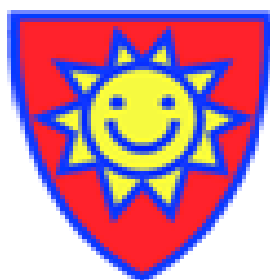


Enderby Road Infant School

English and Literacy Policy



PERSON RESPONSIBLE FOR POLICY:	Gemma Brunt and Laura Bontoft
APPROVED: GOVERNING BODY	DATE: 12-12-23
SIGNED: <i>CLLOYD</i>	ROLE: Chair of Governors
TO BE REVIEWED:	Autumn 2025

November 2023

Aims

This policy aims to ensure that all children at Enderby Road Infant School are offered a broad and balanced curriculum in language and literature so that they can, as speakers, listeners and writers:

- take pleasure in all aspects of Literacy;
- read and write with confidence, fluency and understanding, developing independent strategies to self-monitor and correct;
- develop the powers of imagination.

It also seeks to ensure that teachers plan for continuity and progression so that children progress appropriately, achieving the highest possible attainment.

Statutory requirements

Statutory requirements for the teaching and learning of Literacy are laid out in the National Curriculum English Document (2014) and in the Communication, Language and Literacy Development section of the Practice Guidance for the Early Years Foundation Stage (2021).

In the Early Years Foundation Stage (Reception) children are given opportunities to:

- speak, listen and represent ideas in their activities;
- take part in floorbooks and thinking tubs which aim to offer regular opportunities to speak and listen and to be immersed in language.
- use communication, language and Literacy in every part of the curriculum;
- listen to and read a range of texts;
- become immersed in an environment rich in print and possibilities for communication, where mark making opportunities are widely available.

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

Subject organisation

The Literacy curriculum at Enderby Road Infant School is delivered using the Primary National Strategy Framework. The Early Learning Goals are followed to ensure continuity and progression from the Early Years Foundation Stage through to the National Curriculum.

The new National curriculum 2014, gives detailed guidance of what should be taught in Key stage 1 under the following headings.

- Spoken language
- Reading - Word reading, Comprehension
- Writing Transcription; spelling, handwriting and presentation
Writing Composition
- Grammar

Staff use our 2 year cycle of creative topics to support and enhance the national curriculum and teach English primary through the use of quality topic books.

Grammar, punctuation and spelling are often taught discretely, however, the children are then reminded to apply what they have learned throughout all writing tasks.

Approaches to Speaking and Listening

The School aims to:

- understand and produce a simple and elaborate language;
- use speech for a variety of purposes, e.g. describing events, expressing opinions, articulating feelings and investigation;
- aid social and emotional development;
- use Standard English, vocabulary and grammar;
- use language for enjoyment;
- listen carefully and respond to what is said.

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. Opportunities to develop these skills include: class assemblies, presentations, use of talk partners, drama and performances including our Christmas Nativity.

Approaches to Phonics

Enderby Road Infant and Nursery school follow the Little Wandle Letters and Sounds Revised phonics scheme. Children start the programme in Nursery developing their phonetical awareness, they then move to the full programme in reception and Year 1. In year 2 children ensure their phonic knowledge is secure with the revision section of the programme then complete the bridge to spelling before moving on to the Little Wandle spelling programme.

Approaches to Reading

The School aims to:

- encourage a love of reading by making it a successful and enjoyable experience;
- produce effective readers;
- provide a wide and stimulating variety of texts;
- build up a sound base of reading strategies using phonic awareness;
- develop initial and advanced reading skills.
- develop a strong ethos that everyone is a reader.
- Develop reading for pleasure at the heart of our teaching.

Reading is an important part of the Literacy curriculum at our school. All children in reception and year 1 are given a fully decodable reading book securely matched to their phonic knowledge. This is ensured by our rigorous assessment through our Little Wandle Letters and Sounds revised phonics scheme. Children read their book three times at school within a reading group with each lesson aiming to build a different skill, decoding, prosody and comprehension. The children then take their book home to share with their family. Reading at home becomes a celebration of reading for our children who are able to read their books with confidence. Children read on a daily basis either in their groups or paired reading with their peers.

