

St Peter & St Paul CE Primary School



Literacy Policy 2020 -21

(This policy has been drafted having regard for the school's Christian ethos.)

	Date	Signed
Agreed by Staff:	January 2020	Mr Steven Ginn Head Teacher
Agreed by Governors:	January 2020	Mrs N Ford Chair of Governors
Lead:	Literacy Coordinator	
Review date:	January 2021	

Mission Statement

We see it as our mission to grow the whole child - intellectually, emotionally, physically, socially and spiritually. To provide them, within a Christian environment, with every learning opportunity possible and to empower them to be the leaders of tomorrow.

Literacy Policy

Rationale:

Language lies at the heart of our capacity to imagine, think and create. It makes a crucial contribution to children's development as successful learners. Their developing use of language underpins children's achievement across the curriculum and lays the foundations for active involvement in cultural life, society, work and lifelong learning.

Aims:

We aim that the children will be able to:

- read and write with confidence, fluency and understanding, using a range of independent strategies to self-assess and correct;
- have an interest in books and read for enjoyment;
- have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation;

Statutory Requirements:

In the Early Years Foundation Stage (EYFS) children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- be surrounded by an environment language rich and with possibilities for communication.

At Key Stage One, children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two, children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Strategies for the Teaching and Learning of Literacy:

St Peter and St Paul CE Primary School has a cross curricular approach to literacy, and lessons are delivered in context in addition to specific spelling, phonic and grammar lessons. Handwriting is also delivered in a specific lesson. Lessons are supported by Teaching Assistants and HLTAs in order to deliver the same curriculum to all children including the SEN children.

Literacy is subdivided into three areas of attainment:

- Spoken Language – this includes talking to others, talking with others, talking within role play and drama, talking about talk
- Reading- this includes individual, paired, shared, guided, whole class and performing. Also comprehension and interpretation.
- Writing - this includes spelling, grammar, punctuation, comprehension, handwriting and independent writing: fiction, non-fiction, poetry.

Speaking and Listening:

Pupils are offered a language-rich environment where their opinions are sought and valued and opportunities are given to participate in talk within formal and informal situations. Regular shared reading and guided reading takes place where pupils are encouraged to listen, discuss, re-enact and develop their own ideas in co-operation with others.

PHSE also provides an excellent platform for the children to express their views and discuss the importance of accepting other people's opinions. Circle time, drama and group activities across the curriculum allow the children the opportunity to express themselves and to listen to others.

Class debate, interviewing and role – play situations are provided in order to develop confidence and self-esteem. The ability to listen and respect the views of others is encouraged from Foundation stage onwards. Staff emphasise the importance of listening and reinforce this throughout the school day in all curriculum areas.

Whole school productions provide the opportunity to perform to a larger audience, when pupils' efforts and skills are acknowledged by staff, parents, carers and friends.

Reading:

We have adopted a number of different reading schemes but all support the acquisition of early reading skills working alongside Letters and Sounds in the Foundation Stage and Key Stage 1. This is supplemented by a range of reading books from other complementary schemes and both fiction and non-fiction. Once children are competent readers, children can select their own book from age and stage appropriate texts.

The pupils are encouraged to take their reading book home daily to enable parents and carers to share the experience of learning to read along with their child. Accompanying the reading book is a Reading Record which offers suggestions on how to do this, as well as providing an opportunity for dialogue with the pupil's teacher.

Reading lessons in KS2 allow for the development of comprehension, expression, intonation and vocabulary. These texts are selected to challenge the children and to allow for in-depth analysis of language, characters and plot. Texts are often chosen that relate to the cross curricular theme or to study a particular aspect of reading comprehension. Newspapers and magazines may also be used for discussion groups.

All reading resources available in school are carefully selected to ensure equal opportunity for all pupils in consideration of gender, ethnic origin and special educational needs. Resources are updated regularly to sustain interest.

Pupils practice reading in a variety of ways. The use of computers and the interactive whiteboard provide opportunities to reinforce reading skills in an enjoyable way. Library books are available for the children to borrow and book fairs encourage the children to purchase and enjoy books for pleasure.

