



GREENLEAS PRIMARY SCHOOL

ENGLISH POLICY

RATIONALE

At Greenleas Primary School we believe that literacy is a key life skill. Literacy helps children to communicate effectively and creatively with the world at large, through spoken and written language. As a school we strive to foster a love of reading for pleasure in all its forms. It is important that our pupils appreciate our rich and varied literacy heritage.

Teaching and Learning Styles

We have a variety of interactive teaching and learning techniques. We plan activities where pupils:

- Integrate prior and new knowledge
- Acquire and use a range of learning skills
- Solve problems individually and in groups

In addition, we:

- Use questions as a tool for learning
- Use a wide variety of materials
- Give pupils the opportunity to work in a variety of ways
- Encourage children to learn from and support one another
- Give positive and constructive oral/written feedback

Approaches to Speaking and Listening - Key Experiences

We aim to provide pupils with opportunities to:

- Build on the successful language learning which the pupils have already accomplished prior to starting school
- Speak in a variety of forms for different audiences, purposes and situations.
- Reflect upon their speech and make appropriate choices
- Talk in paired/group/class situations, valuing the contributions of others and responding appropriately
- Develop spoken standard English from the model we set as teachers/TAs in a range of S & L situations
- Take part in role play/drama/circle time sessions/debates/hot-seating sessions
- Examples from Early Years:
 1. Opportunities to share news - Hear All About It!
 2. Enrichment days - Speaking in front of a group
 3. Perform songs/rhymes/poems as part of Continuous Provision
 4. Understand how to be a good listener
- Presentations to whole class/year groups/departments/assemblies
- Be involved in larger presentation and performances throughout the year

- A) F2 Christmas/Easter Performances
- B) Yr. 1/2 Christmas Performances
- C) Whole School Harvest Performance
- D) Yr. 6 End of Year Production/Leavers Assembly

Approaches to Reading - Key Experiences

We aim to provide pupils with the opportunities to:

- Teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme, on a daily basis in F2 and Key Stage One. This includes Homework consolidation.
- For pupils to have access to an extensive range of high-quality reading material from class/book areas, the school library and Wirral Schools Library service
- Respond to the work of certain significant authors identified by their teachers/peers

- To be able to orchestrate a full range of reading cues (phonic/graphic/syntactic/contextual) to monitor their reading and correct their own mistakes
- To be interested in books, read for enjoyment and evaluate/justify their preferences
- To make considered responses to a vast variety of reading materials, both orally and in written form
- Enjoy Poetry sessions in which they are able to recite poetry to an audience and learn favourites by heart
- Respond to power of reading and Literacy Counts strategies as used by all classes throughout the school
- Use class reading corner's designed and stocked jointly between pupils and staff
- Be immersed in units of work recently developed using high quality texts
- To relate texts to social/cultural/religious and historical traditions
- To enjoy and respond to larger works of fiction through the use of class readers
- To engage in reading activities/sessions with younger/older children at appropriate times throughout the year
- To use VIPER skills to improve comprehension skills
- Bring reading to life - story-box approach
- Reading around the classroom in all areas

Approaches to Writing - Key Experiences

We aim to provide pupils with the opportunities to:

- Study the wide range of purposes for writing including communication with others/explaining experience/organising and explaining information
- Enjoy writing and to see the value of it
- Develop pupils' understanding that writing is essential to thinking and learning across all curriculum areas
- Observe teachers modelling all genres of writing though shared and guided sessions
- Plan/draft/revise/edit their own writing on a regular basis
- Write individually and collaboratively building on targets sets
- Improve and refine streaming/scanning note taking skills
- Write extended independent pieces of writing to increase stamina for writing
- Build up a range of spelling strategies in order to become independent and accurate spellers
- To demonstrate they can spell the words on the new curriculum spelling lists pertinent to their year groups
- Encourage pupils to have fluent and legible handwriting
- Use and apply their English skills in Computing in terms of editing/final presentations/research
- Use grammar and punctuation accurately
- Respond to marking/advice given by teachers (following marking policy/codes)
- Writing in different contexts - for example ROLE- PLAY
- Writing in all areas around the classroom

Assessment

Assessment provides information about what a pupil knows, understands, is able to do and where they go next. It is part of the teaching and learning process, and as such is part of everyday classroom practice. The majority of assessments are part of a continuous process rather than a separate activity requiring the use of extra tasks and texts.

On going assessment is used to inform medium/short term plans and areas for development.

Monitoring and Review

Literacy is monitored by the Headteacher, English Leaders and English Governor.

Having identified priorities, the English Leaders construct an action plan. This document forms the basis for monitoring in conjunction with Subject Leaders Calendar of events timetable. Frequent updates and feedback sessions are given to the whole staff.

Signed by

Headteacher: _____

Literacy Leaders: _____

Literacy Governors: _____

Revised and adopted by the Governing Body Feb 2022