Whole class reading is delivered at Enderby Road on a daily basis using the Little Wandle Fluency programme. Children use high quality texts to develop their reading ability. Lessons build on and develop vocabulary, fluency, prosody and comprehension skills that have been taught in reception and year 1. Children in year 2 are given the opportunity to read every day.

Children are also able to choose a reading book to take home and share with their families from 'The Nook'.

Families are also encouraged to develop reading for pleasure at home, though the children having access to our school library. Children have the opportunity every week to visit the library and choose a book to share at home with their family.

At Enderby Road Infant School we believe that the children should be exposed to a variety of different fonts. With this in mind, it is expected that the teachers will use different font styles in printed form around the classroom and on display whilst using the school handwriting style during shared or guided writing activities and on any 'teacher' writing.

Approaches to writing

Our Infant school aims to equip pupils with a solid foundation of basic writing skills, in order for them to communicate effectively through written language. These skills fall into two key strands; transcription and composition.

Transcription skills include;

- Handwriting: the ability to write clearly, and legibly, forming letters correctly and using a comfortable pencil grip. We aim for our children to become fluent hand-writers as soon as they are ready and able. This enables children to focus on other elements of writing, in order to communicate their ideas more confidently.
- Spelling: The ability to apply phonic knowledge to segment to spell, and to spell a range of common exception words correctly (referred to as 'tricky words').

Composition skills include;

- The ability to orally generate a sentence/ sentences. Only then can children apply handwriting and spelling skills, along with an understanding of punctuation and grammar, to write sentences accurately.

We provide high quality teaching of handwriting and spelling skills discreetly, within daily phonics lessons and twice-weekly handwriting lessons. SPAG objectives, taken from the National Curriculum, are taught within daily writing lessons in KS1.

As well as providing a secure foundation in the technical aspects of writing, we aim to excite, enthuse and support our children in discovering the joy of writing. We use 'drawing and talking' as a tool to develop ideas, explore vocabulary and orally rehearse sentences before writing them down. We aim for children to;

- Have a love of mark making, and more specifically, a love of writing, to communicate and record messages, meanings and their own thoughts and ideas.
- Have the opportunity to apply their skills to write for a range of different purposes, throughout the curriculum.

Teachers carefully select high quality texts which will engage their pupils, and provide a range of opportunities to explore language. Suggested texts are set out in the long term plan, linked to the wider curriculum. However, teachers are encouraged to use their own professional judgment when selecting texts, to maintain enthusiasm for writing and to respond to specific needs within the class.

In KS1, all classes follow the ERIS writing lesson structure. This lesson structure includes the following 'mini-moments';

- Learning new vocabulary
- Sharing a high quality text
- Teaching/ Revising of SPAG skills
- Drawing and talking
- High quality shared writing
- Independent writing - application of taught skills.

We use visuals to support children in remembering the different elements they need to include, in order to write 'super sentences'. We create writing toolkits with the children, which pupils refer to regularly to self-assess. We aim for our children to have a clear understanding of what they need to include in their

writing, in order for them to identify what they have done well, and how they could improve; the visual toolkits are a valuable way to support all children to be able to do this.

The Use of ICT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate ensuring the activity has a strong Literacy base.

Assessment and Target Setting

Assessment is a critical part of teachers' planning and work will be assessed in line with the Assessment Policy. In addition to this:

- There are Statutory Assessments at the end of Reception and at the end of Key Stage 1.
- Individual writing targets are set for the children to help them make progress.
- Teachers quality mark all writing using 'Yippee Yellow' to highlight good work and 'Green for Growth' with the next steps shown, in line with the Marking Policy.
- Teacher assessments in reading, writing and SPaG are made and the results are then recorded each term on O'Track .
- Phonics Assessments are carried out termly using the agreed school assessment sheet and the English lead completes a phonics screening practise at least termly on Year 1 children and those in Year 2 who need to retake their screening.

Equal Opportunities

All children have equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

We ensure that bi-lingual children receive appropriate support and that teachers are aware of the implications of English as a Second Language.

Review date:

Reviewed by English leaders GB and LB: November 2023

Full review: Autumn 2025