Visiting performers, authors and speakers all engage the children and encourage them to investigate further: either through books, internet or other written sources.

Writing:

At St Peter and St Paul the cross curricular themed approach to the curriculum means that writing is at the core of the children's learning. Children are given opportunities to write for a range of purposes and audiences, adapting their language and style according to purpose: science, history, geography, RE etc. For example, they recount science experiments, research topics and write persuasive letters about topical geographical matters such as climate change. Displays on the walls support the use of relevant vocabulary and pupils are encouraged to use their peers to help them in the process of editing and re- drafting their work.

The school has adopted Talk4Writing, a program which provides a framework for teaching the children how to write. A key principle of the program is that, by assessing 'cold tasks' the children have written, the teacher can carefully plan opportunities for the children to learn the key features of the relevant text and identify spelling and grammar which should be addressed. Over the course of the teaching sequence the teacher and pupils 'co-create' a toolkit which the children can then use to independently write another innovative version of the text type.

Pupils are encouraged to use self-evaluation and to check their work independently for sense, accuracy and meaning in all literacy tasks. Pupils are given opportunities in all areas of the curriculum to write collaboratively and to produce their final drafts, sometimes on the computer when suitable. Planning of ideas is encouraged so that they are able to record their ideas for reference during writing.

Emergent writing is encouraged from EYFS onwards and praise and acknowledgement are given.

We celebrate good work by sharing it with peers during the plenary of the lessons, by displaying it on the walls both in school and in the community, also by showing parents, carers and staff at different events during the school year.

Assessment of Literacy:

a) Formative Assessment

At St. Peter and St. Paul, formative assessment in literacy takes the following forms:

- Teacher assessment (including TA input)

- SEND support schemes are monitored for success and any further intervention which is necessary
- Marking is in line with the school Marking Policy.

b) Summative Assessment

At St. Peter and St. Paul, summative assessment in literacy takes the following forms:

- KS1 and KS2 staff assess writing based on the National Curriculum Objectives.
- PIRA tests are completed termly in KS1 and KS2 to assess progress and attainment in reading alongside teacher assessment based on the National Curriculum objectives.
- In EYFS, KS1 and KS2 all termly assessment data is used to form a summative judgement which is recorded on Pupil Asset and discussed at Pupil Progress meetings.
- In Year 6 CGP SATs style tests and previous SATs papers are used to inform summative assessment.
- In EYFS, pupils are assessed at the end of the academic year using the EYPP and judgements on GLD are formed.

Grammar, Punctuation and Spelling- SPaG:

Grammar and Punctuation are taught both discreetly and as part of the Talk4Writing teaching sequence. Each year group uses the NNC to identify terminology and areas to be covered during the year.

Spelling is addressed rigorously and regularly. The School's Spelling scheme uses the NNC spelling lists in conjunction with Letters and Sounds. Under this scheme, lists of words (gradually becoming longer) are given each week according to ability and are tested the following week. Rewards are given to pupils who achieve full marks/their targets for a specific test.

The pupils are taught the LOOK SAY COVER WRITE CHECK strategy for learning and checking their spellings. Praise and encouragement are offered to all pupils who try their best.

Handwriting:

Cursive handwriting is taught from Year 1 through to Year 6.

Handwriting begins in EYFS with mark-making and all pupils are given access to a wide range of pencils, pens, felt tips and crayons with which to hone their fine motor skills. Drawing in sand, on whiteboards or with paint encourages the development of fine motor skills and encourages correct letter formation.

Exercise books with appropriate line sizes are used throughout the school to help pupils develop style and good presentation. Handwriting lessons are predominantly taught in KS1 to teach pupils the skills required to consistently and neatly join in a cursive style. In KS2, handwriting is embedded within English lessons.

When the children develop and consistently use an acceptable handwriting style across the curriculum they are presented with a handwriting license and blue handwriting pen to use in all written tasks.

