

Communication, Language & Literacy Policy

**Policy Remit: English including Reading, Writing,
Speaking and Listening and Spanish**

January 2017

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Wainwright Primary Academy's Vision, Values and Aims

Vision

To be an exciting learning community in which all children and adults are safe, secure, valued and inspired. We will nurture self belief and have aspirations for all. We will create opportunities for everyone in our school community to reach their potential. This will be evident in the richness of the curriculum and the learning culture of the environment in which every individual has the skills and desire to succeed. We will continually strive to improve for excellence, without the fear of failure, in the knowledge that all successes will be recognised and celebrated. Children who leave our school will be well-rounded, self motivated citizens who have the confidence to thrive both socially and academically.

Values

We value and care about every member of the school and its community equally. We believe that they have the right to an exciting and fulfilling education.

We value consistently good teaching and the provision of enriching opportunities to support pupils in striving to reach their maximum potential and we celebrate everyone's achievements.

We value and nurture good behaviour, the adherence to our golden values and the expectation that whilst everyone is an individual, that we have responsibilities, as citizens, to our community.

Aims

Our aims are:

- to ensure all people connected with our school perform and achieve to the highest standard possible – both academically, emotionally, socially and spiritually.
- to provide opportunities for our children to become equipped with the skills and aspirations for a happy, fulfilling life.
- to treat everyone with care and respect.

CLL Team & Policy Overview

The policy for CLL provision at Wainwright Primary Academy is in place to ensure that the vision, values and aims for the whole school permeate through practice and provision for all subjects that involve communication, language and literacy. We recognise that this policy can be used for cross-curricular purposes and make links between the focus subject areas under remit of this team and of other teams where appropriate.

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 Communication within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

CLL Team & Policy Aims

At Tuxford Primary Academy we strive for children to be a 'Primary Literate'.

We aim for every child in English 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.

We aim that every child in Spanish to be able to:

- understand the purpose of learning another language.
- use basic Spanish to talk about themselves.
- use basic Spanish to ask and answer questions.
- talk and read about basic stories in Spanish, containing vocabulary for colours, body parts, numbers, days of the week, school objects...
- have the opportunity to converse (either by writing or conversation via conferencing support) with a Spanish speaking child from a Spanish speaking country.
- Participate in international day activities that explore the purposefulness of learning a language.

We encourage children to...

- Develop and apply a knowledge of phonics, sentence structure and grammar to enable pupils to write in a wide variety of everyday contexts.
- Be confident in accessing a wide range of resources to support their writing.
- Independently understand and have the ability to use a range of composition structures and use ICT to support their application of those text types.

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- Show curiosity about different text types, understand the purpose of texts, develop confidence in their writing, recognise how texts can be of personal significance.
- Show an interest in fiction and non-fiction texts, develop confidence in reading for personal use and enjoyment and public speaking/reading.
- Show an interest in reading for research.
- Understand the purpose of expressing language through different mediums including film, photo and story boards.
- Recognise the value of Modern foreign Languages and see their purpose in communicating with others.

Strategies to support children's development

- Model appropriate vocabulary in a consistent way;
- Use open ended questioning to encourage problem solving;
- Model curious, questioning behaviour;
- Model 'writing' – fostering a supportive climate for taking risks;
- Seize every opportunity to support children's understanding and acquisition of phonic and grammar skills and concepts ;
- Plan appropriate play and learning experiences to develop and extend children's thinking and learning;
- Provide stimulating and interesting practical activities in a range of contexts;
- Provide a range of resources, books and software to support different strands of literacy development;
- Observe and reflect on children's individual needs and interests;
- Share your mistakes and learn from them;
- Provide opportunities for children to represent their thinking.

