



Agreed: February 2017  
Review date: February 2020

## 1. Ethos

At Studlands Rise First School, we place a great deal of emphasis on the effective and enthusiastic teaching of Literacy and this is reflected in the time we devote to developing language skills, the funding we have invested into resources for Literacy, the priority we give to SEN support for underachievement in language development, the encouragement we give to children to practise skills for home learning and the training that all the staff have received in this area.

Learning to read fluently, to write confidently and to express oneself well orally are essential skills that underpin all other learning. A secure and confident foundation in Literacy enables children to access all aspects of the curriculum.

## 2. Aims and Objectives

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge skills and understanding in speaking and writing across a range of different situations.

In teaching Literacy, be it the fundamentals of phonics in Nursery or the complex structure of sentences in Year 4, we aim:

- To enable children to speak clearly and audibly in ways which take account of their audience
- To encourage children to listen with concentration in order to be able to identify the main points of what they have heard
- To enable children to adapt their speech to a wide range of circumstances and demands
- To develop children's abilities to reflect on their own and other's contributions and the language used
- To enable children to evaluate their own and other's contributions through a range of drama activities
- To develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge
- To encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts
- To help children enjoy writing and recognise its value
- To enable children to write with accuracy and meaning in narrative and non-fiction
- To increase the children's ability to use planning, drafting and editing to improve their work

## 3. Time Allocation

Literacy is taught throughout the week; either each day or in block sessions as appropriate.

Nursery and Reception children follow Literacy lessons linked to the EYFS.

Children in KS1 and 2 participate in Literacy lessons linked to the National Curriculum.

Children throughout the school will partake in phonics sessions which is linked to the adapted Read, Write Inc programme.

Discrete Guided Reading sessions take place daily. In addition, time is set aside for Literacy related activities. This includes the provision of the wider English curriculum e.g. drama, extended writing, independent reading, story time, specific library times, spelling and handwriting.

## 4. Teaching and Learning Style

At Studlands Rise First School our principal aim is to develop children's knowledge, skills and understanding in English. Through the teaching of Literacy, we also aim to develop a passion and enthusiasm for writing and reading in children.

Children have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and cards to support the children with vocabulary, punctuation and sentence structure. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

There are children of differing ability in all classes. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We differentiate in the group work sessions to challenge all children regardless of age or ability.

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Studlands Rise First School  
First Steps on the Learning Journey

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We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas.

We use Teaching Assistants to assist some children and to enable work to be matched to the needs of individuals.

## 5. Home Learning

Through home learning pupils have the opportunity to practise Literacy skills, develop a love for books, reading and use their knowledge to enable learning in other areas of the curriculum. Our home learning policy outlines the type of frequency of home learning recommended. Children are encouraged to begin Literacy home learning from their first term in Foundation Stage.

## 6. The Foundation Stage

Children begin their learning of and passion for Literacy as early as Nursery. Predominantly, lessons are delivered in the form of phonics sessions using the *Read, Write, Inc* programme as a basis for these. We give all children the opportunity to talk and communicate in a wide range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

## 7. Contribution of English to Teaching in Other Curriculum Areas

The skills that children develop in English are matched to, and applied in, every subject of the curriculum. The children's skills in reading, writing and speaking and listening enable them to communicate and express themselves in all areas of their work in school.

## 8. Information and communication (ICT)

The use of ICT enables pupils to use and apply their developing skills in English in a variety of ways. Younger pupils use ICT as source of information and as a way of enabling them to present their completed work effectively. Older pupils use the Internet when searching for information. Pupils use the planning and proofing tools to in a word processor when checking their draft work. We encourage all pupils to use ICT as a resource for learning, whenever they feel it is appropriate. Pupils have opportunities to use Note pads, Digital cameras for animation, and short stories. Teachers develop pupils understanding of texts through the use of visual texts.

## 9. Equal opportunities

All children cover the content made statutory by the programmes of Study within the National Curriculum regardless of age, ability and gender in line with school's policy.

Their understanding and appreciation of a range of texts brings them into contact with their own literacy heritage and texts from other cultures.

## 10. Assessment and Recording

Assessment and Recording is in line with the school's policy. Teachers meet regularly to review individual examples of work against the national APP exemplification material produced by Herts LA, the DFEE and the QCA. Pupil progress meetings are also held between teachers and the Head in order to assess and evaluate the progress of all pupils.

## 11. Resources

There is a range of resources to support the teaching of English at Studlands Rise. All classrooms have access to dictionaries, thesauruses and word banks. DVD and video sets are available for teachers to use as well as material displayed to the children on the Interactive Whiteboards which are a fixture in every classroom. The school currently subscribes to *Espresso* from which a huge number of resources are available to supplement teaching and learning. There is a central library for fiction and non-fiction books to support children's reading development. Each classroom has a range of fiction and non- books. Guided Readers are located centrally for Foundation, KS1 and KS2.. Individual readers are also located where pupils can access them easily.

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First Steps on the Learning Journey

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## 12. Monitoring and Review

Monitoring of the standards of the pupil's work and of the quality of teaching and learning in English is the responsibility of the Headteacher, SLT and Literacy Subject Leader. The role of the Subject Leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The Subject Leader will have the opportunity to evaluate the Literacy action plan and indicate areas for further improvement. The Subject Leader has allocated management time in order to enable him to monitor the quality of teaching and learning of English across the school. The named governor responsible for literacy meets with the co-ordinator in order to review progress.

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