



ST FRANCIS XAVIER

CATHOLIC PRIMARY SCHOOL

Literacy Policy 2024

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Post holder responsible	Miss L.Marshall Principal
Director / LGB Chairperson	Ms C.Cullen

'Jesus holds us in the palm of his hand'

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Exclusions Policy has been approved and adopted by St Francis Xavier Catholic Primary School on 28th July 2024 and will be reviewed in July 2025.

**Signed by LGB representative for St Francis Xavier:
Ms C.Cullen**

**Signed by Principal:
Miss L.Marshall**



1 Our objectives in the teaching of English are for pupils to:

- 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 linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary 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
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

2 Teaching and learning style

At St Francis Xavier Catholic Primary School we will:

- teach comprehension, spelling, grammar and punctuation through weekly timetabled lessons
- teach writing through teacher modelling plus shared, paired and individual writing during English lessons
- teach vocabulary, conjunctions, openers and punctuation during daily 'Clever Writer' sessions
- pupils will take part in an extended writing session every week, known as the 'Star Write' - sessions will vary between totally independent work and various scaffolding and support depending on pupil's needs, as assessed by the class teacher
- systematically teach handwriting, according to age related expectations and individual pupil need
- train teachers and support staff to promote excellent handwriting from the pupils through the examples from the teachers
- provide a variety of opportunities for spoken language, role-play and drama so that children can organise and reflect upon their learning
- encourage the use of 'Talk Partners' and 'group discussions to allow children to develop their oral skills and their ability to communicate and cooperate with their peers
- provide all children with access to a wide range of books for personal reading through access to a school and community library as well as books in class and levelled books
- ensure children in EYFS, Key Stage 1 and 2 take home age appropriate books
- use ICT alongside English to provide a simulating environment for the children and reinforce and extend curriculum goals
- teach shared reading and structured text, sentence and word-level work within English lessons
- undertake reading sessions weekly- This will be through the Bug Club Platform in KS2
- in EYFS and KS1 teach phonics daily, through the Floppy Phonics Scheme of work
- provide phonics sessions for children in KS2 who need additional support in reading
- widen the reading experience and knowledge for children of a variety of genres and authors

3 English curriculum planning

- 3.1 English is a core subject that is taught independently and across the whole school curriculum.
- 3.2 Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning.
- 3.3 Weekly plans are completed using the medium term plan provided by the subject lead.
- 3.4 Weekly plans are monitored by the Subject Leader and SENDCo, and verbal feedback and targets are given to the teachers.
- 3.5 We plan the activities in English so that they build on the pupil's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression so that there is an increasing challenge for the children as they move up through the school. Teachers use the medium term plan and progression grids when planning lessons.

4 The Foundation Stage

Through the use of play and structured activities, we cover the Early Learning Goals as set out in the updated EYFS framework September 2021. In foundation stage we:

- plan for and provide opportunities and encouragement for children to use their skills in a range of situations and for a range of purposes
- support and develop children's confidence
- enable children to build their communication skills which will help them to build social relationships
- plan activities and experiences that engage all the senses, including music, songs, rhymes and dance
- plan lots of opportunities for children to interact with others
- give children daily opportunities to share and enjoy a wide range of fiction and non-fiction books, rhymes, music, songs, poetry and stories
- allow children to see adults reading and writing and encourage children to experiment with writing themselves
- plan an environment that is stimulating for children from all backgrounds and cultures
- give children the opportunity to use ICT as an alternative form of communication
- provide time and relaxed opportunities for children to develop spoken language through sustained conversations between children and adults
- show particular awareness of, and sensitivity to the needs of children learning English as an additional language
- link language with physical movement through the use of action songs and rhymes
- actively involve parents in the development of their child's language skills

4.1 Communication and Language

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in the spoken word and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

4.2 Literacy (Reading and writing)

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently, but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and cursive letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

Phonics is taught through the Floppy Phonics Scheme. The key principles that underpin the teaching in Floppy Phonics are:

