



Buckland Primary School LITERACY POLICY

Policy Originator	Literacy Coordinator
Date reviewed	November 2020
Next date for review	November 2021

School Vision

Believe

Excel

Strive

Together

At Buckland Primary School we believe that literacy is at the heart of all children's learning and that literacy and communication are key life skills. We aim to develop pupils' abilities within an integrated programme of reading, writing, spelling, punctuation and Grammar and Speaking & Listening. Pupils will be given opportunities to interrelate and communicate the requirements of the National Curriculum within a broad and balanced approach to teaching, with opportunities to consolidate and reinforce their skills. Through the English curriculum, we will help children develop their skills and knowledge to enable them to communicate effectively with others for a variety of purposes and be creative through spoken and written language, equipping them with lifelong learning skills to achieve their **BEST**.

AIMS

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-evaluate, correct and improve.
- Have an interest in words and their meanings, developing a growing vocabulary in spoken and written form.
- To improve pupils spelling and develop their understanding of punctuation and grammar within text.
- Understand a range of text types and genres, enabling children to write in a variety of styles and forms appropriate to the situation.
- Develop the power of a rich and vivid imagination, through a variety of mediums. For example: The use of videos and off-site trips to film studios.
- Develop suitable technical vocabulary to articulate responses.
- Use a variety of spelling strategies to spell words accurately.
- Understand the use of punctuation in text.
- To develop, edit and evaluate own work.
- To develop and encourage neat, cursive handwriting, progressing to using handwriting pens in LKS2. This is encouraged through practice and qualifying for a 'Pen Licence'.
- To develop a love of books and reading.
- To develop reading strategies and skills: fluency, accuracy, understanding and response to different texts.
- To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.
- To deliver a structured and consistent whole school approach to reading.

- To recognise the value of parents / carers as essential components in supporting and developing children's reading skills and love of reading.
- To incorporate learning links to SMSC and British Values where possible

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the 2014 Primary National Curriculum Framework for Key Stages 1 & 2 and in the Foundation Stage.

Foundation Stage (Reception)

In the Foundation Stage, children should be given opportunities to:

- Speak, listen and represent ideas in their activities;
- Use communication, language and literacy in every part of the curriculum;
- Become immersed in an environment rich in print and possibilities for communication.

Key Stage 1 (years 1 & 2)

Pupils build on their work from the Early Years Foundation Stage. They learn to blend sounds together, using phonics knowledge and skills they have learnt previously, to support their reading. In Year 1, pupils should use their phonics skills to decode words, reading most words quickly and accurately, gradually building up these skills in Year 2. Children should use language to explore their own experiences and imaginary worlds. They should build up fluency and confidence in reading, developing a pleasure of reading. They should become increasingly familiar with and retell a wider range of stories. 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, learning to spell common exception words, applying spelling rules. They should be able to formulate written, simple sentences dictated by the teacher, developing their writing for different purpose and consider their writing before beginning.

Key Stage 2 (Years 3 -6)

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 to them. Children should explore the use of language in literacy (in fiction and non-fiction texts) and learn how the structure of language works. As pupils progress to Key Stage 2, pupils should become more aware of the targeted audience and adapt to suit this. They will be exposed to a wider range of genre, including a more in depth knowledge of performance poetry. They will have a better understanding of inference and its role when reading a text. Pupils will learn to retrieve and record information from non-fiction text, participate in discussion about books they have read or have had read to them, recognize some different forms of poetry and have a point of view, participate in discussions and debates. They will also develop inference such as commenting on character's feelings, motives and actions, develop use of root words, prefixes and suffixes, develop dictionary skills and join up handwriting. Pupils will learn to plan, draft, evaluate and edit their own and other's work, whilst developing the use of writing a range of sentences in their writing. They will learn to improve grammatical knowledge. Pupils will use an increasingly wider range of punctuation and be able to spell all words on the National Curriculum key stage word list.

APPROACHES TO WRITING

Cross-curricular learning is widely used as a vehicle for writing. Teachers will seek to take advantage of opportunities to make cross-curricular links, wherever possible, linking learning together. Children will be given the opportunity to develop their writing skills through imaginative approaches, such as popular film and themes linked to topics.

Neat, presentable and linked handwriting is expected across the whole school in line with age related expectations.

APPROACHES TO SPELLING, PUNCTUATION AND GRAMMAR

Spelling, punctuation and grammar is taught inclusively within the daily literacy lessons as well as during standalone lessons, across Key Stages 1 and 2. As part of their learning, children from Year 1 – Year 4 are given a weekly dictation task (Spelling, punctuation, grammar, hand writing and reading practice) to be completed and practiced at home, concluding in a classroom task at the end of the week. Children in UKS2 (Years 5 and 6) are given a set of spellings each week, focusing on various spelling rules/patterns. Children are to learn each word and use each correctly in a sentence.

APPROACHES TO SPEAKING AND LISTENING

Speaking; listening; group or paired discussion and interaction, and drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. They will be exposed to a rich variety of genre, including performance poetry.