Practical Considerations

- Staff should be engaging in sustained shared thinking (e.g. engaging in conversations focusing on supporting the children's thinking and learning; modeling 'getting stuck', recapping and reminding, supporting thinking and planning ahead) These strategies should be identified on the weekly/daily plan. Staff should ensure that these are in place before carrying out focused teaching;
- To support the writing process staff should provide meaningful contexts which children can explore in a variety of ways within which they will feel motivated to write;
- Children with speech, language and communication needs may need support to ensure access to the English curriculum;
- Children who have English as an additional language will also need support to access the English curriculum;
- Have an awareness of those children who would benefit from stretching and extension work;
- Ensure there is rich environment in which children are exposed to a broad range of vocabulary.

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Assessment for learning

Teachers will assess children's work in English by making informal judgements during lessons. On completion of a piece of work, the teacher assesses it, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Older children are encouraged to make judgements about how they can improve their own work.

The CLL team keep samples of children's work in a portfolio, and uses these to demonstrate the expected level of achievement in English and Spanish for each age group.

Read Write Inc

The school follows the Read Write Inc programme of study to teach reading and writing. Children in Foundation and Key Stage 1 will be working primarily on the Read Write Inc Phonics programme. The majority of children in Key Stage 2 will follow Read Write Inc Literacy and Language programme. Children are assessed regularly and placed in small groups according to their assessment. Read Write Inc lessons take place first thing in the morning across the whole school. The Read Write Inc philosophies are embedded in the teaching and learning of reading and writing throughout the curriculum.

Teaching Reading

Most reading is taught through Read Write Inc and Literacy Language. In these sessions children have the opportunity to read a text a day and will also complete activities to assess comprehension. In addition children have other reading opportunities such as individual reading books and further up the school extra Guided reading sessions take place to help teachers focus on specific areas. Children are encouraged to read at home regularly and record in a home school diary.

Word reading

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 is emphasised in the early teaching of reading to beginners (i.e. unskilled readers) in our Early Years through Read, Write Inc. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world.

Comprehension (both listening and reading)

Comprehension skills develop through pupils' experience of high-quality conversation with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, and to establish an appreciation and love of reading. Reading widely and often, increases pupils' understanding and vocabulary because they encounter words they would rarely hear or use in everyday speech. It also opens up a treasure-house of wonder and joy for curious young minds.

Our school library is a place where children can truly enjoy learning. Pupils know that they can work their independently to investigate and explore using books and their ipads. It is also a place that and fosters a love of reading.

Teaching Writing, Spelling, Grammar and Handwriting

Most writing is taught through Read Write Inc and Literacy and Language. In addition their skills are consolidated through cross-curricular topic work.

Writing makes a significant contribution to the development of children as thinkers and learners. This section of the policy is to promote a consistency of approach and to ensure that continuity and progression are embedded in our practice.

- Composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these dimensions, that is, transcription and composition. In addition, pupils should be taught how to plan, revise and evaluate their writing – knowledge that is not required for reading. These aspects of writing have been incorporated into the Programmes of Study for composition.

- Transcription (spelling and handwriting)

Writing down ideas fluently depends on effective transcription, that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphological (word structure) and orthographic (spelling structure) patterns of words. Writing also depends on fluent, legible and, eventually, speedy handwriting. Effective composition involves 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.

Aims

Every member of staff endeavours to ensure 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 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.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- tailor context and features appropriately for a variety of audiences.
- raise awareness of, and appreciate the writer's craft. Writing is a complex skill that will not develop without teaching and practice. We endeavour to meet our aims by ensuring that pupils are provided with experiences that.
- develop positive attitudes to the writing process including planning and redrafting.

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- retain a focus on the improvement and high expectation of core skills i.e. spelling grammar, punctuation.
- put writing achievement at the centre of the school ethos regardless of stages.

