Cherry Tree Primary School

English Policy

January 2015

At Cherry Tree School we believe it is essential for children to have good literacy skills. We want to cultivate an enjoyment of reading and writing so that our pupils become independent writers. We want our pupils to be able to communicate effectively and have the life chances they deserve.

Aims:

We want pupils at Cherry Tree to be able to:

- Read with confidence, fluency and expression.
- Develop their responses, both personal and critical, and enable them to evaluate and appreciate wider meanings within different texts.
- Write in a range of genres using appropriate grammar, vocabulary and punctuation.
- Through reading and writing to develop their powers of imagination and critical awareness.
- Express themselves clearly, fluently and confidently.
- Use IT to support and develop Literacy skills.

Speaking and listening

- Pupils will be taught to understand the importance of speaking and listening skills across the curriculum.
- Activities taught will encourage pupils to speak clearly, confidently, fluently and appropriately for a variety of different purposes.
- Strategies such as talk partners and hot seating will be used to help develop speaking and listening skills.

Reading

- We use a systematic approach for teaching phonics from Foundation Stage to Year 3 and in other KS2 classes where necessary.
- Staff read with the pupils on an individual, group and class basis. A banded reading scheme is used across the whole school and reading records are signed when the pupil has read. Sets of guided reading texts are used within each class.
- Pupils should read daily at home (see Homework Policy).
- We encourage reading and help the pupils to develop an interest in books by reading and discussing a range of different text types across the Key Stages.
- We will provide the pupils with access to a wide range of literature and the opportunity to read for a variety of purposes including IT based texts.
- We will encourage the pupils to develop personal responses to the texts.

Writing

- The pupils will be taught to write in a variety of styles for different purposes and audiences.
- Pupils will be encouraged to develop their vocabulary and write imaginatively.
- Pupils will be taught punctuation and grammar as part of the Literacy lesson.
- Pupils will have weekly spellings.
- IT based activities and tasks will be used to support pupil's learning in writing.

Handwriting

- Pupils will develop a joined, fluent and legible handwriting style from the Foundation Stage when they are ready developmentally. When pupil's handwriting is judged by the Class Teacher to demonstrate a consistent, joined style, pupils will be issued with a pen licence and allowed to write with a pen. This is re-assessed each year.

Phonics

- Phonics sessions are streamed in different groups from Reception, Year 1, Year 2 and Year 3. They last for up to half an hour every day.
- Two to three sounds a week are taught depending on what phase the pupils are on.
- Phonics activities encourage pupils to say the sound, listen for the sound and write the sound.

Planning

- Teachers' planning ensures that a variety of genres are taught within each term. This is evident in long, medium and short term planning. Teachers use Talk for Writing (Pie Corbett) and Big Writing (Ros Wilson).
- Within each unit that is taught, spelling, punctuation, grammar, reading and/or speaking and listening and writing needs to be explicitly planned for.
- Curricular layered targets for writing will be set by class teachers for each half term. They need to be evident in medium and short term planning.
- Weekly plans need to include clear differentiation and success criteria (see Equality Policy and Teaching and Learning Policy).

Structure of lessons

- Literacy skills will be taught through Literacy lessons and across all areas of the curriculum.
- We will use a variety of teaching and learning styles (see Teaching and Learning Policy).

Assessment and Reporting

- Literacy will be assessed regularly (see Assessment Policy).
- There are termly writing agreement trialling sessions for teachers during INSET sessions.
- Parents will be informed of their child's progress at parent/teacher consultation evenings and in the end of year report.

Monitoring

- The Literacy Subject Leader will monitor Teacher's/TA's planning, formal assessments, work books and pupil interviews. Lesson observations are undertaken.
- The policy will be reviewed every two years.