



Buckland Primary School LITERACY POLICY



Policy Originator	Peter De Leonardis – DHT & Literacy Coordinator
Date reviewed	November 2021
Next date for review	November 2023

Buckland Primary School promotes learning for life. We are an inclusive, aspirational learning environment where children, families, staff, governors and the wider community learn together in an atmosphere of co-operation, community and acceptance. As a community we promote self-discipline, understanding, empathy, co-operation, perseverance and independence. We encourage a culture of high standards, achievements and expectations. We aim to develop the full potential of every individual.

Every child brings valuable experiences and strengths to our school. We build on these by offering a curriculum that is stimulating, accessible, challenging and differentiated to meet the needs of all children. We provide an open, stimulating environment in which every child feels safe, valued and happy. We encourage parents and the wider community to take an active interest in the education of all of our children and to feel an ownership of their school.

English in our Curriculum

At Buckland Primary School we recognise the crucial importance of studying the English language and believe that Literacy is at the heart of all children's learning. We aim to develop pupils' Literacy abilities within a structured and progressive Literacy curriculum, encompassing Speaking and Listening; Phonics and Reading for Pleasure; Writing (including handwriting); and Spelling Punctuation and Grammar (SPaG).

Pupils will be given opportunities to interrelate and communicate the requirements of the National Curriculum within a broad and balanced approach to teaching and learning, 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, including other curriculum subjects, and be creative through spoken and written language, equipping them with lifelong learning skills to achieve their **BEST**.

We aim for our pupils to:

- ✓ read confidently and fluently, with good understanding of a range of text types
- ✓ develop the habit of reading for pleasure
- ✓ acquire a wide range of vocabulary and apply this to their reading, writing and spoken language
- ✓ write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- ✓ competently apply spelling rules and the conventions of punctuation and grammar within both writing and spoken language
- ✓ use discussion and collaboration to learn; they should be able to elaborate and explain their understanding and ideas clearly
- ✓ self-evaluate their learning, understanding the importance of editing and learning from mistakes
- ✓ be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Statutory Requirements

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

Early Years 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

Pupils build on their work from the Early Years Foundation Stage. They continue to 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 purposes and consider their writing before beginning.

Key Stage 2

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

All children at Buckland are taught life-long writing skills through the *Write Stuff* approach, developed by Jane Considine. All children are given opportunities to develop their writing skills through inclusive teaching strategies, including scaffolded sequences of learning, adapted to meet the needs of all pupils. Teacher modelling of writing underpins the *Write Stuff* approach and is thus a fundamental element of our quality first teaching approach to writing at Buckland. Class teachers will seek to take advantage of cross-curricular links, building on prior learning and to prepare children for future learning. Furthermore, children will be exposed to high-quality texts and other forms of media as a means to both inspire writing as well as to learn key writing skills. Spelling, Punctuation and Grammar is taught inclusively within the daily Literacy lessons as well as during occasional standalone, explicit SPaG lessons (where deemed necessary) across Key Stages 1 and 2. Neat, presentable and legible linked handwriting is expected across the whole school in line with age related expectations.

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. We aim for children to be able to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

We achieve this by:

- ✓ Giving our children confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions.
- ✓ Being aware that as adults, we provide a model of speakers and listeners in our day-to-day interactions with them and with other adults in our school.
- ✓ Helping them to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations and in individual, partner, group and class contexts.
- ✓ Providing opportunities to perform to a larger audience, in assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.
- ✓ Providing a range of experiences where children can work collaboratively and participate in opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions.
- ✓ Developing the children's ability to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately.

Approaches to Phonics

In the Early Years and Key Stage 1 children will take part in a daily session of phonics, following Little Wandle Letters and Sounds Revised. This approach draws on the latest research into how children learn best; how to ensure learning stays in children's long-term memory; and how best to enable children to apply their learning to become highly competent readers. All phonics learning sequences are meticulously planned with the aid of Little Wandle guidance and ensure that all resources used to aid learning align perfectly with Little Wandle to ensure no confusion and a consistent approach across the entire school. Sound progression underpins this approach to phonics. Children will cover phases 2,3 and 4 in Reception. Phase 5 is introduced early in Year 1.

Each Phonics session consists of a 4-part lesson structure with the revisit/review element of each lesson highly important and emphasised. Contrary to previous approaches, actions do not align with each sound as this has been proven to be a cognitive overload for children. Oral blending also takes part in each phonics lesson. A structured, fully planned intervention scheme is included in the Little Wandle approach for pupils who require extra support blending and recognising graphemes. Phonics assessments inform guided reading. The child's phonics knowledge levels them to an exact book in progression of fully decodable books.

At the end of Year 1, children will undertake 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. Progress of phonics will be tracked by Class Teachers, Phase Leaders and the Senior Leadership Team.

Approaches to Reading

Pupils have opportunities to undertake guided, shared and independent reading throughout the school. In EYFS and KS1, guided reading is aligned with the sounds learnt that week during Phonics session. This is in line with the Little Wandle Letters and Sounds progression. Furthermore, pupils will be encouraged to choose

a Reading for Pleasure book to read *together* with their parents/carers at home as well as have access to either a fully decodable book or E-Book matched exactly to their phonics understanding. Once able to fully decode, pupils will read books of different genres and subject matter in line with Collins Big Cat Reading progression. In KS2 pupils are encouraged and supported to choose a text of their choice, once able to fully decode, from the class library or KS2 library. KS2 pupils will take part in a minimum of three guided reading sessions per week, which are linked to a weekly theme. They will be exposed to a range of high-quality texts, building on their reading fluency and confidence as well as their vocabulary bank. Class teachers read a class book to the pupils each day and act as reading role models, further embedding a reading for pleasure environment across the school. Discussion about books is openly sought and encouraged on a regular basis. Class teachers and support staff listen to pupil's read on a daily basis. Furthermore, support staff are deployed across the school to support children in order to improve fluency, intonation, decoding skills and comprehension.

