

Bledington Primary School

LITERACY POLICY



Date of Ratification: 27.09.20	<i>Updated 29.09.20</i>	Signed: HEAD TEACHER  CHAIR OF GOVERNORS <i>S Newton</i>
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Safeguarding Statement

At Bledington School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Bledington School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

LITERACY POLICY

Overview

We will provide a consistent whole school approach to raising standards in Literacy across the curriculum, from Reception until Year 6. This policy consists of key paragraphs that explain how English is taught in Bledington Primary;

- Teaching and learning
- Reading
- Writing
- Handwriting
- Phonics
- Spelling
- Punctuation and Grammar
- Speaking and Listening

Aims and Objectives

We intend to help children develop skills and knowledge that will enable them to communicate creatively with the world at large, through spoken and written language. We also intend to help children to enjoy and appreciate literature and its rich variety.

We aim to:

- Provide all children with the skills to engage in the world of written language, through reading and writing with correct spelling, grammar and punctuation.
- Provide all children with the skills to articulate and explain themselves with the spoken word in a positive way.
- Provide opportunities for children to peer and self-assess their own work enabling ownership over their work and set targets.
- Provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated.

Expectations and requirements

By the time children leave our school, we expect them to communicate through speaking, listening, reading and writing, with confidence, fluency and understanding in a range of situations. We will make every effort to foster an enjoyment of literature.

In the Foundation Stage (Reception)

Children should:

- Use language for communication and thinking.
- Link letter and sounds to blending and segments.
- Become immersed in an environment rich in print and develop an interest in stories.
- Begin to communicate through emergent writing and structured writing.

In Key Stage One (Years 1 and 2)

Children should:

- Speak confidently and listen to what others have to say.
- Begin to develop and understanding of phonic and spelling systems
- Develop an interest in words and a growing vocabulary;
- Begin to read and write independently and with enthusiasm through a range of genres.
- Use language to explore own experiences and imaginary worlds.

In Key Stage Two (Years 3 to 6)

Children should:

- Know, understand and be able to write in a range of genres in fiction and poetry and understand and be familiar with some ways in which narratives are structured through basic literacy ideas of setting, character and plot.
- Understand and be able to write in a range of non-fiction genres and structure text in a style suited to its purpose.
- Use grammar and punctuation accurately.
- Understand and use phonic systems and spelling conventions.
- Have an interest in words and an extended vocabulary.
- Write creatively and enjoy writing.
- Plan, draft, revise and edit their own work.

Teaching and Learning

Literacy is taught daily in each class, by the class teacher. Spelling/Phonics are taught as a separate session. Clear objectives are set for each session and success criteria are shared with the children. Teachers differentiate according to the needs of the children and intervention programmes are used to target and support identified children. Teachers work towards independent learning and plan for different working groups e.g. whole class/small group/ paired/individual. Grammar and punctuation are taught as either a stand-alone lesson linked to the 'Writer's Tool-kit' or is integrated within Literacy sequences.

Teachers employ a range of generic teaching strategies, these include:

- Instruction/direction
- Modelling/demonstrating/scribing
- Explaining
- Questioning
- Discussing
- Consolidating
- Evaluating
- Summarising

Literacy across the curriculum is encouraged and cross-curricular links are made where appropriate. ICT is used where it enhances, extends and complements Literacy teaching and learning. Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

Reading

Reading and comprehension are at the heart of high-quality Literacy teaching, at Bledington Primary School. There is a clear reading structure that builds on children's reading skills and confidence. From Reception to Year 6 there is a planned and consistent approach to whole class and guided reading sessions. In guided reading sessions, children can be grouped according to their reading ability or in mixed ability.

All children will have a school reading book and reading record. In the diary is a record of the reading book, pages they have read and a comprehension task which needs to be completed. The comprehension tasks build-up in skills, understanding and content from Reception to Year 6. Reception pupils are expected to give a verbal answer, Key Stage 1 children are required to give a short, written answer and Key Stage Two pupils are expected to write in greater details to complete the tasks. Children are also actively encouraged to read a range of text types/genres.