APPROACHES TO PHONICS

In the Early Years and Key Stage 1 children will take part in a daily session of phonics, following letters and sounds. Some children will have additional differentiated phonics.

At the end of Year 1, children will take the Phonic Screening Check. Children who do not meet the required standard will re-take this test at the end of Year 2. If a child does not then meet the required standard at the end of Key Stage 1, they will then continue to have a daily phonic session in Key Stage 2, until successful completion of the Phonic Screening Check. Progress of phonics will be tracked by Class Teachers, Phase Leaders and the Senior Leadership Team.

In Key Stage 2 children take part in Support for Spelling through daily TRACKS spelling activities.

APPROACHES TO READING

ACTIVITIES

Across the school children take part in daily reading activities including:

- Guided Reading
- Shared Reading
- Individual and independent (1-1) Reading
- Story Time
- Phonics

READING AT HOME

In Key Stage 1 children choose a daily reading book appropriate to their level, determined by the class teacher, using the Cliff Moon Scheme.

In Key Stage 2 children have a daily home reading book which they can choose themselves from a selection within their classroom, with differing challenge levels. The children are encouraged to comment on their own reading in their reading record book.

Across the school, children are expected to read daily with an adult and parents are encouraged to share stories with their children.

CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

Computing

Opportunities to use Computing strategies to support teaching and learning in literacy will be planned for and used as appropriate. Children have access to a range of computing equipment to support and enhance their learning.

MONITORING

Monitoring of the teaching and learning of reading takes place through:

- Observations and Drop-Ins of guided reading and phonics teaching by the SLT and Literacy Team.
- Monitoring of planning and record keeping.
- One to one reading - teaching staff listen to a child read to establish the accuracy of the reading and in addition, may use this to establish reading ability/progress.
- Learning walks to establish whether reading has been given a high profile within each classroom (displays, book areas, listening stations).
- Guided Reading Book marking/Book scrutiny.
- Internal/External moderation.
- Staff will safeguard pupils through the monitoring and filtering of materials (Film, books etc.) used in teaching and learning, selecting only material that is suitable for pupil's age and understanding.

ASSESSMENT

Work will be assessed in line with school policy.

In Key Stage 1, class teachers assess reading at the end of each half-term or term to establish a reading level on the Cliff Moon Scheme. At the end of Year 2 children will complete the end of Key Stage 1 SATs.

In Key Stage 2, children are assessed during guided reading sessions, as to whether they are on track to meet end of year expectations. At the end of Year 6 children will complete the end of Key Stage 2 National Reading SATs Paper.

INCLUSION

We aim to provide for all children to enable them to achieve their optimum potential according to their individual abilities. We will identify which pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified by teachers and/or the Gifted and Talented Leader and suitable learning challenges provided. This will be organised through teachers planning, individual/small group extension activities and gifted and talented organised events.

INTERVENTIONS

Pupils requiring an intervention programme are identified through teachers' continuous formative and summative assessment. Any interventions will be carefully monitored, reviewed and evaluated on a regular basis to determine the impact on pupils' progress.

SEN/PUPIL PREMIUM

Children identified as SEN will be carefully assessed to determine reading and writing targets which will be recorded in their Pathway Plan.

EQUAL OPPORTUNITIES

We aim through the teaching of reading to develop emotionally literate, social, healthy, independent and responsible members of society. All aspects of reading include equal opportunity for all children and staff regardless of age, ability, gender or cultural background.

ROLE OF SUBJECT LEADERS

The Subject Leaders are responsible for improving the standards of teaching and learning in literacy through: Monitoring and evaluating literacy provision:-

- Pupil progress.
- Provision of literacy (Including interventions and support programmes).
- Quality of the learning environment.
- The deployment and provision of support staff.
- Leading policy development.
- Auditing and supporting colleagues in their CPD.
- Purchasing and organising resources.
- Keeping up to date with recent literacy developments.
- Links are made to SMSC and British values where appropriate.

PARENTAL INVOLVEMENT

Staff work with and support parents to encourage shared reading with children at home, developing their love of stories, developing factual knowledge and discussion and reasoning skills. Teachers communicate with parents how to support their child with literacy at home .e.g. sharing reading with their child at home and discussing key points of the text, dictation practice and spelling practice and focused topic projects. This is communicated through parent consultations; meet the teacher meetings and workshops.

OTHER SCHOOL POLICY LINKS

This policy is linked to other related school policies and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy

Safeguarding Policy

Assessment Policy

Marking Policy

Special Education Needs Policy

Computing Policy

Equal Opportunities Policy

Health and Safety Policy

PSHE policy

SMSC & British Values Policy

Members of staff responsible: Peter De Leonardis, Jackie Renard and Jayne Mead

Date policy written: November 2018

POLICY REVIEW

This policy is reviewed annually

Review date: November 2021

This policy has been agreed by the Governing Body

This policy has been with staff consultation