



Evelyn Street Community Primary School

Evelyn Street
Warrington
Cheshire

WA5 1BD

Telephone: 01925 495567
Fax : 01925 495564
E-mail :
evelyn.office@wpat.warrington.sch.uk



Head Teacher:
Mrs J Hindley BA Hons NPQH

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| Policy Title | English Guidance: Spelling Handwriting Writing and Reading. |
| School/WBC (Adopted date) | School |
| This policy complies with Warrington LA guidance | Yes |
| Linked Polices: | Curriculum statement and Guidance |
| Written By | School |
| Staff Approval Date | May 2019 |
| FGB Ratification Date | July 2019 |
| Signed by Chair of Governors | Mr N. Spencer |
| Review Date | May 2020 |

Mission Statement

“To enjoy, to believe, to be amazed”

Rationale

We aim to develop pupils' abilities within an integrated programme of Spoken Language, 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.

Purpose

At Evelyn Street School we strive for children to be a “Primary Literate Pupil”.

By the age of 11 a child should 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.

Broad Guidelines

1. Statutory requirements for the teaching and learning of English are laid out in the English programmes of study: key stages 1 and 2. National curriculum in England 2014.
2. In the foundation stage (Nursery and 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
3. At Key Stage 1, children should learn to speak confidently and listen to what others have to say (see ‘Spoken language – years 1 to 6’ English programmes of study). They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.
4. 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 literacy and non-literacy texts and learn how the structure of language works.
5. Regular reports are made to the governors on the progress of English provision and to our Literacy Governor.

6. The English Curriculum is delivered using the English programmes of study. National Curriculum 2014. EYFS Framework is used in the Foundation Stage.
7. Refer to the Curriculum Statement for guidance on: Pupil Groupings; how work is differentiated; Planning and formats for long, medium and short term planning; Assessment procedures
8. The development of spoken language, reading and writing permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards.
9. Detailed guidance is found in the schools Reading policy for its approach to: reading opportunities, organisation and provision of the following: Shared Reading Guided Reading, Independent Reading, Phonics, intervention, CPD.
10. Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.
11. Opportunities to use ICT to support teaching and learning in literacy will be planned for and used as appropriate.
12. Work will be assessed in line with the Assessment Policy.
13. 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.
14. The school uses TA and whole school assessments to identify pupils and pupil groupings to target resources and intervention programmes / additional in class support.
15. All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.
16. A member of the leadership team and teaching staff have specific subject leadership responsibility within the quality team of Language and Communication. The team is responsible for supporting the improvement of standards of teaching and learning in English through: monitoring and evaluating, pupil progress, curricular provision and enrichment opportunities, the quality of the Learning Environment, taking the lead in policy development, purchasing and organising resources, keeping up to date with recent developments in English.
17. Parents are asked to support the development of their child's literacy, through consistent application of their homework, regular parental contact and communication and taking advantage of the school's guidance and support training, e.g. parent courses and support materials, involvement in school initiatives such as celebration and creative days.