

EASTFIELD PRIMARY SCHOOL

LANGUAGE POLICY

School Philosophy

At Eastfield Primary School, we believe that communication, both oral and written, is the key to educational progress, to social integration and to personal development and happiness. We believe that it is the right of every child to become a competent and confident user of the English language; able to live, work and succeed in a literate world. The three components of speaking and listening, reading and writing are equally important and are best developed through a curriculum which encourages real communication and the use of language for genuine purposes and for a variety of audiences. We aim to equip our children with the skills, knowledge and experiences they need to use language effectively.

Our Literacy curriculum is delivered mainly through the Renewed Literacy Framework and also integrating topics where possible. Literacy lessons should be appropriately differentiated to meet the needs of all learners. We want our children to experience a wide range of both spoken and written English and we believe that a pupil's language potential is best developed in a stimulating environment where children are motivated, they think about their experience and express themselves as fully as possible in speech and writing. The school will ensure that there is continuity of practice in the teaching of all aspects of English throughout the school.

Children with Special Educational will be given support, which will enable them to access the language curriculum so that they can achieve their full potential. Throughout their time in our school **all** children will be supported and encouraged to achieve their personal best.

Role of the manager

Provide leadership in the development of Literacy throughout the school by:

- Ensuring the planning, delivery and assessment of Literacy remains of a high standard through regular lesson observations, work scrutiny and pupil interviews.
- Keeping abreast of professional development in the field of Literacy and ensuring that statutory requirements for curriculum delivery and assessment are met.
- Fostering cross curricular links and developing the use of ICT in Literacy throughout the school.
- Supporting parents with their children's Literacy through parents meetings.
- Supporting staff with the delivery of Literacy through INSET training and CPD and support surgeries.
- Raising the profile of Literacy throughout the school.
- Informing the governors of progress, development and intentions.
- Controlling the budget.

Teaching and Learning Styles.

Throughout our school we will:

- We aim to provide a variety of opportunities for speaking, listening, role-play and drama so that children can organise and reflect upon their learning.
 - Encourage the use of Talk Partners and to allow children to develop their oral skills and their ability to communicate and cooperate with their peers.
 - Express opinions, articulate feelings and formulate appropriate responses to increasing complex instructions and questions
 - Respond orally to varied stimuli
 - Discuss and evaluate their own work with peers and adults
-
- We aim to provide a flexible and varied reading programme which includes a daily guided reading session of 20 minutes duration.
 - Each child will be regularly assessed during Guided Reading sessions to provide evidence and determine their reading levels for APP criteria.
 - Termly moderation ensures a consistent approach across the school towards levelling work.
 - Comprehensions are completed following guided reading to assess and enhance children's understanding of the text through the assessment foci.
 - Guided reading and home reading books are levelled in line with the National Curriculum system.
 - All children have access to a wide range of books for personal reading through access to school library and a home reading system.
 - Opportunities are available for parents to attend workshops to learn how to support their children with reading at home.
-
- We aim to provide a daily phonics session of 20 minutes duration following the Letters and Sounds Programme from Reception to Year 3 and there after for those children who require further action. We believe this is fundamental to the children's development of reading and writing.
-
- Children work through the 28 word walls and learn how to read and spell high frequency words
-
- We aim to provide a flexible and varied writing programme which includes daily opportunities for guided writing and cross curricular writing.
 - Each child will be regularly assessed during Guided writing sessions to provide evidence and determine their writing levels and inform future planning.
 - Termly moderation ensures a consistent approach across the school towards levelling work.
 - We aim to provide opportunities for talk for writing in Literacy lessons as it is this developmental exploration, through talk, of the thinking and creative processes involved in writing, which develop a child's Literacy skills.
 - Levelled writing work is displayed around the school to celebrate success.
 - Write in different contexts and for different purposes and audiences including themselves
 - Be increasingly aware of the conventions of writing including grammar, punctuation and spelling
 - In Key Stage 2 children are encouraged to use personal spelling logs, dictionaries to support their writing
 - Use ICT where appropriate
 - Form letters correctly leading to a fluent, legible handwriting style. The Nelson handwriting style is used to support this.
 - Opportunities are available for parents to attend workshops to learn how to support their children with reading at home.
 - By the end of Y6 children should be writing in a neat, fluent and joined style.

- The intention of our spelling policy is to promote the teaching of spelling within the school and to ensure that by the end of Yr 6 pupils are able to spell confidently most of the words that they are likely to need to use frequently in their writing. They should also make a sensible attempt to spell words they have not seen before and know how to check their work for misspellings and to use a dictionary appropriately.

Foundation Stage

- Through the use of play and structured activities the Early Years Foundation Stage curriculum is covered taking account of the ages and stages of each child.
- Plan for and provide a wide range of stimulating opportunities for children to develop their speaking and listening skills.
- In the Reception year introduce the teaching of phonics through the Letters and Sounds Programme
- Enable children to develop their concentration skills through providing carefully planned activities.
- Provide an extensive range of literacy activities which will lay the foundations for the development of reading and writing.
- Create a stimulating literary environment.
- Provide well-planned opportunities for imaginative, structured play.
- Encourage children to frequently take books home to share with parents and carers.
- Read regularly with the whole class, groups and individuals.
- Regularly assess and record the children's progress to help inform teacher's planning and to inform parents about their child's progress.
- Actively involve parents in the development of their child's language skills.
- Use visual aids and ICT to support and stimulate the Literacy curriculum.

Assessment, Recording and Reporting

- Planning, delivery and assessment of Literacy remains of a high standard through regular lesson observations, work scrutiny and pupil interviews.
- Layered curricular targets are in place to move reading and writing forward
- Evidence for APP records is maintained by the class teacher and updated and moderated termly.
- Every child has their own individual reading and writing targets in their books which are regularly evaluated by the teacher and themselves
- Each child will start an assessment book purely for written assessments. This book will be started in foundation stage and be taken through the school. Each term the child will complete one formal written assessment. They will be given a level and ways forward.
- In addition to this guided reading and writing records will be recorded on the school's sub-levelled record sheets. These will be used to inform the termly teachers assessment.
- We provide opportunities for peer and self assessment

Resources

- Each class has its own area for books, which includes a selection of fiction, non-fiction dictionaries and thesaurus
- Classes are timetabled for the use of the library
- Use of whiteboards
- Phonic work resources
- ICT
- Reading scheme books
- Lap tops

See also:

SEN Policy

Marking Policy

Homework Policy

Presentation Policy

Written by Andrea Roberts, Caroline Crossland, Angela Jackson October 2009