Home reading is encouraged and is an integral part of the child's development. In order to have a strong communication between teachers and parents/carers, each child has a school diary where both the staff and parents/carers can write comments about how the child is progressing with his/her reading. A member of the Senior Leadership Team will share a story via assembly on a daily basis as a means to inform and/or entertain whilst further embedding a reading for pleasure environment in school. Book week is held annually and often provides pupils and staff to further celebrate and promote reading in our school.

Cross-Curricular Links and ICT

Teachers seek to take advantage of opportunities to make cross-curricular links where relevant. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through Literacy lessons to other areas of the curriculum – this includes providing pupils with opportunities to develop their ICT skills. At Buckland we promote Outdoor Learning wherever possible, including to aid the teaching and learning of Literacy – writing in particular.

Monitoring

Monitoring of the teaching and learning of Literacy is the responsibility of the Literacy Team and the Senior Leadership Team. Monitoring takes place through:

- ✓ Learning Walks focusing on Writing – whole school
- ✓ Learning Walks focusing on Guided Reading – KS2
- ✓ Learning Walks focusing on Phonics – EYFS and KS1
- ✓
- 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.

- ✓ Teachers use developmental feedback and ongoing formative assessment in order to identify where children have independently included elements of the success criteria, set individualised next step targets and to give children the opportunity to revisit their work in order to make improvements.
- ✓ Summative assessment is used, in writing, three times a year in order to assess the children's writing against the school Writing Assessment Grids.
- ✓ Phonic skills will be assessed in EYFS and KS1 on a half-termly basis using the Little Wandle Letters and Sounds Revised Assessment provision.
- ✓ Summative assessment is used, in reading, three times a year in order to assess the children's reading against the school Reading Assessment Grids
- ✓ Summative assessment is used three times a year, in conjunction with Independent Writing, to assess the children's Spelling, Punctuation and Grammar attainment.
- ✓ Children in EYFS aim to achieve the 7 Early Learning Goals throughout the year – this is assessed by classroom teachers through observations and professional judgements.
- ✓ SATs are annually undertaken at the end of KS1 and end of KS2.
- ✓ Pupils in Year 1 will undertake the Phonics Screening Check

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. The school ensures support staff regularly receive relevant and rigorous CPD opportunities to provide high quality interventions tailored to the learning needs of the individual pupils.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in Literacy. We identify which pupils, or groups of pupils, who are make less than expected progress and take steps to improve their progress and attainment which may include, at times, individual learning targets. Likewise, with pupils working above the expected level for reading or writing, once identified, they will be provided with opportunities to stretch their understanding and application further.

Children with identified SEND receive tailored support from Classroom Teachers and Teaching Assistants. Children with an EHCP will receive individualised support from a Learning Support Assistant who work on a 1:1 or 1:2 ratio. Furthermore, the school SENCO regularly collaborates with class teachers to update individualised provision and targets as well as facilitating targeted intervention for SEND pupils.

Children identified as Pupil Premium (PP) receive tailored support from Classroom Teachers and Teaching Assistants if required, depending on the learning need, if applicable. Furthermore, the school Pupil Premium Coordinator regularly collaborates with class teachers to identify PP children who may not be making expected progress, and facilitates targeted interventions.

The school Senior Leadership Team regularly collaborate with SENCO and PP Coordinator regarding Pupil Progress and Attainment for children within these two groups.

Often, pupils

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities through high quality teaching regardless of gender, ethnicity, religion/beliefs or home background.

Role of Literacy Team

The Literacy Team are responsible for improving the standards of teaching and learning in Literacy through the monitoring and evaluation of the subject. This involves:

- ✓ Monitoring of pupil progress
- ✓ Conference with pupils regarding all areas of Literacy
- ✓ Analysing data
- ✓ Monitoring the provision of Literacy
- ✓ Taking the lead in policy development
- ✓ Auditing and supporting colleagues in their CPD
- ✓ Purchasing and organising resources
- ✓ Keeping up to date with recent English developments
- ✓ Analysis of SATs results to identify areas for school development
- ✓ Checking that assessment is carried out

Parental and Family Involvement

Parents/carers play a vital role in the development of Literacy skills. We aim to foster a strong home-school partnership regarding reading, using school planners as a tool for communication between school and home. Furthermore, Marvellous Me is used as a digital means of communicating with parents/carers. Parents/carers also support the school by volunteering to hear children read during the school day, engage in curriculum workshops as well stay-and-learn sessions. Parents/carers are encouraged to support their child by listening to them read on a daily basis, either using a book from school/home or through the use of E-Books in line with our Phonics approach. Parents/carers also provide support for handwriting, spellings and various genres of writing that may be set for homework, including dictation and Learning Logs.

Conclusion

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 and Jackie Renard

Date policy written: November 2021

Policy Review

This policy is reviewed every two years and is presented to governors for approval.

Review date: November 2023

This policy has been agreed by the Governing Body.

This policy has been with staff consultation.