



English, Literacy and Reading Policy

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1. Aims

This policy aims to set out:

- Our approach to teaching, monitoring and assessing English, literacy and reading knowledge and skills
- How we will make sure our provision for the teaching of English, literacy and reading is of consistently high quality

2. Legislation and guidance

This policy reflects and is guided by the requirements and expectations set out in the:

- [National Curriculum programmes of study for English \(England\)](#)
- [Reading framework 2023](#)

3. Our vision for English and literacy in our school

Sulby School aims to develop pupils' skills in reading, writing, speaking and listening. By the time that pupils move on from our school, our aim is for them to:

- Be fluent readers and writers
 - Have a positive attitude towards books and reading, reading widely for pleasure and information
 - Enjoy writing in different contexts and for different purposes and audiences
 - Write clearly, accurately and coherently, adapting language and style accordingly
 - Be curious and creative when it comes to reading and writing – for example, by being interested in learning the meaning of new words
 - Have a wide vocabulary and understanding of grammar
 - Feel confident speaking in class and be able to clearly explain their understanding and ideas
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- Listen carefully and sensitively to adults and their peers

4. Our guiding principles for the teaching of English and literacy

We teach English and literacy best when:

- There is a joyful culture around reading and reading for pleasure in school
- All staff feel they have the knowledge, skills, understanding and professional support they need to teach English and literacy effectively
- There's sufficiently detailed and frequent ongoing assessment of pupil progress
- We expose pupils to different types of reading material, such as through stimulating, high-quality and curiosity-inspiring classroom displays
- We encourage families to support their child's reading and writing
- The English curriculum is coherently planned and sequenced
- We identify where pupils have learning gaps or aren't making the expected progress, and put in place interventions to target these
- Teaching resources are available, up to date, varied and diverse, and match pupil and curriculum needs
- We engage pupils in high-quality back-and-forth interactions
- We model new language and accurate grammar to pupils
- We support pupils with speech, language and communication needs

5. Roles and responsibilities

5.1 The headteacher

The headteacher is responsible for:

- Developing teachers' knowledge and understanding of the processes that underpin learning to read and write
- Providing teachers with the appropriate training and resources so that they can competently deliver the English curriculum
- Creating a stimulating school environment where pupils are exposed to different types of reading material, such as through displays, books and other classroom resources
- Promoting a culture of reading for pleasure at the core of the curriculum
- Developing links with organisations such as school and public library services, reading charities and others
- Encouraging parents and families in supporting their children's reading

5.2 The Senior Leadership Team

Our Senior Leadership Team is responsible for providing leadership and management for English and literacy to secure:

- High-quality teaching and subject knowledge of staff
- A coherently planned and sequenced English curriculum where pupils are taught to read from the beginning in reception

- A rigorous programme that includes well-conceived and structured resources for teaching phonics
- A programme of reading aloud to all pupils from reception to year 6
- Consistent assessment and accurate teacher judgements within English and literacy
- Effective use of resources

5.3 Teachers

Teachers are responsible for:

- Planning effective English and literacy lessons
- Providing opportunities for pupils to apply their English and literacy skills in a variety of ways
- Completing the relevant marking and assessment
- Making sure that support staff have:
 - Access to planning materials and resources
 - The knowledge and skills they need to support and challenge pupils

6. Curriculum

Our English planning is based on the National Curriculum (England 2014) for English, via the Cornerstones curriculum. It has good coverage of the English curriculum across each year, with a strong focus on reading, vocabulary, grammar and punctuation, while allowing teachers the flexibility to create their own planning for discrete areas of the curriculum.

In the curriculum, each project gives teachers flexible suggestions for delivering the English curriculum in each of the Engage, Develop and Express stages of a project. The activities are intended to ignite children's interest in English, expose them to rich, challenging texts and give them the opportunity to write across a range of genres that link to their learning across the curriculum.

The English curriculum is based on a rigorous, progressive framework of skills and includes high-quality, language-rich resources, such as planning frameworks, checklists and model texts across a range of fiction, non-fiction and poetry genres that match the age-related expectations for each year group.

Each class will have a 'class book/novel', often connected to the main topic, which is read to the class by the teacher throughout the week. Books and novels are age-appropriate, engaging and challenging. This is mainly intended as a way of simply enjoying stories and books together, but may also lead naturally to discussion, debate and further learning opportunities; for example, the class may discuss literary devices, the author, characters, settings and plot.

Book lists are included with each Curriculum project. Book lists enable teachers to resource their classrooms with a range of relevant and challenging fiction and non-fiction texts.

The Cornerstones Curriculum aims to raise children's literacy levels through its teaching of other subjects to meet the national curriculum objective that all children should be able to 'read fluently, and with confidence, in any subject' by the end of primary school. For this reason, one of its core strengths is its commitment to providing a wide variety of ambitious texts to support children's depth of knowledge in the foundation subjects. Alongside the texts, the opportunity for children to record and respond to their learning through a variety of genres, such as

explanations, reports and recounts, is integral to the wider aim of raising their literacy skills throughout the whole curriculum.

