



## Introduction

This policy outlines our approach to the development of language in communication (speaking and listening) reading and writing. It is for staff, parents and governors. Review and revision will be ongoing.

## Aims

- To provide a language rich environment that promotes a culture of communication, reading and writing.
- To teach phonics systematically to give the tools for reading and writing for pupils in foundation stage and key stage 1 and those pupils who are new arrivals in KS2.
- To develop in pupils an interest in and a love of books that will not only support their learning across the curriculum but also enrich their lives by valuing and using books as a basis for learning, pleasure, talk and play.
- To teach children the craft of writing, including handwriting in order to write for a range of purposes.
- To teach spelling, handwriting, grammar and punctuation in accordance with the National Curriculum 2014.
- To foster pupils with confidence and ability to express their views and opinions both orally and in writing.
- To raise standards of communication, reading, writing so that every child makes progress.
- To value and celebrate diversity in culture and language.

## Teaching and Learning

At Springfield we use the National Curriculum 2014 to set objectives base our assessments of reading and writing. English and Literacy is taught daily in every classroom and is supported and enhanced through other curriculum areas. Guided reading, Phonics, Handwriting, Spelling, Punctuation and Grammar are taught in addition to this. Literacy work is differentiated with 'next step' marking to move learning on.

## Early reading and phonics

- From Foundation stage 1 we follow the Twinkl Systematic Synthetic Phonics programme to teach phonics across school. We have a number of decodable texts which link to the phonics levels. Phonics songs and actions are taught from Nursery to support the kinaesthetic way of learning.
- Phonics is taught daily across Foundation Stage and Key stage One and where appropriate where needs need to be met, in small groups in Key Stage Two.
- Children are screened on their Phonics reading in June in Year 1. Pupils in Reception, Year 1 and Year 2 and those who require phonics teaching in Key Stage 2 are assessed regularly using Twinkl assessments and gaps from these assessments inform future planning. KS1 pupils regularly use past Phonics screening papers to assess knowledge of all phonics levels.

Pupils who do not pass the phonics screening test are targeted in Year 2 and Key stage 2 according to need. Staff who deliver these sessions are well trained in the teaching of phonics.

- By the end of Reception class, it is the expectation that pupils are secure in Level 2 and level 3. By the end of Year 1, pupils will be secure up to level 5. In year 2, pupils will be sure in Level 6 by the end of the KS1 phase. New arrivors in Year 2 and KS2 will be targeted according to their initial assessment on arrival.

### Reading

- Reading is planned from the expectations in the National Curriculum (2014).
- Shared reading takes place in the English session where the class teacher models the reading process and the children join in with that support.
- Guided reading is taught within a group with a Class teacher or a Teaching assistant. Children are grouped according to their ability and objectives are set for each session. The children read the text independently within this group with the teacher prompting reading strategies to support. Guided reading books are taken home for further reading practise.
- We have a well- stocked Guided Reading selection. We have phonetically decoded texts linked to our Systematic Synthetic phonics scheme. Our reading approach ensures that children are exposed to phonetically decodable texts as well as books from other schemes which support the use of context and syntax needed to support our EAL learners.
- Guided reading, whole class shared reading and where necessary individual reading is expected in each classroom. Guided Reading happens every day in classes.
- We equally have a well-stocked range of fiction, non-fiction and poetry big books.
- Children are encouraged to read for enjoyment through timetabled revisits to familiar texts.
- Springfield subscribes to 'Bug Club' online reading which pupils can access in school and from home as part of our homework.
- We have a Key stage 1 and a Key stage 2 library where classes timetable the access to other texts.
- Parents are invited to library/reading mornings in Foundation Stage and Key stage 1
- Reading is assessed against the National Curriculum points. Further evidence is gained from PM benchmark running records and reading comprehension papers.
- Reading is assessed half termly against Foundation Stage Development Matters and the Sheffield STAT.
- Every classroom from Foundation to year 6 has a welcoming class libraries.

By the end of Reception class, most pupils will meet the required standard to reach the Early learning goals for Reading. Most pupils will be reading level 3 or 4 books and beyond by the end of Reception class. By the end of Year 1, pupils will read level 13 books and beyond. By the end of Year 2, most pupils will meet the required standard to attain the expected standard for the end of Key Stage 1 and will access level 20 and beyond. Children at Springfield are exposed to the local library provision and children in EYFS are visited by the Children's library van, KS1 and KS2 children regularly visit the Sheffield Children's Library as part of our enrichment programme.

## Writing

- Writing is planned from the National Curriculum (2014)
- Writing is purposeful and is cross curricular.
- Writing progression is monitored through the use of 1 writing book for all pieces of writing.
- Children's learning is moved on through 'Next step' marking and modifications are made using Green pen.
- Writing is moderated in school and through locality moderation sessions.
- Writing is monitored through book sampling from the Senior Leadership team.
- Writing is assessed half termly against Foundation Stage Development Matters and the Sheffield STAT.

## Spelling, punctuation, grammar and handwriting

- The Martin Harvey scheme is followed across school. In the early years, Twinkl letter rhymes are used in conjunction with our Phonics scheme. Children in year 1 are taught to put joining lines onto their letters which lead to joined writing later on.
- Teachers expect high quality presentation of writing.
- Spelling, punctuation and grammar is formally assessed at the end of Key stage 2 and in other year groups is assessed by the class teacher against the Sheffield STAT.
- Spelling punctuation and grammar is planned from the National Curriculum (2014)
- Spelling is part of our homework scheme, where spelling patterns and tricky words/common exception words are identified in Phonics or spelling pattern lists in the National Curriculum are sent home for children to learn. These words are tested every fortnight.
- Spelling walls are used by pupils to display ways in which they have learned their spellings.
- Spelling zappers are used to test tricky words/common exception words from Year 1 to Year 6.
- Children from Reception to Year 2 are tested on tricky words/common exception words identified by the school in addition to those identified in the National Curriculum. Pupils in KS2 are tested on words from the national Curriculum and where appropriate words from the Key Stage 1 lists.
- English working walls are used in classes to track the learning within a writing unit. These include: grammar references, punctuation expectations and success criteria relevant to the year group.
- Kung-fu Punctuation actions are used across school as a kinaesthetic mode of prompting punctuation.

## Communication (Speaking and listening)

- 'Stories for talking' are used in Foundation stage to enhance the vocabulary used in stories.
- Talk frames are used and highlighted in planning to support the writing process.
- Role play and drama are incorporated into planning to orally rehearse stories and to help children understand characters in role through activities such as Hot Seating.

- Children from Foundation 2 to Year 6 use Paired talk partners to articulate their ideas and make focused oral responses and questions during learning time. This can be done in home language or the English language.

#### Tracking English and Literacy across the school

- Pupil Progress and Attainment meetings are held by the Senior leadership team and the class teacher every half term to analyse assessments and to target individuals against their attainment and progress. Interventions are planned where necessary to support pupils to make the best progress and attainment they are capable of.
- Writing books are monitored by the Senior leadership team robustly.
- Moderation of writing assessments are carried out by teachers and senior leaders several times a year.
- Our marking policy ensures that learning is moved on.
- Parents are informed of their child's progress and attainment in Parent-teacher meetings and by end of year report.