

English Policy

Philosophy

The literacy and Communication Curriculum at St Nicholas School offers an inclusive approach to Language development that reflects the shared values and ethos of the school. Children experience 'connective' learning experiences that develop the child intellectually, emotionally and socially.

Aims

St Nicholas school aims to enable all pupils to achieve their full potential in the area of Literacy and Communication. This aim is promoted through integrating skills and knowledge of writing, reading speaking, listening, drama, Makaton signing symbols and PECS.

Reading

The school is well resourced with a variety of books which include:

Large picture books

Non-fiction books

Poetry books

Class made books

Children's own books

The children are encouraged to read/experience a wide variety of fiction and non-fiction books. The Library books are set out in subject areas. The books have been colour coded using a simplified Dewey System. The children are encouraged to visit to Library regularly and choose books to take home and share with their parents/carers

We have a large selection of colour coded Reading Scheme books including those listed below:

Oxford Reading Tree

Ginn

Sunshine Spirals

New Way

Story Chest

St Nicholas Reading Scheme - The Literacy Co-ordinator has developed a simplified reading scheme to allow the less able children to access a

graduated system, incorporating words, symbols, signs and pictures which form the building blocks to formal reading.

Phonics

The Jolly Phonics scheme was introduced throughout the school three years ago. Jolly Phonics is a multi-sensory approach to phonics which can also be linked with Handwriting without tears (HWT). There are songs, actions and worksheets to accompany each letter sound.

Handwriting

Handwriting without tears (HWT) programme is used at St Nicholas school. HWT is a multi sensory approach to handwriting.

Firstly the children are introduced to capital letter wood pieces, which are used to teach basic size, shape and position concepts. The children also experience age appropriate activities including dough letters, stamping letters and writing letters in sand.

As the children master the capital letter formation they begin to write the letters on small chalk boards and later are able to write the letters on paper.

Lower case letters are introduced when it is felt appropriate for each individual child.

Children are also encouraged to develop word processing skills.

Planning

Long-term planning for Literacy is based on an adapted National curriculum. In the Reception classes the children follow the Early Years Foundation Stage curriculum.

Medium-term plans derive from the schemes of work and IEPs appropriate to the needs of the children. Learning objectives are written on the half termly plans.

Recording and Assessment

Formative assessment occurs through Individual Education Plans, Bsquared Records, Reading records, daily marking and observations.

We moderate and sample Literacy work at least twice a year. Work samples can include photographs and written observations.

Equal Opportunities

The provision for Literacy and Communication reflects the School's Equal Opportunity Policy.

See St Nicholas Reading Scheme

Resources

Library Books and reading scheme books

Games and activities

Photo cards

Writing aids (Handwriting without tears resources) HWT

Selection of reading resources

Jolly Phonics resources

Makaton resources

PECS

Role play/drama resources

Story sacks

Puppets

Communication in Print

Boardmaker

Signed

Signed

Date October 2010