

Cavendish Primary School



English Policy

Revised: Autumn 2006

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of English at Cavendish School. It has been developed through a process of consultation with school staff and governors.

Aims

Our aims in teaching are that all children will:-

- develop the necessary skills to use English language confidently, appropriately and accurately to the best of their ability
- speak clearly and confidently in a variety of settings
- listen to the spoken word attentively with understanding, interest and empathy
- read fluently a range of materials, including fiction and non-fiction, with understanding and enjoyment
- read for information
- write effectively for a range of audiences and purposes using spelling, punctuation and syntax accurately and confidently
- develop a clear, legible and attractive style of handwriting, using cursive script when developmentally appropriate.

Principles of the Teaching and Learning of English

English is a core subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in the "National Curriculum" programme of study for English (*DfES 2002*)

The four areas of study are:-

1. speaking and listening
2. reading
3. writing/handwriting
4. spelling

Strategies for the Teaching of English

The English curriculum is organised into:-

- the daily Literacy Hour, with whole class participation when a particular skill or concept is developed through weekly planning and assessment using the NLS medium term planning sequences. Group work which targets speaking and listening, reading or writing takes place each day, the groups may vary in size and make-up depending on the abilities and needs of those involved.

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A teaching assistant may focus on particular group/s during one session while the rest of the class work under the direction of the teacher. Both key stages participate in the daily Literacy Hour. Early Years have regular literacy sessions where the teacher has a specific focus and whole class participation plus group work is developed. By the end of the Reception year the Literacy Hour will have been established. Each Literacy Hour finishes with a plenary session (varying in length, but usually between 5 and 10 minutes duration) when work completed is assessed against the learning intention and success criteria of the lesson. Next steps in learning may be identified. This may also involve peer assessment.

- groups of some children or individuals who may have extra adult support to meet their needs (special needs/gifted and talented)
- regular extended writing period at Key Stages 1 and 2
- informal learning which goes on throughout the school day in all curriculum areas and may be linked to a specific writing genre being taught
- individual and group reading practice
- class stories
- spelling and handwriting lessons
- drama, speaking and listening activities

Working in English

This differs for each aspect of English, although all are interrelated. Some whole class teaching takes place every day at the beginning of each Literacy Hour and at other appropriate times. There is much co-operative group work. Individual instruction is used for specific children (e.g. S.E.N; E.A.L.) or when it is deemed to be necessary.

Speaking and Listening are developed by providing a range of opportunities for children to talk and listen in formal and informal settings such as:-

- the Literacy Hour
- the use of drama and role play to explore imagined situations
- links between language and music exploring rhythm and rhymes, particularly in Foundation Stage and Key Stage 1
- a regular story and poetry time (daily in the Early Years and Key Stage 1, regularly at Key Stage 2) when the teacher or other adult reads aloud to the class
- the use of taped stories/CDs
- listening / watching appropriate T.V. programmes / ICT resources
- class discussion and debate on relevant issues

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- showing times or news sharing when pupils are encouraged to speak to the class
- specific class presentations (cross-curricular links)
- interviewing carried out as part of a topic or project
- circle time discussions/ games
- presentations of work
- class assemblies
- twinning with older/younger year group with appropriate activities to enhance speaking and listening, reading or writing skills
- end of term concerts and drama productions

Reading is developed by:-

- providing an attractive reading area in each classroom
- providing a variety of good quality fiction, non-fiction, poetry and reference books in each classroom and the library
- the use of the "Project Loans" collection to provide books for information, interest and enjoyment and to resource specific curriculum and literacy needs
- whole class shared text work where the focus is on a specific reading skill
- regular, structured guided group reading, differentiated according to ability
- one-to one reading support for all children who have not yet reached the stage of being able to read independently (with a teacher, teaching assistant, volunteer helper and reinforced at home with an adult)
- monitoring the reading development of more able readers and encouraging book reviews and self-assessment
- providing opportunities for making and sharing books
- systematic, regular teaching of phonological awareness, phonics, word recognition and vocabulary development (Jolly Phonics, PIPs; Playing with Sounds, Spelling Yrs 2/3, Spelling Bank)
- a regular period of quiet reading throughout the school.
- occasional sessions when older children read with or to younger children
- events (World Book Day, Activity-led Book Week, initiatives involving Chiswick or the Treaty Centre Libraries, visits from storytellers and authors)
- using televised reading programmes when appropriate
- using I.C.T. (reading resources to enhance skills and provide S.E.N./EAL support, Electronic Library, "Talking Books," CD ROMS for information text)
- using other adult support (T.As, SENCO, EAL Teacher; V.R.H.) to enhance reading with specific individuals/groups
- using voluntary support for listening to individual/group readers, reading stories to a group (particularly K.S.1) and playing language games
- a home-school reading project (see Homework below).