Principles of effective learning and teaching

- Clear targets should be set for each writing lesson. These should be shared with the pupil/group and displayed during the lesson.
- Provide children with a model of the kind of writing expected.
- Children should be encouraged to plan their writing, perhaps following a group discussion, with teacher recording suggestions on the board.
- Children may be given a scaffold to help them with their planning.
- Children may discuss their plan with a writing partner.
- Any context for writing may be chosen but the range of skills necessary should be taught systematically.
- Starting points for writing should be carefully selected to provide a meaningful context. Children respond better when they know why they are writing and whom it is for.
- From time to time pupils should be given the opportunity to write about any subject of their choice.
- There should be a literacy rich environment in the classroom, reflecting both current topics and pupils writing.
- Talking and reading assist writing. This should be appropriately encouraged in both the classroom and home to encourage knowledge and use of extended vocabulary and style.
- Planning / drafting / editing should be used to improve both the context and the conventions of writing.
- Spelling mistakes of “known” words can be highlighted and used as a tool for learning but this should not overshadow other aspects of the writer’s craft.
- Conventions of writing i.e. grammar are best taught from the child’s own writing but these will also be taught in a systematic way using.

All teachers should have high expectations in regard to the standard of pupils’ writing, taking due account of the child’s stage of development. All pupils should be encouraged to achieve the highest possible standard of writing according to their stage of development and level of ability. These expectations can be made explicit in a variety of ways:

- Use of positive feedback (oral or written)
- Stickers/stamps
- Star writer awards/certificates
- Reading children’s writing to the class
- Child reads writing to the class (or another class)
- Display children’s writing around the school
- The purpose of formative assessment can be used to identify what pupils
- Know what children have learnt, can do and what their next steps in learning should be.
- While children are engaged in their writing task teachers will ‘conference’ with children i.e. talk to them about their writing while they are doing it. This is the most effective form of assessment.

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- Children should be encouraged to proof read and edit their own work, or that of a writing partner. It may be helpful to provide a criteria checklist to help children with this task.
- Teachers may conference with a group of children during the writing task. An effective technique identified by HMI is the 'author's chair' where pupil writers explain to others what and how they are trying to achieve in a piece of writing. The audience may comment and make suggestions.
- After each writing task pupils should be made aware of their next steps in learning.
- Teachers should mark a finished piece of writing against the Learning objective/success criteria/target set for the task.
- WOW/ NOW marking policy should help the child improve his/her writing.
- From children's writing, the teacher should observe and note points, which require to be taught on an individual/group/class basis.
- Assessment trackers will be updated on a continual basis giving an indication of pupil progress in writing.
- In conjunction with the assessment calendar at each assessment point an independent piece of writing will be undertaken and marked against the Big Writing criteria.

Additional needs children with specific writing or language difficulties may require an individualised programme. This may be planned in consultation with the SENCO and advice from outside agencies.

Where possible planning will reflect on a daily basis the use of ICT to enhance and develop writing skills. It is important to realise and develop the powerful tool we have in word processing and desktop publishing packages in an appropriate and effective manner for all children in Tuxford Primary Academy. The use of ipads will:

- allow children freedom to draft and re-draft without having to start at the beginning each time.
- present a new dimension for written expression.
- enable all children to present work in an attractive and professional manner.
- allow children to write in 'real life' context, e.g. newspaper production using a DTP package.
- motivate children to write.

Teaching Spelling and Grammar

At the early stages the child's natural curiosity for and enjoyment in words should be exploited. Rhymes, rhythms, jingles and patterns will be a daily occurrence. Children should be encouraged to experiment with spellings and be praised for their attempts. At this stage the main aim should be to develop confidence and enjoyment in writing and the written word.

Pupils should be taught to control their speaking and writing consciously and to use the elements of spelling, grammar, and 'language about language' listed. This guidance is not intended to constrain or restrict teachers' creativity, simply to provide the structure on which they can construct exciting lessons.

Handwriting sessions might also be used as a focus for spelling and grammar. Attention might be drawn to initial letter sounds, letter strings or phonic blends as appropriate. Using a multi-sensory

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approach involving finger tracing can help in learning to spell new words. Research has shown that a flowing, clear and speedy handwriting style helps to improve spelling and sentence punctuation.