6.1 Phonics

Sulby School teaches early reading using the Monster Phonics programme. Monster Phonics is a systematic synthetic phonics scheme enhanced by a child-centred multi-sensory system. This three-tiered approach (visual support, sound cues and child-centred teaching) supports memory and facilitates learning. By associating sounds with visual memory cues, children are more likely to recall the phonics rules and apply them when reading and writing.

6.2 Reading Instruction

Different approaches to reading instruction, such as whole class reading, guided reading, and one-to-one reading, are utilised to support students' literacy development. Here's how each of these methods is typically taught:

- Whole Class Reading:

Definition: Whole class reading involves the teacher reading a text aloud to the entire class, followed by discussions and activities related to the text. This approach allows all students to engage with the same text simultaneously.

Implementation:

- The teacher selects a high-quality text that aligns with the curriculum and students' interests.
- Students listen as the teacher reads aloud, modelling fluency, expression, and comprehension strategies.
- Discussions, activities, and reflections follow the reading to deepen understanding, explore themes, and encourage critical thinking.
- Assessment of students' comprehension may occur through questioning and written responses.
- The classroom environment should be conducive to concentration, with students having chosen a book during book club or library time for independent reading.

- Guided Reading:

Definition: Guided reading involves small groups of students reading texts at their instructional level with teacher support. The focus is on developing specific reading strategies.

Implementation:

- Teachers select texts appropriate for each group's reading level and learning objectives.
- During guided reading sessions, teachers provide guidance, instruction, and feedback to help students develop reading skills.
- Students take turns reading aloud, while the teacher offers support and monitors progress.
- Discussions and activities focus on comprehension, vocabulary, and fluency development.
- Ongoing assessment guides instruction and supports individual student needs.

- One-to-One Reading:

Definition: One-to-one reading involves individual students reading with a teacher. This approach provides personalised support tailored to the student's specific needs.

Implementation:

- Teachers assess the student's reading level and identify areas for growth.
- During one-to-one reading sessions, teachers focus on addressing the student's reading goals and challenges.
- Immediate feedback, guidance, and encouragement are provided to enhance reading skills.
- Students can read independently, with the teacher intervening as needed to support comprehension and address difficulties.
- A variety of reading materials are used to cater to the student's abilities and interests.

By incorporating a combination of whole class reading, guided reading, and one-to-one reading, we provide a well-rounded reading program that supports students at various levels of literacy development. These approaches help to improve fluency, comprehension, vocabulary, and overall reading proficiency among students.

6.3 Reading for Pleasure

Promoting reading for pleasure in primary schools is crucial for fostering a love of reading and improving literacy skills among students. Here are some of the ways we strive to do this:

- Develop a Reading Culture:
 - Create a school culture that values and supports reading for pleasure. This is a collective responsibility that involves teachers, school leaders, and parents.
 - Regularly evaluate the effectiveness of reading initiatives and activities to ensure they are engaging students and promoting a love of reading.
- Core Strategies:
 - Adults Reading Aloud: Encourage adults to read aloud regularly, both in class and during form time. This can help spark students' interest in books and expose them to a variety of genres and authors.
 - Informal Book Talk: Facilitate discussions about books, including recommendations from peers and adults. Encourage children to share their favourite books and discuss what they enjoyed about them.
 - Providing Time to Read: Allocate dedicated time for students to read independently. This may be during silent reading sessions, DEAR (Drop Everything and Read) time, or as part of book clubs etc.
 - Sociable Reading Environments: Create inviting spaces where students can read together, share books, and engage in discussions about what they are reading.
- Offer a Variety of Reading Materials:

- Provide a wide range of reading materials, including easy reads, graphic novels, non-fiction books, and challenging texts.
- Tailor book selections to students' interests and reading preferences to hook them into reading and encourage them to read independently.

6.4 Writing Instruction

The Cornerstones Curriculum is a creative and thematic approach to teaching that is designed to engage and inspire both teachers and students. When it comes to teaching writing, our approach typically involves the following key elements:

- Cross-Curricular Themes:
 - The Cornerstones Curriculum is built around thematic units or projects that integrate various subjects, including English, Science, History, Geography, and Art.
 - Writing tasks are often linked to the theme or topic being studied, providing students with opportunities to apply their writing skills in a meaningful context.
- Engaging Writing Prompts:
 - Writing tasks are often introduced through engaging and thought-provoking prompts that relate to the theme or topic of the project.
 - These prompts are designed to spark students' creativity and encourage them to explore different forms of writing, such as narratives, reports, letters, or poetry.
- Differentiated Instruction:
 - Our curriculum aims to cater to the diverse needs of students by providing differentiated instruction.
 - Teachers may adapt writing tasks to suit students' abilities and learning styles, ensuring that all students are appropriately challenged and supported in their writing development.
- Integration of Reading and Writing:
 - The curriculum often integrates reading and writing activities, allowing students to draw connections between the texts they read and the writing tasks they undertake.
 - Reading high-quality texts related to the theme can inspire students' writing and provide models for effective writing techniques.
- Collaborative Writing Opportunities:
 - Our curriculum encourages collaborative learning experiences, including collaborative writing tasks.
 - Students may work together to plan, draught, edit, and revise their writing, fostering teamwork and peer feedback in the writing process.
- Creative Approaches to Writing:

- The curriculum may incorporate creative approaches to writing, such as using multimedia tools, storytelling techniques, or visual aids to enhance students' writing experiences.
- Students are encouraged to experiment with different forms of expression and develop their unique writing styles.
- Assessment and Feedback:
 - Assessment in writing may focus on both the process and product of students' writing, including their planning, drafting, editing, and final pieces.
 - Teachers provide constructive feedback to students to support their writing development and help them set goals for improvement.

6.5 Timetabling and Learning Opportunities

Typically, our Literacy provision is as follows

- Phonics is taught daily in Reception, Year One and Year Two.
- Reading is taught daily throughout the school, either in Guided Reading, Whole Class Reading or One-to-One Reading sessions
- Poetry is taught regularly as part of our wider English curriculum, as well as in reading sessions
- Independent writing is a regular feature of our classroom practice, with our curriculum designed to provide plentiful opportunity for children to write independently for a wide variety of purposes and audiences.
- Spelling is taught using Monster Phonics in Key Stage One and Spelling Shed in Key Stage Two, at least weekly.
- Grammar and punctuation are taught via Spelling Shed activities or through English lessons within the main topic, at least weekly.
- Spoken language opportunities are plentiful throughout the curriculum, including presentations, playscripts, performance poetry, group work, drama, curated exhibitions etc.

6.6 Cross-curricular links

We will facilitate cross-curricular learning of English and literacy skills, making sure that the links with other curriculums are natural and not forced. This will be achieved through activities in other subjects such as:

- Annotating sources
- Group discussions
- Comprehension
- Topic research

6.7 Differentiation

We will provide suitable differentiation to make sure that every pupil makes maximum progress in English and literacy, by:

- Recognising where some pupils need specific help with their English skills – for example, if they have dyslexia

- Providing resources such as phonics mats and writing frames to scaffold pupils' learning
- Identifying pupils who would benefit from more support in an area of their English learning and running small intervention groups for targeted support each week to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed
- Making sure pupils who need it are extended using additional, more demanding and open-ended tasks and planned challenges within each lesson

7. Marking and feedback

As per our Marking and Feedback Policy

8. Monitoring, assessment and moderation

8.1 Monitoring

We will monitor the teaching and learning of English, literacy and reading in our school to make sure that all our pupils make the best possible progress from their starting points.

The Senior Management Team will monitor and evaluate the impact of teaching on pupils' learning through, for example:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutiny
- Book scrutiny

8.2 Assessment

We will track pupils' progress using a combination of formative and summative assessment.

We will carefully monitor progress for all pupils and provide verbal reports of this at parents' evenings. Pupils will receive a written report annually.

9. Learning environment

Pupils will learn English and literacy in spaces that:

- Are well-organised and tidy
- Contain appropriate and good-quality resources for pupils to refer to (in a space where they can find or see them easily)
- Have minimal distractions
- Display letter cards and posters showing grapheme-phoneme correspondences that match our school's phonics teaching programme

10. Resources

10.1 Books

We will select and use books that:

- Cover a wide range of subjects and vocabulary
- Elicit an emotional response
- Have a strong narrative
- Have illustrations that are engaging and reflect children from all backgrounds and cultures
 - Include fiction, non-fiction, modern and traditional stories
 - Once we have chosen our books, we will:
 - Identify a core set of stories for each year group
 - Refresh the list regularly (at least once a year), as new books are published and as/if our school welcomes new teachers

10.2 Book corners

When visiting their book corner, pupils will be able to:

- Browse the books
- Revisit the ones the teacher has read to them
- Borrow books to read or re-tell at home
- Spend time there

When arranging the book corner, teachers will display books clearly and in an engaging way.

10.3 Rhymes and poems

We will choose rhymes and poems that will develop pupils' language skills.

10.4 Dictionaries and thesauruses

To support with writing and spelling, we will make sure that pupils have access to dictionaries and thesauruses where appropriate

11. Review

This policy will be reviewed every two years. At every review, the policy will be shared with the school's governing body.

12. Links with other policies

This policy links with the following policies and procedures:

- Curriculum policy
- SEN/SEND policy
- Marking and feedback policy

- Assessment policy
- Behaviour policy
- Early Years Foundation Stage (EYFS) policy