

# Orchard Community Primary School



## Literacy Policy

This policy was approved by the Governing Body of Orchard Primary School at their meeting on:  
18<sup>th</sup> March 2019

Signed..... Chair of Governors

Version	Date	Author	Reason for Change
1	03/2019	G. Sheldon	New Policy

Review Frequency	Next Review Date
Every 3 years	03/2022

## Introduction

Orchard Primary School understands the need for all pupils to develop their spoken language, reading, writing and understanding of grammar as an essential component of all subjects and as a subject in its own right. A good understanding of Literacy skills is a basis to fully accessing all other areas of the curriculum.

## Aims

Our aims in teaching Literacy are that all children should:

- Have an interest in books and read for enjoyment.
- Read a varied selection of texts whilst gaining an increased level of fluency and understanding
- Develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge
- Use reading as a means of gathering information to support their learning throughout the entire curriculum
- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Write in different contexts and for different purposes and audiences, including themselves
- Write with increasing awareness of the conventions of grammar, punctuation and spelling
- Have an interest in words, their meanings and be developing a growing vocabulary in spoken and written forms
- Form letters correctly, leading to a fluent and legible handwriting style
- Develop listening and comprehension skills through a variety of means including reciprocal and non-reciprocal situations
- Develop their oral abilities at their own level
- Express opinions, articulate feelings and formulate appropriate responses to increasingly complex questions and instructions

## Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in, The National Curriculum in England Framework Document for Teaching, September 2014 and the Statutory framework for the Early Years Foundation Stage, September 2014.

**In the Early Years Foundation Stage (Reception), children should be given opportunities to:**

- Use communication, language and literacy in every part of the curriculum;
- Become immersed in an environment rich in language, print and possibilities for communication;
- To develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.
- To be able to represent their ideas in their activities.
- Link sounds and letters and to begin to read and write.
- Access to a wide range of reading materials (books, poems, other written materials and computer based texts) to ignite their interest.

### **At Key Stage One (Years 1 and 2):**

Children should learn to speak confidently (using Standard English) and listen to what others have to say. They should begin to ask questions to deepen their understanding. Pupils should use spoken language to organise their thinking and support their writing.

Pupils should read for pleasure, understand what they have read and begin to read with expression. They should begin to read and write independently and with enthusiasm. They should use and adapt language to explore their own experiences and imaginary worlds. Pupils should use their knowledge of phonics to support reading and writing. They should be encouraged to use correct spelling, grammar and punctuation in their written work. All pupils should use the skills learnt in Literacy across the curriculum.

### **At Key Stage Two (Years 3-6):**

Children should learn to speak clearly and convey ideas using Standard English whilst being able to adapt their vocabulary for all purposes and audiences. They should ask questions to check their understanding. They will use spoken language to clarify thinking and organise ideas for writing.

They should read a range of texts and respond to different layers of meaning in them. Pupils should develop an enjoyment of reading and exploring different types of texts. They should explore the use of language in literary and non-literary texts and learn how the structure of language works. Pupils should write extended pieces using correct grammar, punctuation and spelling. They should use their reading and writing skills across the curriculum. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations.

## **Subject Organisation**

The English Curriculum is delivered using the National Curriculum in England Framework document for teaching, September 2014. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

**Foundation Stage (Reception)** - In Reception children have daily discrete phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

**Key Stage 1 (Years 1 and 2)** - In Key Stage 1 daily discrete phonics lessons continue and are taught in ability groups. Children have regular mixed ability Literacy lessons, including discrete Grammar and Punctuation sessions, which are blocked within two or three days to allow for greater continuity of teaching and learning. Children take part in both shared and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across our 'Creative Curriculum'. Provision is made for children who require extra support through intervention programmes (e.g. FFT Wave 3 Reading), differentiated class teaching and teaching assistant support.

**Key Stage 2 (years 3 -6)** - In Key Stage 2 Children have regular mixed ability Literacy lessons, including discrete Grammar and Punctuation sessions, which are again blocked within two or three days. Additional literacy sessions include daily guided or reciprocal reading, handwriting, class novel and spellings. Literacy skills are developed across our 'Creative Curriculum'. Provision is again made for children who require extra support through intervention programmes (e.g. Hornet, phonics interventions and one-to-one tutoring) differentiated class teaching and teaching assistant support.