Writing is developed by:-

- presenting and modelling a range of genre regularly (Literacy Hour)
- teacher-guided whole-class/ group work for a particular writing skill (Literacy Hour)
- following the NLS planning cycle to analyse genre through reading and develop specific skills, building to a final written piece of work
- providing a wide range of contexts for writing so that children develop the ability to write effectively for different purposes and audiences
- providing regular sessions when extended writing can be encouraged
- paying increasing attention to punctuation, grammar and spelling as children become more fluent and confident (following NLS guidelines and publications relevant to year group and ability levels)
- encouraging a process of drafting and redrafting, including the use of word-processing programmes (see ICT resources)
- using ICT materials that aid reading /writing skills
- providing writing areas in classes, especially in Foundation Stage and Key Stage 1 to encourage children to see themselves as writers
- using posters to demonstrate different writing forms and including punctuation and grammar
- using published materials to develop range of writing in accordance with N.L.S. half- termly / termly suggestions
- using writing frames for non-fiction writing (e.g. Sue Palmer big books).

Writing/Literacy resources:-

Year N – Alphabet Fun

Playing with Sounds

Jolly Phonics

Developing Early Writing (DfES)

P.I.P's (DfES)

Class Literacy File

Year R – Words First (structured approach to learning to read and write)

Developing Early Writing (DfES),

Jolly Phonics

Playing with Sounds

P.I.Ps (DfEE)

Alphabet Fun

Class Literacy File

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Year 1 – Password English Big Books 1a, 1b, 1c + graded workcards/Photocopy Masters Book 1 and Teacher’s Handbook 1 - Ginn,
Jolly Grammar 1
Playing with Sounds
Developing Early Writing (DfES),
P.I.P’s (DfES),
E.L.S. Support Materials (Teacher’s Guide and Resource File – DfES)
Class Literacy File

Year 2 – Password English Big Books 2a, 2b, 2c + graded skills workbooks for each term
(7 copies),Photocopy Masters Book 2 and Teacher’s Handbook 2 – Ginn.
Key Comprehension Starter Book (6 copies) + Teacher’s Handbk – Ginn.
Key Comprehension Book 1 (6 copies) + Teacher’s Handbook – Ginn,
Developing Early Writing (DfES),
Playing with Sounds
Jolly Grammar 2
P.I.P’s (DfES)
Yr 2/3 Spelling Programme
Spelling Bank (DfES)
Letts Literacy Book T. 1
Letts Literacy Book T. 2
Letts Literacy Book T. 3
Class Literacy File

Year 3 – “Models for Writing 3”(Ginn).Pupils’ books x 15 copies + Photocopy Masters 3 and teacher’s handbook
LettsLiteracy Textbook (Yr.3)
Yr2/3 Spelling Programme
Grammar for Writing (DfES),
Spelling Bank (DfES)
Yr 3 Literacy Support Resources
Focus on Literacy 3 : Pupil’s Books x 15, Big Books 3A, 3B, 3C and teacher’s handbook (HarperCollins)
Class Literacy File

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Year 4 – “Models for Writing 4” (Ginn). Pupils’ books x 15 copies + Photocopy
Masters 4 + Teacher’s Handbook 4,
Letts Literacy Textbook (Yr. 4)
Focus on Literacy 4” Pupil bks; big books 4A,4B,4C and teacher’s
handbook (HarperCollins)
Grammar for Writing (DfES)
Spelling Bank (DfES)
A.L.S. Resources (DfES)
Class Lit. File

Year 5 – “Models for Writing 5” (Ginn). Pupils’ books x 15 copies + Photocopy
Masters 5 + Teacher’s Handbook 5,
Folens “Basic Rules in Spelling (Book 3, 1st half)
Letts Literacy Textbook (Yr. 5)
“Focus on Literacy 5” Pupil bks; big bks; teacher’s h. bk. (HarperCollins)
Grammar for Writing (DfES)
Spelling Bank (DfES)
F.L.S. Resources (DfES)
Class Lit. File