At Tuxford Primary Academy we use the Read, Write Inc system of teaching phonics (see scheme) from the second week of Reception to ensure we cover the national expectations for teaching systematic synthetic phonics. Children progress through the scheme at their own pace and are grouped according to the assessment procedures laid out by the scheme. Staff are Read, Write Inc trained by the publishers to ensure that lessons are of a high standard. Once children complete the Read, Write Inc course they progress to standard English lessons as laid out by the English Curriculum (2014).

As the child's writing and awareness develops the following principles should apply:

- The teacher should make reference to spelling regularly and on an ongoing basis. This can include the teacher while writing on the board asking for help in spelling a word, pointing out pitfalls within words, asking for homonyms, homophones, words with the same pattern, etc.
- Throughout the school, the LOOK, SAY, COVER, WRITE, CHECK strategy will be adopted
- Commercially produced resources will be used presently these are Spelling for Literacy or Read Write Inc.
- Children should be encouraged to make an attempt at a spelling in order not to break the flow in writing. Spellings can be checked later.
- It is important that pupils are asked to attempt words for themselves before the teacher writes it for them. Breaking the word into syllables helps in this process.
- Encourage children to look for small words inside large ones eg ear/hear
- Children should be encouraged to check their own spellings.
- Automatic use should be made of dictionaries and class word banks for this purpose.
- Spelling and/or word study should be fun! Children should be encouraged to develop a fascination for words. For this reason games, puzzles and rhymes will be an essential part of the school programme.

The first handwriting lessons are the most important. What is learned then may affect the writer for many years to come. The teacher's attitude is also important. Where an imaginative positive approach is used, it is likely that pupils will react in the same way. Short handwriting exercises should be planned as they produce the best results. It is important that a fast, fluent hand is promoted. First priority should be legibility and the second speed. Points to note are:

- Ensure that children are comfortable and relaxed and that their pencil grip is correct.
- Ensure that pupils have appropriate writing tools i.e. pencils are of adequate length and sharpened.
- Individuals should be monitored during handwriting exercises to ensure that the way they form letters, begin words, hold the pencil and position the paper are all conducive to good practice. Monitoring and Review Teachers' plans will provide evidence of balance and appropriateness of writing activities. Pupil work on writing will be monitored regularly.

Speaking and listening

Spoken language

The National Curriculum for English reflects the importance of spoken language in pupils' development – linguistic, cognitive and social – across the whole curriculum. Teachers should ensure the continual development of pupils' confidence and competence in spoken language. The quality and variety of language that pupils hear and speak are key factors in developing their vocabulary, grammar and understanding for reading and writing. Pupils should develop a capacity to explain their understanding of books and poems, and to prepare their ideas prior to writing. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure 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.

The ability to speak and listen is fundamental to pupils' language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. It is vital that its significance is recognised by pupils, parents and teachers. Pupils need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of speaking and listening.

Aims

In our Early Years Foundation Stage, we incorporate the early learning goals into our planning and teaching, which ensures that pupils:

- Use language to imagine and recreate roles and experiences.
- Develop active listening and response.
- Interact with others in play.
- Use language to 'get things done'.

At Key Stage 1 we build on pupils' prior learning in speaking and listening. We:

- Encourage pupils to speak according to the context, with consideration for their audience.
- Develop pupils' ability to use language imaginatively.
- To express their ideas and feelings when working in drama activities.
- Teach pupils to work effectively and collaboratively in groups.
- To join in discussions, making relevant contributions.
- To listen carefully and actively.

At Key Stage 2 we build on pupils' attainment from speaking and listening experiences at Key Stage 1. We:

- Develop pupils' ability to speak in a range of contexts with increasing sense of audience and purpose.
- Encourage more sophisticated interaction in groups.
- Develop pupils' ability to respond appropriately to other.

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Strategy for implementation

Teachers follow the guidance laid out by the draft National Curriculum for English 2014 (see appendix 3), however as the Literacy Trust acknowledges (see appendix 2) the policy landscape for English is 'changing significantly'.