## **Approaches to Spoken Language and Listening**

Spoken Language underpins the development of reading and writing and helps children develop effective communication skills in readiness for later life. The quality and variety of language that pupils hear is vital for developing their vocabulary, grammar and their understanding of reading and writing.

Interactive teaching strategies are used to develop pupils' confidence and competence in spoken language and listening skills. Pupils are encouraged to build firm foundations by using discussion to probe their understanding, discuss and debate concepts. We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance.

Children who require extra support in speaking and listening benefit from small group sessions and draw on the expertise of a Speech and Language Therapist.

**Foundation Stage (Reception)** - Children will be taught to listen attentively in a range of situations. They regularly listen to multimedia stories, discuss key events and respond to what they hear. Pupils will be taught to give their attention to what others say and respond appropriately. Children begin to use talk partners, this involves developing good communication skills such as: taking turns, making eye contact and learning that other people have opinions and ideas that are different from their own. This is continued and developed throughout the school.

Pupils will learn how to follow instructions and make independent choices. Children will be encouraged to ask and answer questions and use their own experiences as well as new experiences in response to stories or new encounters. Children begin to develop their own stories and explanations by connecting ideas. Opportunities throughout school provide a rich environment for Foundation Stage children to develop their speaking and listening skills. These include: songs, games, assemblies, special occasions, performances, visits, visitors and frequent encounters with new vocabulary.

**Key Stage One (Years 1 and 1)** - Pupils in Key Stage one continue to practice and develop their communication skills through the use of Talk Partners across the curriculum. This helps them to learn to take turns, listen and clearly explain their own ideas. Pupils are exposed to a rich oral language and are encouraged to answer questions in full sentences, using Standard English.

They have frequent experiences to encounter new words through an environment that is rich in vocabulary. They also experience new vocabulary in different contexts across the curriculum. Pupils are encouraged to play with words and ask about new words they encounter. Children have the opportunity to listen to a variety of multimedia fiction, non-fiction and poetry and they are encouraged to link what they hear to their own experiences. Pupils also experience re-telling stories orally and adapting well-known stories in their own words. In year two pupils learn poetry and build up a selection of poetry that they can recite. They will continue to have many opportunities across the curriculum to use their communication skills, these include: Topic projects, performances to parents, assemblies, Buddy reading (with older peers), visits and visitors to school.

**Key Stage Two (Years 3 -6)** - As pupils progress through the school, they are encouraged to ask more questions to deepen their learning. Talk partner skills are developed and pupils begin to learn how to debate and form their own opinions about what they have learnt. Children are encouraged to relate learning experiences to their own experiences.

Pupils will increase the bank of stories and poetry that they use to orally re-tell stories and recite poems. The use of play scripts helps pupils to develop their intonation, volume, pitch and oral presentation of vocabulary.

Reciprocal reading allows pupils to discuss books they have read, clarify new and unfamiliar vocabulary within a small group, take turns within a group, listen to what others say and build on their own ideas as well as challenging others' views. Tasks set as part of each termly topic support pupils' oral presentation and listening skills.

Pupils in Key Stage Two continue to have many opportunities across school to develop their communication skills, these include: assemblies, monitoring roles, whole school productions, special occasions such as Harvest Festival, visits and visitors.

## **Approaches to Reading**

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided and reciprocal reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Daily discrete phonics lessons in FS and KS1 enable children to decode efficiently. This is continued into KS2 where necessary.

A range of reading schemes are used to support early readers as well as book banded 'real books' used for guided reading. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. 'World Book Day', 'Roald Dahl Day', School book fairs (once a year), pupils own writing being published in books and special events such as 'Literacy Week', which features extreme reading.

**Foundation Stage (Reception)** - Children in the Foundation Stage classes take home a book from the school's individual reading selection. Pupils are also encouraged to access books from the class and school libraries.

Adult volunteers provide an extra opportunity for pupils to read in school. In addition, pupils also read to the class teacher and teaching assistants. Pupils have a home school reading record for parents and teachers to record their progress.