Year 6 – “Models for Writing 6” (Ginn). Pupils’ books x 15 copies + Photocopy
Masters 6 + Teacher’s Handbook.
Grammar for Writing (DfES)
Spelling Bank (DfES)
Letts Literacy Textbook (Yr. 6)
Yr 6 Planning Exemplification (QCA website)
Yr 6 Boosters (QCA website)
Class Lit. File

See also Special Needs Resources

Spelling is developed by:-

- phonological awareness-focusing on rhyme, alliteration and the rhythmic pattern of words
- learning the Alphabet – name/initial sound
- extending phonic and graphic knowledge by focusing on the visual patterns and regular sequences of letters in words and parts of words and the sounds they represent

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- teaching word recognition from Yr R onwards and using “Ark” and “Elmer” word recognition and assessment sheets based on word lists in NLS Yr R to Yr 2
- developing word banks to include the vocabulary we need for English and other areas of the curriculum
- regular learning of spelling lists (Year 1 onwards) as stated in the Literacy Strategy, (see word lists/weekly letter patterns). Spelling lists are differentiated for ability levels as appropriate
- modelling the use of dictionaries and other reference books (Literacy Hour), using word banks, “Have A Go Bear Book” word books (K.S.1), Junior word books (lower K.S.2; SEN, EAL) dictionaries and thesauruses
- developing the habit of tackling the whole word in one go (LOOK, SAY, COVER,WRITE and CHECK)
- encouraging the children to take risks and “Have a go” at spelling a word.
- checking spelling so that it becomes an essential part of the editing stage of the writing process. (PLANNING-DRAFTING-EDITING)
- increasing conceptual knowledge relevant to an understanding of spoken and written language by discussing words and their parts, with special reference to letter, letter pattern, word(spoken and written), sound, syllable, vowel, consonant etc.
- fostering a balanced range of strategies for looking at words and parts of words, including segmentation, syllabification and identification of prefixes, stems and suffixes (based on structure in Literacy Strategy)
- extending phonic and graphic knowledge, so that the same sound can be seen to be represented by more than one letter or letters, and that the same letter(s) can represent different sounds (N.L.S. and linked class resources)
- examining and classifying words according to spelling patterns so that the grammar of spelling is made apparent
- marking work using Learning Intention /Success Criteria as the focus
- keeping records of the children’s progress to be shared with pupils, colleagues and parents
- using assessment to aid differentiation and to set appropriate targets
- discussing progress with child/children and encouraging them to reflect on what they know and how they can build on this. (self-assessment / peer assessment and marking)
- informing, advising and involving parents (when appropriate) so that they can share in their children’s learning
- using Superspell (ICT resource) to assist in assessment.

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Handwriting is developed by:-

- encouraging children to use pencils and other writing utensils from Foundation Stage onwards, modelling correctly the way they should be used and praising their efforts
- developing control through fine motor control activities.
- regular teaching of correct letter formation, based on Nelson handwriting scheme
- encouraging all children from end of Year 1 onwards to progress to joined writing (physical ability permitting)
- using Nelson handwriting resources from the Reception class onwards
- using handwriting books/sheets with special guidelines from Year 1
- using handwriting pens in Key Stage 2 when the children are capable of using a cursive script with some accuracy
- discouraging the use of rubbers
- discouraging crossing out. (one diagonal line or a bracket round mistake permissible)
- encouraging and praising the neat and accurate copying of drafted / re-drafted work- especially in Key Stage 2
- including examples of neat, well-presented handwriting in classroom displays and in assemblies
- using examples of attractive adult handwriting for some notices and displays
- pens given when handwriting is fluent and joined (in K.S.2).

September '06 Nelson Handwriting Scheme introduced in each class (Yrs R. to 6). CD-ROM on interactive whiteboard in each class to provide a whole-class teaching tool.

Teaching Assistants support learning in English by:

- giving focused support to individuals and small groups
- delivering targeted intervention programmes
- supporting differentiation within the classroom
- preparing and managing resources
- supporting assessment

Parent helpers are used in English to assist:-

- in the classroom by hearing children read in a one-to-one or group context

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- in the library by helping children to select books
- in fostering discussion and questioning among small groups
- in providing other help, such as support for word-processing, talking books, handwriting, creative writing, role-play and book making

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English is celebrated in display and performance including:-

- displays of hand-written and word-processed work
- read or spoken presentations to the class or whole school at assembly time
- performance of improvised and scripted productions

Special Educational Needs

Pupils with special needs in English may be withdrawn for extra support provided by a part-time special needs teacher, a part-time EAL teacher or provision in the classroom from a teaching assistant. The class teacher in consultation with the Head Teacher, SENCO or EAL teacher will decide which kind of provision is appropriate to the child. The class teacher will endeavour to follow the policy of **inclusion** within the classroom situation whenever possible. Short term planning identifies differentiation within the lesson for the different ability groups.

