communicate with teachers through a home school diary. Celebration assemblies are also used to show parents the learning their child has been involved in (SHARE- PERMS).

In the Early Years Foundation Stage, parents attend phonics workshops and there are, 'Family Phonics' interventions which run every day after school for parents and their children to target specific misconceptions.

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### **Computing and Technology**

Computing and technology is used in various ways to support teaching and motivate children's learning. The Interactive Whiteboard (IWB), class based netbooks and Learning MAC computers, film making equipment, iPads and audio-visual aids are utilised. Computing is used in Literacy lessons to support and enhance the learning of Literacy skills and objectives. Computing is used to help inspire pupils to engage with extended reading activities.

### **Links with Outside Agencies/ Providers**

Each year group in Key Stages 1 and 2 will participate, where possible, in a school trip or visiting workshop relevant to their project. These experiences will support and enhance children's learning in an active and engaging way through speaking and listening or written outcomes.

### **Monitoring and Evaluation**

Work will be assessed in line with age expected outcomes in the national curriculum as well as National Curriculum points. Moderation of writing is undertaken regularly throughout the year. This happens both in phases and across the whole academy to provide teachers with an understanding of the writing expectations across all year groups. Marking is used to ensure children receive regular enhancement comments following the PERMS policy.

Every teacher has a minimum of one Literacy lesson observed during the annual monitoring process. Staff at Mayflower value opportunities to gain constructive feedback from each other. Staff have created a culture where they are free to work alongside each other and look to offer praise as well as areas to enhance on a regular basis.

### **Planning**

Teams plan Literacy weekly in blocks that progress towards an intended outcome which is shared with pupils at the start. Planning clearly indicates objectives that are to be covered and the scaffolding which is in place to support pupils. Planning of Literacy is progressive and is sequenced to ensure that the pupils are taught, practice and secure skills which are developed to create the final draft of writing. Final drafts are SHARED with a range of audiences and this gives a valuable purpose to the pupil's writing.

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### Reading

The programmes of study for reading Key Stages 1 and 2 consist of two dimensions:

- **Word Reading**
- **Comprehension** (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poem and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

### Writing

The programmes of study for writing at Key Stages 1 and 2 are constructed similarly to those for reading:

- **Transcription** (spelling and handwriting)
- **Composition** (articulating ideas and structuring them in speech and writing).

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It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sound and letters (phonics) and understanding morphology (word structure) and orthography (spelling structure) or words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on cursive, legible, and eventually, fluent handwriting.

### **Spelling, Vocabulary, Grammar, Punctuation and Glossary**

The two statutory appendices on spelling and on vocabulary, grammar and punctuation give an overview of the specific features that should be included in the teaching programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated with teaching.

**Updated by: Catherine Acton**

**Updated on: October 25<sup>th</sup> 2019**