

RAUGHTON HEAD
CofE PRIMARY SCHOOL
and Nursery



School's Vision Statement

Trust ourselves, trust one another, trust God.

Jesus said to him, "I am the way, and the truth, and the life. No one comes to the Father except through me."

John 14:6

Communication, Language and Literacy Policy 2020

Communication, Language and Literacy Policy

At Raughton Head Church of England Primary School, we believe that literacy and communication are key life skills and that a quality text-rich diet is at the heart of this. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

At Key stage 2 we also encourage children to learn French as an alternative language. This enables children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.

Literacy is at the heart of all children's learning. It enables children to communicate with others effectively for a variety of purposes. As literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school, which our school whole-heartedly agrees with.

Aims of the Policy

- To ensure that all staff are confident about how to teach literacy in our school.
- To ensure that all staff are consistent with their approach to teaching literacy.
- To ensure that staff regularly plan and teach from good quality texts.
- To create a language rich environment.
- To ensure that all staff encourage children:

to be effective, competent communicators and good listeners,

to express opinions, articulate feelings and formulate responses to range of texts, both fiction and non-fiction,

develop their vocabulary by giving them opportunities to hear a rich variety of language,

to enjoy and engage with a range of text types and genres,

to use grammar and punctuation effectively,

to understand and use spelling rules in their writing,

to develop a love of reading, at home and in school.

Reading

Developing a love of reading is a key priority in our school. We have developed many different reading areas around school, as well as refurbishing our library complete with good quality fiction

and non-fiction texts. These are attractive and stimulating for children to enjoy a quiet reading space.

Our school's procedures for reading:

We have implemented the Read Write Inc. programme, which teaches early readers the key phonic skills they need to progress. This is taught daily at 11:40 – 12:00 across school in differentiated reading groups.

Children who have completed the RWI programme are taught daily spellings, using the RWI spelling programme. Every child in school takes home two reading books- their own choice of book from the library which is changed by the child and chosen according to their interests and a scheme book, which is changed daily by a member of staff. Once children have progressed onto 'free choice readers' guidance is given but the book is chosen by the child.

Every child has a home/school reading diary, for adults at school and home to record their child's reading. Reading is part of our homework and we do encourage children to read daily.

Every class chooses a core text to be read daily, which inspires children and feeds them with a variety of language. Each classroom includes an inspiring reading area to encourage children to spend time reading a variety of texts.

All children from reception upwards take part in guided reading, differentiated across the key stages.

Assessment:

Reading is assessed using the Burt scoring system, ensuring every child has a reading age which is then compared to their chronological age. Phonics assessments are used every 6 weeks and guided reading is assessed against end of key stage outcomes on a weekly basis. At the end of each term children are tested in their reading using Cornerstones comprehension tests and given a standardised score.

Writing

Ensuring that children can write is a core priority at our school. We teach them the skills to be confident and able writers. Our aim this year is to plan cross-curricular lessons from a stimulating, quality text linked to the half termly topic.

Our school's procedures for writing:

Children's handwriting is assessed to ensure that children are forming lower case letters, capital letters and numbers correctly. In response to their results, children are given targets of individual letters to work on. Letters are taught in 'families' and children progress onto cursive script once confident in the basic formation of letters.

A variety of non-fiction and fiction texts are taught and assessed each half term and marked against year specific assessment sheets:

- In Key Stage One, writing assessments are completed in Literacy books.
- In Key Stage Two, Year 3, 4 & 5 writing assessments are completed in Literacy books with Year 6 writing assessments are displayed in independent writing assessment books.
- Children are given the opportunity to respond to these assessments using 2 stars and a wish.

SPAG

Our school has been working on improving spelling, grammar and punctuation across school. We work hard to ensure that spellings are consistently embedded and applied into writing.

The Read, Write, Inc. spelling programme has recently been implemented across school, from year two upwards. This is taught daily from 11:40 -12:00. Children are regularly assessed throughout the year, with assessments being monitored by the English Leaders.

Year One and Foundation teach their own bespoke spelling rules and common exception words.

Spellings, based on the taught spelling unit, are sent home for children to learn and are tested each Friday.

In KS1 SPAG is taught as part of our weekly literacy but at times as an individual lesson. SPAG in KS2 is taught each Monday.

Speaking and Listening

Children are given regular opportunities to develop their speaking and listening skills, including class debates, show and tell, discussions, talk partners and visitors in school. Children are encouraged to express their opinions and explain their ideas. Drama and performance is incorporated in all classrooms throughout the year and children work together to create a Christmas and End of Year Performance.

French

Class 3 has 1 x 30minute MFL lessons which is taught on a weekly basis. A variety of language teaching methods are used to match groups and individuals with different learning styles, these include games, role-play, use of a range of media and songs.

The lessons are made as entertaining and enjoyable as possible, as we realise that this approach serves to develop a positive attitude in the children to the learning of modern foreign languages.

There is a clear progression of skills and understanding that builds through Key Stage based on the National Curriculum Programme of Study.

Teachers plan lessons with access to the Salut! Scheme of Work, which supports staff in ensuring that their delivery of French is accurate, even if they are not a French speaker themselves.

This planning takes account of prior learning and builds on this. At each stage, the teacher will refer to prior learning and carry out informal assessment of children's stage of development before moving on.

Expectations

All children receive quality first, literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

Date of policy: April 2020

Written by: Alison Dickinson

Agreed by governors:

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