Teaching and Learning

In order to promote high quality speaking and listening, teachers will:

- model dialogue, e.g. turn taking, offering opinions and inviting response;
- model listening, e.g. the use of non-verbal communication, respecting, even if disagreeing with, the views of others;
- model values, e.g. encouraging the participation of retiring or reticent pupils, praising boys who display sensitivity;
- model participation, e.g. recognising the value of being seen as a learner alongside the pupils;
- provide a wide range of contexts for speaking and listening;
- support the pupils by providing clear structures for tasks which require the pupils to learn through talk;
- share roles with the pupils, e.g. as questioner, the 'expert' on a particular topic.

Pupils have a variety of opportunities to use talk for learning. These will not occur in every lesson but teachers are expected to incorporate them over a period of time. These are:

- playing an active role in directing their own learning, e.g. making decisions about how to approach a task, selecting appropriate resources;
- engaging in speaking and listening in a variety of groupings and settings, e.g. reading out loud as an individual and a larger group during shared reading, working collaboratively on an investigation during group work, reporting findings as a newscaster during a plenary session, interviewing people as part of a research project, acting as a guide for a visitor to the school;
- using language creatively and imaginatively, e.g. through role-play, hot-seating, storytelling;
- demonstrating what they know and evaluating their understanding, e.g. involvement in plenary sessions, use of response partners.

The learning environment is organised to facilitate talk by:

- using space effectively, e.g. in the Foundation Stage and at Key Stage 1 by providing listening, role-play and activity areas. At all key stages, furniture and tables are arranged appropriately, creating displays which are inter-active;
- providing resources to support speaking and listening, e.g. ipads, puppets, tape recorders, headphones/headsets, talking books.

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Progression and continuity

Foundation Stage

Pupils have opportunities to develop and practise their talk through play, to listen attentively and with increasing stamina and discrimination, to respond appropriately and confidently, and to inter-act with others. This provides a sound foundation for the programme of study for KS1.

The school's programme follows the programmes set out in the EYFS and curriculum 2014. It sets out a framework for planning speaking and listening to show progression from Year 1 to Year 6.

Key Stage 1

At Key Stage 1 pupils progress through the national curriculum programmes of study. They have opportunities to speak to a range of audiences: describing incidents from their own experience, retelling and telling real and imagined stories, reading stories and poems aloud, and giving presentations to explain a process or impart information. They listen to stories and poems, sustaining concentration and participating appropriately, follow teachers' instructions and express their views about versions of stories on tape and video. They ask relevant questions of adults and peers, and express their opinion of others' plays and presentations. They are taught how to operate in groups, e.g. taking turns to speak, listening to others' suggestions, allocating tasks and reporting group views to the rest of the class. While engaged in speaking and listening activities, pupils are introduced to some of the main features of spoken standard English and they are taught how speech varies according to circumstance and audience.

In drama the emphasis is on the use of improvisation through role-play as the pupils play inventively and with concentration. They perform traditional stories and those devised by themselves to peers, and they are involved in the presentation of work from different areas of the curriculum. When reflecting on their own dramatic activities and the performances of others, e.g. visiting theatre groups, the pupils consider motives, story development and their personal response to the drama.

Key Stage 2 (Years 3 & 4)

In Years 3 and 4 pupils continue to read stories and poems aloud, both individually and as a larger group, with an increasing emphasis on the use of voice for effect. There are opportunities to listen to, and participate in, storytelling, and pupils develop their use of talk to explain a model, process or impart information. Pupils talk in a variety of contexts and reflect on talk, e.g. how it varies for purpose and audience. When listening to a talk by an adult, an audio/video broadcast or a class discussion, pupils identify main points, ask relevant questions and offer their own opinions. Group interaction is developed, e.g. agreeing a plan for investigation, identifying and using resources effectively, accommodating different views and looking for consensus.