Children with additional needs include:-

- those having difficulty understanding and speaking the English language (E.A.L.)
- those with difficulties in learning to read who are given extra opportunities for speaking and listening to or reading with an adult
- those with difficulties in developing writing skills who are given extra opportunities to practise their spelling, grammar, sentence structure, punctuation and understanding of different writing genres with an adult
- those with difficulties in speaking clearly and listening carefully (particularly in the Early Years/beginning of K.S.1 and including some SEN/ EAL children) who are given the extra opportunity to develop these skills in small group situations under the supervision of an adult
- those with particular ability and flair for English who work more quickly through the levels of the N.C. and are extended through the use of a wide variety of reading materials and projects involving speaking and writing (Gifted and Talented).

Extra materials such as the *Wellington Square* scheme, *Jumpstart* and *Catchup* are available to support children having difficulties. (see SEN resources for English, ICT materials such as Wordshark)

The resources may be used after consultation with the SENCO.

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The LEA Learning Support Team may be consulted for assessment and advice should a child be assessed as being at School Action Plus.

Equal Opportunities

We encourage respect for a child's home language while developing their progress in English.

We aim to facilitate learning by:-

- offering adults as positive role models in reading, writing and speaking
- allowing pupils to acquire a vocabulary for talking about language
- purchasing books which offer positive role models in terms of race, gender, class and ability
- using labels in a variety of languages
- offering extra support for pupils for whom English is a second language from the Borough EAL Support Team.
- providing equipment/clothing/dolls in role play areas (Foundation Stage/Year 1) that reflect ethnic diversity
- planning for activities that appeal to the differing needs or interests of boys and girls
- offering children who have no access to computers at home extra usage of class computers.

Strategies for Ensuring Progress and Continuity

Our assessment policy sets out the strategies that we use to ensure continuity and progression in the teaching of English. Target setting is an important part of this process and individual and group targets are set to ensure that pupils make good progress and that there is continuity in learning from class to class.

The Role of the English Co-ordinator

The role of the co-ordinator is:-

- to take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in English throughout the school
- to support colleagues in their development of detailed work plans and implementation of the scheme of work (N.L.S/N.C.) and in assessment and record keeping activities
- to monitor progress in English. (see Literacy Action Plan/Timetable for Monitoring Literacy)

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- to share responsibility for the purchase and organisation of central resources for English
- to keep up-to-date with developments in English education (courses / Literacy Coordinator meetings) and disseminate information to colleagues as appropriate
- to be responsible for developing the use of ICT within the subject area.

Planning in English

Planning in English is based on the National Curriculum and Literacy Strategy, adapted to reflect the needs of the children at Cavendish Primary School. Some areas of literacy may be taught out of sequence in order to develop cross-curricular links or to reflect a particular school focus, such as a theme week. Planning is a process in which all teachers are involved. It includes:-

- schemes of work for English using N.L.S./N.C. and other Literacy resources for support
- allocated staff meeting time to discuss the English curriculum so that consistency of approach and standards can be achieved
- work sampling and joint marking to agree NC levels and ensure consistency
- the use of ICT to support the planning process
- planning stored centrally on school network system.

Effective Marking

All marking and Feedback in English should follow the school policy as outlined in the Marking and Feedback Policy. Cavendish Primary School uses the principles of assessment for learning.

Feedback to pupils about their own progress in English is achieved through discussion and through the marking of work. Effective marking should:-

- encourage the children to read through their work before handing it in
- help children learn so that generally comments should be positive and constructive, moving the child on in his/her learning
- often be done while a task is being carried out, through discussion between child and teacher, reflecting on the particular learning intention and success criteria and helping the child to self-evaluate and evaluate the work of others (peer assessment/marking)
- be used sensitively and with discretion so that a child can assimilate a limited number of corrections (matched to success criteria) at one time, this will vary according to age and ability
- encourage children to acknowledge corrections may be necessary and are helpful to make progress.