Books are organised within ten book bands and seven free reader levels, which clearly allow teachers to aide the progress of individual readers. A mix of reading book schemes and publishers are used throughout all bands and levels. All children progress through the book band system, until their reading ability reaches 'free reading levels' where they can then choose any book from their reading level located in the school library.

Teachers monitor reading progress through 1:1 reading, comprehension criterions, individual assessments and during guided reading sessions. Children are also assessed against National Curriculum Requirements on INSIGHT tracking.

Writing

At Bledington, we use a range of high-quality texts and topics to provide the stimulus and purpose for extended writing. Our two-year-rolling-programme provides the backbone of our topic-based teaching, where children's Literacy sequences, as well as cross-curricular writing, is based on a larger class theme. At Bledington, we use talk-for-writing activities, planning pages and vocabulary lessons to build on a child's confidence before they commit their ideas to paper. At the end of writing sequences, we select 'Star Writers' to go on our 'Star Writer Wall' to celebrate individual's achievements and progress.

Children are assessed against National Curriculum Requirements on INSIGHT tracking, evidence taken from independent writing tasks in Literacy and in other subjects. Pupils also complete 4 'Adventure Write' sessions a year to promote and monitor writing throughout the school.

Handwriting

At Bledington, we follow 'The Write Path' handwriting scheme, alongside phonic development schemes. Children are taught handwriting from Reception where they begin to learn how to form letters with the correct orientation, formation and a lead out. Cursive handwriting begins in Year 1, where children are taught to write letters with lead in and lead out (exit point). By Year 2, children are beginning to join the letters together. Our expectation is that by the end of Key Stage One most children will be able to join their writing with emphasise on presenting writing that is neat and legible. In Key Stage Two, children increase their speed and accuracy with joined, cursive script, including independent handwriting lessons and dictation exercises.

Children are assessed 3 times per year using a handwriting criterion. These assessments give pupils the opportunity to showcase their handwriting and presentation, as well as an opportunity to earn a Rainbow Pencil Licence in Key Stage 1 and a Pen Licence in Key Stage 2.

Phonics

The Letters and Sounds document is used to teach phonics in Reception and Key Stage 1. Jolly Phonics, Discovery Education, Phonics Play and other phonics-based systems are used to support pupils understanding and knowledge of phonics. We expected our children to reach Phase Three/Four by the end of Reception. Phase Five by the end of Year 1 and Phase Six by the end of Year 2.

Phonics is taught daily in year groups across Early Years and Key Stage 1. The programme devised shows progression of knowledge and skills. Activities and tasks are developed by the class teacher and teaching assistant by considering the needs of the children. Phonic intervention is also provided in each class for those children identified by the class teacher as not making expected progress. As children progress into Key Stage

Two discrete phonic intervention is provided for those children who have not made expected progress identified by the class teacher.

In Key Stage 1, children are assessed 3 times a year. Spelling test results linked to the phonic rules are monitored throughout the year. Common mistakes spotted in class will appear on teacher's planning.

Spelling

Spelling is taught daily in Key Stage Two in ability/year groupings. We have developed a progression which forms the basis of our spelling content using Letters and Sounds Phase 6, LCP Spelling scheme, and National Curriculum Spelling lists. These programmes are also devised to develop pupil's knowledge and skills. Tasks and activities are created by the class teacher and teaching assistant by considering the needs of the children. Rules or sounds are taught weekly, with lists sent home on a Tuesday to be tested on a Friday. Children, identified by class teacher, as not making expected progress, receive phonic or spelling intervention instead of spelling input designed to meet the needs of those children.

Spelling is expected to improve steadily in children's written Literacy work and common mistakes spotted in class writing with feature in teachers planning. Key Stage Two children are assessed three times a year by Schonell Spelling Tests and Spelling Ages recorded.

Punctuation and Grammar

Punctuation and Grammar are taught within Literacy sessions across the school, meeting National Curriculum Targets appropriate to each child's year groups and progress. In preparation for SAT's testing, children begin discrete teaching of Grammar and Punctuation rules which would be tested within a SPaG assessment.