- Systematic and structured with inbuilt rigorous revision to ensure the success of every child
- Includes the characters of Floppy the dog, Biff, Chip and Kipper and their family and friends, with hundreds of colour pictures to engage children fully for the phonics teaching & learning, vocabulary enrichment and language comprehension
- Rigorous teaching sequence ensuring the phonics teaching & learning is straightforward, effective and allows for differentiation in simple, but effective, ways
- Builds up knowledge of spelling word banks over time where words are spelt with the same letter/s-sound correspondences
- Designed to inform parents/carers routinely and to work in partnership with them wherever possible
- The order of introducing the 44 sounds of the English language matches the order in 'Letters and Sounds'

4.3 Observation, Assessment and Planning

The planning within the EYFS is based on ongoing assessment and observation. These plans are flexible so that teachers can respond to the needs, achievements and interests of the children. This will be indicated on weekly planning. This fostering of the children's interests develops a high level of motivation for the children's learning. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. These observations are recorded in a variety of ways, and contribute to the child's individual learning journey. At the end of the EYFS year in school, each child's level of development is recorded against the 17 Early Learning Goals.

5 Contribution of English to teaching in other curriculum areas

The skills that children develop in English are linked to, and applied in, every subject of our curriculum, both core and foundation. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

5.1 Mathematics

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Early Years Foundation Stage develop their understanding of number, pattern, shape and space by playing games, creative activities, stories, rhymes, real life experiences and using their environment. Adults should be available, when appropriate, to support and extend children's mathematical language development. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language. Key Stage 2 pupils are taught to solve mathematical investigations and to contribute to discussions giving reasons for their answers.

5.2 RHSE

English contributes to the teaching of RHSE by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

5.3 Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts bring them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

6 English and ICT

The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text level. ICT is used at whole-class, group and independent level.

- the screen projection of text enables it to be read and shared
- the projection of a word processor permits the writing process to be modelled effectively
- groups can work on laptops and input text

- a range of software is used to develop specific grammatical and spelling skills
- lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website)
- Laptops can be used to promote speaking and listening and also prepare children for writing experiences
- the interactive whiteboard is used regularly to model writing and allows children to interact and engage with the writing process

7 English and inclusion

- 7.1 At our school, we teach English to all children, whatever their ability and individual needs. We commit to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.
- 7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.
- 7.3 Specific intervention will lead to the creation of an Individual Education Plan (ILP) for children with special educational needs. The ILP may include, as appropriate, specific targets relating to English.
- 7.4 We enable all pupils to have access to the full range of activities involved in learning English.
- 7.5 Teaching assistants work within the classrooms to provide help by using:
- texts that children can more easily read and understand
 - visual and written materials in different formats
 - ICT, other technological aids and taped materials
 - alternative communication, such as signs and symbols
- 7.6 KS2 children who are assessed as underachieving with their phonics skills are given additional phonic support through the Read, Write Inc and Fresh Start programme

8 Assessment for learning

- 8.1 Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to annotate and adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress often through marking. This feedback gives the children positive encouragement on the work produced and also a way to improve or a next step.
- 8.2 Older children are encouraged to make judgements about how they can improve their own

work through self-assessment and editing opportunities.

- 8.3 Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. These results are used to ensure that the pupils make progress throughout the year and the work is set appropriately.
- 8.4 Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, they are able to set targets for the next school year, and to summarise the progress of each child before discussing it with the child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.
- 8.5 Long-term assessments are based on end-of-year tests and teacher assessments. Children undertake the phonic screening check at the end of Year 1 and the national tests at the end of Year 2 and Year 6.
- 8.6 Staff are keen to improve their subject knowledge and CPD has been attended by the whole staff in order to achieve this. For Floppy Phonics training, 'I am a clever Writer training'

9 Resources

- 9.1 There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries, thesauruses and a variety of age-appropriate small apparatus. All classrooms have a book corner with a selection of fiction and non-fiction texts.
- 9.2 Reading texts are regularly updated and encourage children to read through the use of highly visual and up to date texts.
- 9.3 Excellent writers are sent weekly to the head teacher to receive a book as a reward for good writing. These are displayed on the 'Clever Writer' display in the main School Hall.

10 Monitoring and review

- 10.1 The coordination and planning of the English curriculum are the responsibility of the subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in English and by providing a strategic lead and direction
 - gives the head teacher and SENDCo summary reports in which she evaluates the strengths and weaknesses in English and indicates areas for further improvement
 - uses specially allocated regular leadership time to review evidence of the children's

● ● ● Our journey with Christ

work and to observe English lessons across the school