Children in The Foundation Stage also take home High Frequency words and are encouraged to play games with these at home and in school. As pupils progress through Phases in Phonics, they begin to take home 'key words' to learn on a weekly basis. Information is given to parents on how to support their child in reading at reading workshops, hand outs and also in curriculum letters.

**Key Stage One (Years 1 and 2)** - In KS1 children continue to take home a book from the school's book bands. They will progress up the book bands when assessed by their class teacher. In addition to this, children have the opportunity to choose books from the class library and school library. Parents are encouraged to read with their child daily and record this in their reading record. Pupils will also take part in Guided Reading groups and texts are prompted on a daily basis through a class novel, links to texts in Literacy lessons and access to multimedia texts throughout the curriculum. Volunteers provide extra individual reading sessions and pupils also read individually to the class teacher and teaching assistants.

Pupils in Year 1 continue to learn High Frequency words through fun games, which are played at school and at home. Word lists are incorporated into classroom learning and where appropriate are taken home to learn.

Once children are confident and fluent at reading and show good understanding as well as good decoding, they will move onto the Accelerated Reader Scheme.

**Key Stage Two (Years 3 -6)** - In Key Stage 2 children choose books to take home and read from the Accelerated Reader scheme. They will complete a Star reading test every half term which will calculate the book level that the

pupil should be reading. This is called the ZPD. We have a wide selection of banded books to support appropriate text choices. We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading.

Throughout the Key Stage, children become more independent in recording what they have read in their reading journals. These are used to complete tasks from the shared reading sessions and include the use of VIPERS.

All classes read a class novel and encourage children to answer questions about what the class has read together. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

## **Phonics and Spelling**

**Foundation Stage and Key Stage 1: (Reception – Year 2)** - All pupils participate in a daily spelling or phonics session. In the Foundation Stage and Key Stage One, pupils are taught discrete phonics based on the phases and principles of Letters and Sounds. The six phases of the Letters and Sounds document provides a structure for the teachers to follow and plan children's progression. The Abacus 'Phonics Bug' program is used along Letters and Sounds to enhance teaching, particularly in the use of interactive computer games and the use of 'models and images'.

The teachers carefully adapt their planning to meet the needs of the children within their class. The teachers' assessment of individual children will inform the rate at which the children are able to progress through the phases and adapt their pace accordingly. Pupils are grouped according to ability. All pupils have a high frequency word list, which is practiced at home.

All teachers ensure that they are aware of individual children's needs through formative assessments. Staff formally assess their children's progress at the beginning or end of every half term in order to inform their planning.

At the end of Year 1 the children will take the statutory National Phonic Screening Test. If children are still working towards the phonic test by the end of Year 1 then they will access interventions to enable them to retake the test in Year 2.

**Key Stage Two (Year 3 -6)** - As pupils progress to Key Stage Two, discrete phonics is taught as an intervention, where needed).

Pupils then progress to GPS being taught as a separate weekly lesson as well as being taught discretely in other Literacy lessons, combined with learning spelling rules, word lists from the National Curriculum, Grammar for writing and Spelling Bank (as relevant).

Spellings in Key Stage 2 may also be linked to pupils work in grammar and punctuation: pupils are taught to combine spellings with correct grammar and work on sentence structure.

Spelling is differentiated within the class and the class might be split into ability groups as necessary. Word lists are provided for pupils to revise at home. In addition, pupils in Key Stage 2 may be given sentences (that include that week's spelling rule) to practice at home.

From time to time, focus on spelling may be raised by completing school Spelathon events, which are linked to the school houses and encourage pupils to increase spelling skills and knowledge of patterns and tricky words.

## **Writing**

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Pupils are taught writing in mixed ability classes; teachers regularly assess and group their pupils according to ability. Ability groups are changed throughout the year to ensure pupils are accessing relevant activities for their ability.

Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions and during 2019 will start to build on the range of strategies used from Talk for Writing.. Focused writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length in extended independent writing sessions in Literacy and across the curriculum. Pupils use a range of resources such as alphabet cards, Talking Tins, word cards, word lists, dictionaries and thesauruses to support their work.

