



ENSTONE PRIMARY SCHOOL

ENGLISH AND LITERACY POLICY

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; therefore pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

We aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Teaching children to use spoken and written language competently and confidently should recognise the importance of:

- teaching pupils how to craft language for particular effects, through an understanding of how texts are created in relation to genre, purpose and audience.
- providing interactive opportunities for pupils to practise using language in relevant real life contexts.
- providing opportunities for pupils to communicate independent views and opinions, respond imaginatively and express feelings through spoken and written language.
- enabling pupils to make critical responses about the language, which they read, view and hear in a variety of media.
- an integrated approach to reading and writing, speaking and listening.
- the need to develop language skills in ALL curriculum subjects.
- recognising the language experiences of pupils at home and in the wider community.

- increasing pupils' understanding of how language is used in the world beyond school/home.
- creating opportunities for independent learning through teaching for creativity.

Teaching and learning

The planning of the curriculum will take into account the following statements from the National Curriculum 2014 for English.

Language and Literacy

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Spoken language

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading and writing

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide classroom library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Vocabulary development

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

Equal opportunities

The full and effective participation and progression of all pupils should be achieved by:

- Acknowledging and valuing the variety of different experiences, interests, social and cultural backgrounds of pupils and using such differences constructively to raise confidence and self-esteem.
- Ensuring access to learning at an individual level, through differentiated teaching and learning strategies.
- Providing a wide range of texts which are free from discrimination and stereotyping.
- Providing resources to support specific learning difficulties e.g. lap tops, large print texts, braille and digital literacy materials.

Developing literacy at home

- We recognise that the role of the family is central in supporting the child's language development as a speaker, reader and writer. Teachers will provide guidance on what families can do to extend their child's competence in using spoken and written language and to help them develop as a reader.
- Home-school contracts and homework policies are linked to developing literacy at home.

Date Adopted: July 2025

Review Date: July 2028

Signature of Chair of Governors:



Signature of Headteacher:



APPENDIX A – THE TEACHING OF HANDWRITING

Purpose

Handwriting is a skill that aids communication. It involves the ability to use a range of writing implements effectively.

Handwriting is important because it may add to or detract from the content and purpose of written communications.

Handwriting will be taught throughout the school and will involve weekly direct teaching and regular independent practice.

Aims

To provide appropriate teaching and a variety of purposeful situations and opportunities, so that children are able to:

- achieve a clear legible style with correctly formed letters.
- understand the relationship between swift handwriting and spelling.
- become competent with a range of writing implements.
- develop flow and speed.
- to learn to use different handwriting styles according to purpose – e.g. a drafting hand and a presentation hand.

Assessment

Assessment of handwriting will be ongoing.

Children in Key Stage 2 who achieve a high standard of fluency in handwriting will be awarded a “pen licence”.

Formal standards will be recorded at the end of Key Stage 1 and Key Stage 2 in line with the standards guidelines published by the DfE.

Teacher’s notes

- Children will be encouraged to hold the pen/pencil in the conventional manner. However, if a less conventional style is firmly established, this will generally be seen as acceptable provided it doesn’t hinder fluency.
- When forming letters, children will be taught to start letters in the right place and to move in the right direction. Letter shapes will be taught with exit strokes (joining flicks)
- When letter shapes are established, joins will be introduced initially in phonic blends, e.g. th, tr, cr, etc. and in simple words e.g. and, the, tree.
- Letters will be taught in groups that are formed by similar movements, e, g, c, o, a, g, d, q,
- Patterns that repeat the movement in letters will be used to improve shape and flow of writing.
- Capital letters will not be joined. All lowercase letters except, q, j, x, y, b, p, s, z, and g will be joined using diagonal or horizontal joins.
- The teaching and practice of handwriting will be closely linked to the teaching of phonics and spelling.
- Letters that finish at the top join horizontally

- Letters that finish at the bottom join diagonally.
- Letters, which finish on a stroke moving left, are best left un-joined.
- All children to be taught to use joined handwriting by the end of Year 2 unless the child has particular SEN/D which makes this inappropriate.