Early Years Foundation Stage:

Children have daily phonic lessons delivered through the use of Jolly Phonics, Letters and Sounds and through games. During EYFS, phases 2 – 4 are taught through Letters and Sounds. Opportunities for role-play, drama and ‘real-life’ situations are built-in to provide practice in speaking and listening. In Literacy lessons pupils work in a variety of groupings dependent upon the nature of the activity. These include whole class, group, paired and individual work.

Writing opportunities are encouraged within the free flow activities and children can choose to write independently. Emergent writing is encouraged through ‘have a go’ opportunities where all efforts are valued and rewarded.

Reading is taught using phonic books. Children are heard read regularly in class from their individual reading books.

Progress is recorded in their reading records and observations are included in their Learning Journeys.

Assessment is in line with the Early Learning Goals.

Phonics:

a) Key Stage 1

In Year 1, phases 4 – 5 are taught in daily Phonics lessons. In Year 2, phase 6 is covered through the use of Letters and Sounds and Phonics Play. Phonic lessons are differentiated according to the requirements of the child. Spellings are set weekly – linked to the children's phonic lessons or NC statutory spelling lists.

The teaching of reading is supported through use of age/ability appropriate texts. Guided reading sessions are initially introduced in the foundation stage and continued through KS1 to encourage a deeper understanding of the text and authorial intent. These groups are also used to encourage children to discuss the text and answer questions involving locating and retrieving facts. Children begin to identify new vocabulary and techniques that they later use in their own writing.

In KS1 small group and individual interventions are used to assist the children and to help progression. Letters and Sounds and Phonics Play is used to support phonic understanding and segmenting skills. Early SPaG is integrated during shared and guided writing sessions. Writing follows the Talk4Writing structure. All writing is shared with peers and discussed. Marking often takes place in the presence of the child.

b) Key Stage 2

In years 3- 6, Talk4Writing continues. Lessons are delivered in a variety of ways including short writing games and activities; teacher input and lots of opportunities for independent writing. The children also have opportunities to work collaboratively such as through shared writing, drama and group discussions. Self-assessment is sometimes carried out in both writing and reading so that the children can celebrate their success but also learn from their mistakes.

Throughout KS1 and KS2 hot and cold writing is used to give opportunities for children to write at length. This may be self and teacher assessed.

English working walls are utilised in all classrooms to support learning: from phonic displays in EYFS and KS1, aspects of SPaG for KS1 and KS2 and writing aids across the school. Displays provide children with the ability to search for solutions with less teacher support and give them the opportunity to develop individual and independent learning. Children are encouraged to find a solution to their needs through the use of a variety of resources readily available within the classroom . Children's writing is often displayed in classrooms to celebrate their work. Every fortnight, a 'Writer of the Week' from each class is chosen and celebrated in assembly, with their work displayed in the corridor.

Special Education Needs and Disability (SEND) Children:

SEND children are given support within the classroom or in smaller group situations as necessary. Work is differentiated. They are however given tasks which are similar to the other children in order to avoid isolation from the rest of the class. Teaching Assistants work closely with class teachers and are involved in planning so that they are aware of medium term plans. A variety of support sessions are provided for children with specific problem areas/needs during the day.

Parents:

Parents are encouraged to be a part of the learning process for their child. We hold reading and writing cafés during the school year. These cafés support parents in their understanding of their children's learning and the national curriculum expectations as well as providing an opportunity for parents to work alongside their children. Some resources to help parents support their child's learning are often given out during these cafés. Parents are considered to be a vital part of their children's education.

Monitoring:

The Literacy Coordinator and the Head Teacher monitor literacy across the curriculum. Pupil perceptions exercises are carried out to gain feedback from the children about their learning and to listen to their ideas. Lesson observations and workbook scrutiny is used to monitor the quality of lessons and marking.

Period of Review:

This policy will be reviewed every three years or more often if there are significant curriculum changes.

Document History

Version	Date	Comments
Issue 1	June 2013	
Issue 2	March 2016	Revised to reflect changes to the curriculum and current teaching practice.
Issue 3	Jan 2020	Revised to reflect changes to the curriculum and current teaching practice.