Homework is used to support English through:-

- the Home-School Reading Project which involves each child taking a book to read at home
- the learning of spelling lists. (expected of all pupils from Year 1 onwards)
- specific tasks set periodically by teachers which may involve completion of work started at school, or reinforce and practise skills taught in school, or be of a cross-curricular nature and involve different writing genres, using information texts CD-ROMS and/or the internet.

Formative Assessment

This is used to guide the progress of individual pupils in English. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out by teachers in the course of their teaching. Suitable tasks for assessment include:-

- hearing children read in a one-to-one context
- following a guided group reading/ guided or whole-class writing session
- small group/whole class discussions perhaps in the context of a practical task or particular project
- short tests in which the teacher gives questions orally and pupils write answers (such as spelling tests or dictionary exercises)
- specific assignments for individual pupils/writing and reading targets
- individual discussions with the teacher in which children are encouraged to appraise their own work and progress using their writing/reading target/s as a focus.

Formal Summative Assessment in English

This is carried out at the end of each School Year /National Curriculum Key Stage through the use of SATs, Interim SATs and teacher assessment.

Tests/Assessments include:-

Nursery – Focused Speaking and Listening Teacher Assessment (Autumn T.)
Observations working towards the completion of the Foundation Stage Profile at the end of the Early Years as appropriate.
Teacher Assessment (using borough “Stepping Stones”)

Reception – Focused Speaking and Listening Teacher Assessment (Autumn Term)

Focused Writing Teacher Assessment (Spring Term)
Phonic assessment/sight words summary (Summer Term)
PIPS-beginning and end of Year R.
Draw a Person (Developmental)
Foundation Stage Profile(from N to R) as appropriate
Teacher Assessment (using borough “Stepping Stones/N.C.levels)

Year 1 – Focused Speaking and Listening Teacher Assessment (Autumn Term) - levelled

Focused Writing Teacher Assessment - (Spring Term) - levelled
Phonic assessment/sight words summary (Summer Term)
PIPS (Summer Term)
Daniels and Diack Spelling Assessment (late Spring Term)
Teacher Assessment in Literacy (relating to N.C.levels)

Year 2 – Focused Speaking and Listening Teacher Assessment (Autumn Term) - levelled

K.S.1 SATs (Spring Term first half, used diagnostically)
Focused Writing Teacher assessment – (Spring Term) - levelled
Phonic assessment (those below 2C/SEN) -Summer Term
NFER Reading Test B (Summer Term 1st half)
Daniels and Diack Spelling Assessment –
(Autumn Term 2nd half)
Daniels and Diack Spelling Assessment/
For more able pupils Spelling Bank conventions Yr 3
Teacher Assessment in Literacy (relating to N. C. levels)

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Year 3 – Focused Speaking and Listening Assessment (Autumn Term) - levelled
Focused Writing Teacher Assessment (Spring Term) - levelled
Interim SATs (Summer Term, 1st half)
NFER Reading Test A (Autumn Term, 2nd half)
Test B (Summer Term, 1st half)
Daniels and Diack Spelling Assessment /
for more able pupils Spelling Bank conventions Yr 4
(Autumn Term, 2nd half, Summer T. 1st half)
Teacher Assessment (relating to N.C. levels)

Year 4 – Focused Speaking and Listening Teacher Assessment (Autumn Term) –
levelled
Focused Writing Teacher Assessment (Spring Term) - levelled
Interim SATs (Summer Term, 1st half)
NFER Reading Test A (Autumn Term, 2nd half)
Test B (Summer Term, 1st half)
Daniels and Diack Spelling Assessment/
for more able pupils Spelling Bank conventions Yr 5
(Autumn Term, 2nd half, Summer Term 1st half)
Teacher Assessment (relating to N.C. levels)

Year 5 – Focused Speaking and Listening Teacher Assessment (Autumn Term) –
levelled
Focused Writing Teacher Assessment (Spring Term) - levelled
Interim SATs (Summer Term first half)
NFER Reading Test C (Autumn Term 2nd half)
NFER Comprehension Test X (Summer Term 1st half)
Daniels and Diack Spelling Assessment /
for more able pupils Spelling Bank conventions Yr 6
(Autumn Term 2nd half, Summer Term 1st half)
Teacher Assessment (relating to N.C. levels)

Year 6 – Focused Speaking and Listening Teacher Assessment (Autumn Term) –
levelled
Focused Writing Teacher Assessment (Spring Term) - levelled
end of K.S. 2 SATs (Summer Term 1st half)
NFER Reading Test D (Autumn Term 2nd half)
NFER Comprehension Test Y (Summer Term 1st half)
Daniels and Diack Spelling Assessment/
for more able pupils spelling conventions beyond Yr 6
(Autumn Term 2nd half, Summer Term 1st half)
Teacher Assessment (relating to N.C. levels)