In drama pupils write and perform drama for a range of audiences using scripts, sometimes based on improvisations, to develop events and characters. Drama is used to explore texts, both fiction and non-fiction, and to focus on key elements of narrative development. Pupils have many opportunities to act in role, using language appropriate to context, and recognising how the roles in situations can be approached from different viewpoints. When responding to live and recorded performances, pupils focus on particular themes, characters and ideas, and have the opportunity to compare different types of performance.

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Key Stage 2 (Years 5 & 6)

In Years 5 and 6 pupils have opportunities to give individual talks, conduct interviews, both individually and in groups, and, having presented arguments on matters of concern, participate in whole-class debates. They consider language variation, standard English and dialect, and identify the features of language used in formal and informal contexts. They focus on the language of persuasion and identify how words, sounds and images relate to each other in audio and video broadcasts. Group work is further developed, e.g. identifying next steps for action, modifying plans, achieving compromise, taking on a variety of roles and evaluating the work of the group.

In drama the pupils develop scripts based on incidents from novels and poems. They write for a specific audience and redraft their own scripts created for performance in the light of feedback. Improvisation and working in role are used to explore ways of life in different cultures or historical periods, and themes relating to personal, social and moral development. In their response to a variety of performances, pupils comment critically on the overall impact, their response to the underlying themes and the use of specific theatrical effects, e.g. gesture, movement, sound and silence.

Inclusion

Interactive teaching methods are employed to engage all pupils in speaking and listening. Teachers set appropriate challenges for all pupils. Where pupils' attainment falls significantly below the expected levels in speaking and listening for a variety of reasons (e.g. language disorder, acute reticence, hearing impairment, English as an additional language) then special provision is made for additional support through guided speaking and listening activities.

Opportunities are provided where:

- speaking and listening are the focus of the teaching, even though the subject matter may relate to another area of the curriculum, e.g. organising an interview with an 'expert' on acid rain, considering the role of the questioner, the range of questions to ask and the pace of the interview;
- another subject is the focus of the teaching, but it is planned and organised in order that pupils can reinforce and practise speaking and listening skills, e.g. working in pairs, prioritising items for inclusion on a charter of pupils' rights and responsibilities;
- pupils have opportunities to use talk to investigate, evaluate or report, when another area of the curriculum is the focus for the teaching e.g. demonstrating how an origami book is made.
- Pupils from all year groups have the opportunity to work on the school council

Assessment and Recording

All teachers are responsible for assessment. In partnership with the assessment coordinator and the head teacher they:

- ensure that some of the key learning objectives selected for assessment purposes in the lessons have a speaking and listening focus;
- plan for assessments in speaking and listening to be carried out,
- pay particular attention to the assessment of pupils with IEPs that relate to improving

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speaking and listening.

- Record on APP grids.

In the Early Years Foundation Stage

Children are 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 1

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.

At Key Stage 2

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 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 CLL Governor Rodney Hogg. This policy will be reviewed every year.

Subject Organisation

The English Curriculum is delivered using the curriculum documents 2014. 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.

The CLL Team is responsible for overseeing its effectiveness.

Approaches

To Speaking and Listening

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.

To Reading

- Read Write Inc
- Shared reading
- Guided reading
- Independent reading
- Wider reading – partnership with local library
- Home Reading

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- We facilitate all of the above using Oxford Reading Tree Book Bands to support children in their choice of books.

To Writing

- Read Write Inc
- Emergent writing
- Shared/ Modelled Writing
- Guided Writing/Independent Writing
- Extended writing
- Handwriting

Cross-curricular 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.

Wherever possible when planning topics, staff take the focus theme and find high quality texts with which to teach the theme through. For example, in looking at 'Around the World in half a Term' as we do in KS1, we might use 'Lost and Found' by Oliver Jeffers to talk about travel from our hometown to somewhere unknown, the feelings we might have in doing so and the reasons we might have for going there. We would then also use non-fiction books to identify real places that might be encountered on the route and produce fact files or our own versions of the story.