Through our Creative Curriculum, pupils are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by real texts (newspapers, advertisements and websites), drama techniques, use of multimedia texts, visitors, visits and film clips. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to incorporate computing skills and create multi-media and layered texts in their writing. Pupils' independent writing, used for assessment, is collated in Writing Portfolios.

Regular moderation staff meetings ensure that teachers' assessment of writing is consistent across the school and that there is a clear progression between year groups. The school also takes part in writing moderation groups within the local cluster of schools.

## **Handwriting (see separate Handwriting and Presentation Policy)**

We use the Penpals' Handwriting Scheme in school to help children develop fluent, clear and legible joined up writing. Children are taught how to join in Year two and they then work hard to achieve a pen licence by Year 4. This encourages them to take care in their presentation and pride in their work.

## **Cross-curricular Literacy Opportunities**

Writing is deeply embedded within our Creative Curriculum and teachers will seek to take advantage of opportunities to make purposeful cross-curricular links wherever possible. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

## **The Use of Computing (see separate Computing Policy)**

We recognise the important role computing skills have to play in our school in the development of Literacy skills. We also recognise the importance of being computer literate. Computing skills are used on a daily basis to enhance teaching and learning of literacy and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy (see Computing Policy).

## **Assessment and Target Setting (see separate Assessment Policy)**

Work will be assessed in line with the Assessment Policy.

## **Inclusion (see inclusion and SEN policy)**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual ability. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More Able pupils will be identified and suitable learning challenges provided including Donington Dynamos More Able writing sessions during Literacy week.

## **Intervention Programmes**

Intervention programmes are used in all year groups to support pupils as needed. This can include: pupils who have made insufficient progress, pupils who are not working at an age-expected level, pupils who have missed school, pupils who have struggled to grasp a new concept, children with PLPs or other identified pupils who need additional support in Literacy.

Intervention programmes may be taught by a teaching assistant, an external provider or the class teacher. Some interventions may be taught within Literacy lessons and others may be taught during other parts of the school day.

Interventions include: additional grammar sessions, reading comprehension, phonics interventions, Toe-by-Toe, additional guided reading or writing sessions, booster groups and Grammar for Writing. Other intervention programmes are used when the need arises as accessed by the class teacher, following pupil progress meetings.

## **Equal Opportunities**

Dove Bank has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children: cultural diversity, home languages, gender and religious beliefs are all celebrated.

Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in valuing what the child brings to school and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

## **The Role of The Head teacher**

In consultation with the Literacy Subject leader, the Head teacher:

- Determines the ways Literacy should support, enrich and extend the curriculum;
- Decides the provision and allocation of resources;
- Decides ways in which developments can be assessed, and records maintained;
- Ensures that Literacy is used in a way to achieve the aims and objectives of the school;
- Ensures that there is a Literacy policy, and identifies a Literacy subject leader.

## **Role of Subject Leader**

The Literacy subject leader should:

- Ensure the development of a scheme of work for the Literacy curriculum. This will follow the New Primary Framework guidelines and will be built around the school's curriculum topics and cover aspects of the English National Curriculum statements.

- Promote the integration of Literacy within appropriate teaching and learning activities;
- Manage the provision and deployment of resources and give guidance on classroom organisation support,
- Inspire colleagues to deliver high quality teaching and learning opportunities;
- Analyse data to identify strengths and weaknesses in outcomes; planning for improvement accordingly.
- Write, monitor and evaluate an action plan for Literacy for the School Improvement Plan
- Lead INSET within the school, and investigate suitable courses elsewhere;
- Act as a contact point between the school and support agencies, including the LA;
- Provide technical expertise;
- Lead the evaluation and review of the school's Literacy policy;
- Bid for and manage the budget for this curriculum area;
- Monitor and review the Literacy provision within the school,

### **Monitoring and Evaluation**

The teaching of Literacy will be monitored through the School Improvement Plan by the Literacy subject leader in the first instance and then by the Senior Leadership Team and the Head teacher. SATS results are analysed and areas for development prioritised.

Governors are kept informed via a subject report as scheduled in the Monitoring and Evaluation programme. The Governor(s) assigned to monitoring Literacy will be kept abreast of developments, progress and changes within the subject.

**G. Sheldon January 2019**