Recording and Reporting

Records of progress in English are kept for each child. There is a Class Assessment File and Reading Record File. Records include:-

- English books that are passed on to the next teacher
- assessment records that are passed on to the next teacher
- record of guided group work undertaken in both reading and writing and within that individual assessments when appropriate (e.g. underachievement /not difficult enough/ on target and what actions to take next)
- record of individual reading, showing texts read, progress made and next skill to address
- a reading comment book for each child that is sent home with constructive comments by the teacher and with a space for parents to write in
- a mid-term and end of year levelling of standards in reading, writing, speaking and listening (Target-Tracker)
- an end of year discussion with the next class teacher about various aspects of each child's education, including English
- a note of library books borrowed
- pupil's own assessments/targets (book reviews, charts that require the pupil to assess their own/other's written work, through discussion in pairs/groups/whole class)
- individual or group targets in English.

Reporting to Parents

We aim to keep parents informed on their children's progress. Informal reporting may be done orally or through comments in note form or in the reading comment book.

More formal reporting is done:-

- through parent -teacher consultation meetings (in the Autumn and Spring terms)
- annually through a written report
- individual parent/teacher consultations following the annual report if requested
- Parents of children with special educational needs are invited to regular reviews of the targets on the child's Individual Education Plan (IEP)
- Class assemblies are a further opportunity for parents to share in their child's work.

Resources

Classroom Resources in English include:-

- a class reading library containing fiction, non-fiction and poetry
- a variety of dictionaries, word books and thesauruses
- class writing resources (see list pages 5 and 6)
- a selection of texts for shared and guided work (see list, class Literacy File)
- a variety of paper, pencils, pens and line-guides (Yr 1 onwards) for writing activities
- classroom computers and laptops with access to word-processing and other suitable programs (see ICT resource list)
- a tape recorder and story/rhyme(F.S.) tapes
- project loan boxes (fiction/non-fiction/poetry)
- a white board, interactive whiteboard for shared English work
- puppets/small world toys to stimulate learning of English (mainly in Foundation Stage/Year1)
- ICT equipment, including recording equipment, digital still and movie cameras
- posters relating to literacy skills appropriate to the year group.

Central Resources in English are the responsibility of the English co-ordinator who has a budget available. They include:-

- the school reading schemes for individual reading
- the school guided group readers
- big books and other appropriate texts for shared reading
- computer packages
- pre-recorded tapes of stories and radio broadcasts
- T.V. English videos
- photocopiable materials for Early Years, K.S.1 and K.S.2 (in shelving to right of photocopier) including grammar, writing frames, punctuation, spelling ("Arks" and "Elmers" for E.Y./K.S.1), phonics (Folens), spelling (K.S.1/K.S.2), book review sheets and more
- the school library which is a resource for the whole school. Children are taught how to use the library and how to make best use of reference materials such as encyclopaedias dictionaries, CD-ROMS
- drama resources to aid teaching in role play/drama (tapes and instructional books – see list in Literacy Resource File)
- visualiser.

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ICT is a resource which is used in English for:-

- word-processing, involving drafting and redrafting of work originated at the computer
- labelling
- information access using CD-ROMS and the internet
- desk-top publishing of materials for a variety of audiences
- creative writing, using software packages such as Kartouche and cameras for media work.

External Resources include:-

- real authors, poets and story-tellers who visit the school to read, narrate and/or discuss their work with pupils
- visiting theatre groups(actors, puppets)
- Chiswick Library/Treaty Centre Library and visits to the school by the librarian
- project and fiction loan boxes
- School book fairs
- school grounds (“Literacy in the Landscape”)
- Chiswick Park (environmental stimulus)
- Class visits relating to other areas of the curriculum
- Visitors connected with other areas of the curriculum e.g. religion / culture etc.

Monitoring and Review

The literacy coordinator is responsible for the monitoring of the implementation of this policy. The coordinator reports on the effectiveness of the policy to the headteacher and the governing body. There is a designated literacy governor who meets with the coordinator, reviews progress in English and reports to the full governing body. The headteacher reports to governors through the headteacher’s report.

The policy will be reviewed every three years.

Helen Hall

Literacy Coordinator

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