Speaking and Listening

Speaking and listening skills are highly regarded and the classroom environments are rich with language, with a focus on developing and extending vocabulary. As identified in the EYFS, Reception children will experience Communication, Language and Literacy as part of the areas of development. Through careful planning teachers will ensure that Foundation Stage pupil needs are provided for through practical activities which are then linked to Key Stage 1 provision and objectives.

Through Key Stage One and Key Stage Two, children meet Speaking and Listening requirements through activities, such as Magical Me, talk-for-writing, drama within the Literacy, circle time, PSHE (Rainbow Room) and stand-alone topics. Children are also regularly encouraged to stand and talk in-front of a group of peers to build confidence to speak in front of a group while sharing information and answering questions. By Year 6, all pupils will have the opportunity to talk about themselves to gain different school roles (House Captains, Eco Council & School Council), have a speaking role within a production and to read aloud a leaving speech to an audience.

Inclusion

All pupils will receive quality Literacy teaching on a daily basis, with activities differentiated accordingly. Where identified some pupils are considered to require targeted support to enable them to work to age appropriate objectives. Intervention strategies are mentioned on individual children's My Plan or My Plan+ Agreements and discussed with parents. More able pupils are planned for in line with our policy for teaching more able pupils. The

needs of children with English as an additional language will be met through planning and support. This is supported by our Special Educational Needs and Disabilities Policy.

Parental/Community involvement

We believe it is vitally important to work together with parents and carers to support their child's development of literacy. We promote a positive home school partnership in the following ways:

- Starting School Meeting – to introduce parents to phonics and reading
- Asking parents/carers to read regularly at home and record/write comments in the pupils reading record.
- Sharing information – newsletters, parents' leaflets, reading diaries
- Celebrations – special events such as World Book Day, assemblies, displays, book fairs, certificates, etc
- Home Learning and homework - in line with our home/school agreement;
- Parental and Community help- volunteer helpers to hear children read

Assessment, Recording and Reporting

- Children are assessed on entering the school and are formally assessed at the end of each key stage, as well as at the end of EYFS.
- Teachers use assessment for learning to ensure planning is based on prior attainment and so pupils know what they need to do to achieve the next steps.
- Results are moderated through staff meetings, cluster groups and pupil progress review meetings with the Head Teacher, SENCO and class teacher.
- Reading and Writing results are regularly updated using the online assessment tool, INSIGHT. Three times a year (at the end of each term) an overall assessment for Reading and Writing is entered (Working Below, Just Below, On Track or Greater Depth). This data is then analysed by class teachers, subject leaders and the Head Teacher and targets are set and tracked.
- Analysis of assessment data is used to set targets and whole school literacy curricular targets within the SDP.
- Teachers report to parents at parents' evenings, open evenings and in the annual report to parents.

Marking, Moderating, Monitoring and Training

Marking is in line with the school marking and feedback policy.

Monitoring and evaluating Literacy is monitored by the Head teacher, Deputy Head and SLT. Having identified priorities, the Literacy Leader constructs an action plan that forms part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc. Moderation occurs within the school for each year group. EYFS, Year 2 and Year 6 moderation occurs within the cluster.

Staff Development is supported by the Literacy Lead, teachers are expected to keep up to date with subject knowledge and use current materials that are available in school. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan which includes the Literacy Action Plan. Additional adults who are involved with intervention programmes will receive appropriate training.

Resources

Every class has easy access to basic resources for Literacy such as dictionaries, thesauri and reading books in class-based libraries.

A range of guided reading books for KS1 and KS2 are kept centrally. Though in Key Stage One, some guided reading books are located according to 'Book band levels.'

The 'Free Reader Levels' contains a range of up-to-date fiction books are located in the school library. The Purple Free Reader books are kept in Parrot Class, as they are only for Year 6 pupils who have higher ability reading skills and are able to cope with a pre-teen content. These books also require a parent consent signature. Non-fiction books, magazines and poetry books are located centrally and in classrooms.

Resources are checked and updates annually by the subject leader and purchases are based on recommendations by class teachers, teaching assistants and pupils.