

Cauldwell Lower School. Communication, language and literacy policy.

SCHOOL MISSION STATEMENT

Committed to the development of successful learners, confident individuals and respectful citizens within our whole community.

AIMS OF THE POLICY

At Cauldwell Lower School, we aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Cauldwell Lower school, we aim for a child to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- 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 Literacy section of The Primary National Strategy (2003) and in the Communication, Language and Literacy section of the EYFS document (2008).

In the Foundation Stage (Reception) children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

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

In Key Stage Two (Years 3-4), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and begin to respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our Literacy Governor.

This policy will be reviewed every 2 years or in the light of changes to legal requirements.

SUBJECT ORGANISATION

The English Curriculum is delivered using the Primary National Strategy framework. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

In years 1-4, children are taught literacy within a suitable ability set group. Teachers use constant assessment techniques to monitor progression, which provides flexibility within the sets. Work is planned by teachers and teaching teams and is differentiated to abilities of the children. Learning support assistants are involved in planning and delivery of lessons and work closely with teachers to identify and support specific needs.

Teachers use The Primary Strategy to support long and medium term planning. Teachers use reliable schemes of work, The Primary Strategy and resources from Bedfordshire literacy team to plan in the short term

APPROACHES TO SPEAKING AND LISTENING

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

Phonics

Shared reading

Guided reading

Independent reading

Books banded in relation to National Curriculum levels

Links to parents

Library in school

Home Reading

Peer and group reading

Interactive stories

Reading Recovery Scheme

APPROACHES TO WRITING

'Mark making'

'Sounds Write'

'Talk for Writing'

Phonics and spelling

Emergent writing

Shared Writing

Guided Writing/Independent Writing

Extended writing

Handwriting

Creative writing activities

CROSS-CURRICULAR LITERACY 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 Literacy will be planned for and used as appropriate.

ASSESSMENT AND TARGET SETTING

Diagnostic testing- using Sounds Write

Work will be assessed in line with the Assessment Policy. In addition to this:

Children are assessed as an on-going procedure by teachers. Children are given literacy targets by teachers after assessments and children are told how to improve their work through conferencing.

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided and planned for.

INTERVENTION PROGRAMMES

ECAR- Every Child a Reader

ELS- Early Literacy Support

ALS- Additional Literacy Support

Sounds Write Phonics Programme

INCLUSION continued

EAL Provision

We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. Due to the large proportion of EAL pupils in our community, we provide additional support their learning, including: Language Profiles, dual language books and resources, interpreters, (where necessary), and multi-agency support networks.

ROLE OF SUBJECT LEADER:

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating Literacy:-

- pupil progress
- provision of Literacy (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff

Taking the lead in policy development

Auditing and supporting colleagues in their CPD

Purchasing and organising resources

Keeping up to date with recent Literacy developments

PARENTAL INVOLVEMENT

Parents of reception age children are invited into school to specific meetings designed to explain the phonics and reading programmes in school. These sessions help to support parents and carers to help their child at home.

The subject leader plans and delivers twice-yearly meetings for all parents to explain reading schemes, assessment and provide additional support for parents. The school provides 2 parent evening sessions per year and all parents are encouraged to attend.

'Story go round' on Friday afternoons provide opportunities for parents to come into school and share a book with their child.

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

Marking policy

Special Educational Needs Policy

ICT Policy

Inclusion Policy

Health and Safety Policy

APPENDICES

Example of a weekly plan

List of resources for reading

Language Profile

Handwriting joins

Update to policy record sheet

Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.