Teaching Spanish

Spanish is taught from Year 1 to Year 6 by a Spanish teacher. The children learn to understand the purpose of learning another language using basic Spanish to talk about themselves and about things that are around them.

Children have approximately a one hour Spanish lesson per week.

Aims

- To encourage pupils to understand and respect cultures other than their own.
- To develop pupils' communication skills and confidence.
- To develop pupils' ability to speak and understand Spanish.
- To develop pupils' ability to recognise and read basic Spanish.

Objectives

Pupils should:

- Enjoy learning Spanish and actively take part in lessons, showing curiosity, asking questions and being excited about the task.
- Develop social skills, such as being able to ask and answer questions about themselves and other people around them.
- Express themselves clearly with understandable pronunciation and confidence.
- Recognise that Spanish has a different grammatical structure to English.

Differentiation

Lower ability pupils are supported by the teacher and are encouraged to contribute in mainly oral work. Higher ability pupils are paired with lower ability pupils to encourage them with their speaking skills. More able pupils are encouraged to focus more on their pronunciation and to speak and write in fuller sentences.

Equal Opportunity

All members of the school community are treated with the respect and sensitivity implicit within the practice of a code of equal opportunities and inclusion. Equality of treatment and opportunity operate regardless of background, ability, gender, religion, disability or ethnicity.

Assessment

The pupils' speaking and listening skills are assessed continuously, through classroom observations and questioning. Their ability to follow classroom instructions, retain key phrases and mimic pronunciation is assessed. At Key Stage 2 reading and writing skills are assessed by observing writing work of their books and by a basic reading assessment. Their assessment is supported by the use of the European Language Portfolios' self-assessment.

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Pupils' progress is recorded and compared to the objectives in the Language Ladder. The Language Ladder is divided in 12 grades through the four learning areas (speaking, listening, reading and writing). By the end of Key Stage 2 children are expected to be at the end of the Breakthrough stage, in the transition between Grade 3 and 4.

Partnerships

We are developing a partnership with the MFL department of Tuxford Academy. This partnership will support our teaching of Spanish and help develop links with Spanish schools.

Appendices

Appendix 1

Suggested Independent Reading Activities

KS1

- Big books
- Library corner
- Topic books
- Poems
- Children could read to a partner, independently, to a puppet or cuddly toy.
- Alphabet and phonics games and puzzles
- Listening to taped stories
- Writing table: names, lists, key words, favourite food, family members, days of the week, links to topic or text for the week; book making (e.g. I like... or I am ...)
- OHTs of poems and stories
- Sequencing stories/ poems
- Speech bubbles (laminated and children write speech)
- Illustrations from known texts (laminated and children write text)
- ICT – reading and writing activities
- Magnetic letters
- Whiteboards / chalk boards

KS2

- Paired reading
- Reading big books
- ICT – research; reading activities
- Reading journal
- Book making / writing activity based on a
- Big books
- Topic books
- Group discussion activity
- Drama activity
- Library corner
- Listening area
- Big books
- Poetry books
- Comics/ newspapers / magazines
- Reading play scripts
- Pre-reading or preparation sessions (reading a section of a guided text; working with a TA/teacher as preparation for shared reading)

A limited number of activities should be introduced at one time.

Children will need to be taught how to use the reading activities and to follow the timetable.

The first week of each term could be used to teach this. Children will need ongoing praise and

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reminders about how to read and work independently.

Exemplar timetable – a selection of independent activities would be specified for each term

Appendix 2

[http://www.literacytrust.org.uk/assets/0001/4461/The Literacy Guide for Primary Schools 2012-13 EXTRACT.p](http://www.literacytrust.org.uk/assets/0001/4461/The_Literacy_Guide_for_Primary_Schools_2012-13_EXTRACT.p)

Appendix 3

English Curriculum

<https://www.gov.uk/government/collections/national-curriculum>