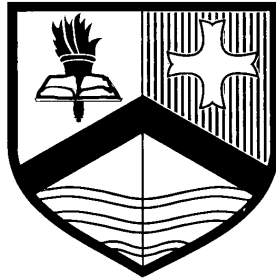


Scraptoft Valley Primary School



Policy for Literacy

Mission Statement

Working together to give every child an excellent education in a caring environment

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Review: April 2028

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Rationale

We aim to develop in the children we teach an enthusiasm for Literacy in all its forms and the confidence to express themselves both orally and through the written word. By developing a comprehensive range of reading skills we aim to foster in the children a love and appreciation of a variety of literature. These skills will enable them to access all aspects of the curriculum.

Aims and Objectives

- To provide opportunities for children to enjoy using language in all its forms.
- To explore, cultivate and value creativity and the use of imagination in children's work.
- To teach the use of structural patterns of spoken and written English: grammar and spelling: standard and non-standard forms.
- To make use of children's understanding and skills in other languages when learning English.
- To value the role that talk plays in learning, clarifying thoughts, working through problems, and in personal, social and emotional development.
- To recognise and celebrate success and develop in children a sense of self-esteem and achievement in their work.
- To promote, extend and encourage the active involvement of parents, families and the wider community in supporting the children's learning experience at home and at school.
- To inspire our children to become lifelong readers and develop a love of literature

Learning Outcomes

Children will:

- Become effective communicators
- Enjoy language in all its forms
- Be creative and imaginative
- Use language appropriately in a variety of situations
- Be able to use 'talk' to learn, clarify thoughts and work through problems in the personal, social and emotional spheres of their lives
- Appreciate languages of different times, countries and cultures

Planning

In Key Stage One and Key Stage Two teachers in parallel year group classes plan together using the New National Curriculum framework. All aspects of Literacy are covered in the lessons including reading, writing, poetry, speaking and listening, drama and role play. Elements of the 'Talk for Writing' programme are encouraged and as much 'talk' as possible should be embedded in planning in line with the school's targets. Teachers use the Literacy plan to inform planning. The plan allows teachers to devise detailed and differentiated weekly plans which provide opportunities for the children to practise, extend and develop their Literacy skills.

KS1 and KS2 work in six week blocks and across six modules. Each year group is expected to cover fiction and non-fiction writing as detailed in the Scraftoft Valley Literacy Year Plan.

Our Literacy units are based on specific high-quality texts, some of which have been designed and recommended by the 'Writing Project', and aim to provide challenge and progression in reading and writing opportunities across KS1 and KS2. The texts selected are all quality children's stories or books by recognised

authors. The texts/books are reviewed by the Literacy Co-ordinator and changes may be made where appropriate to reflect the needs or interests of the class or year group. As part of the planning process, teachers think about the audience and purpose of the writing and this is discussed with the children as part of the writing units.

Speaking and Listening

Throughout the school we aim to;

- To provide a range of situations, audiences and activities which encourage children to develop confidence and competence in speaking and listening
- To encourage children to use 'talk' skills in all lessons
- To develop children's awareness that different situations require different forms of oral expression
- To develop the mechanical skills required for effective oral communication eg. voice projection, tone, clarity, pace of speech
- To recite and perform a range of age-related poetry (see poetry plan)
- To learn nursery rhymes
- To sing songs

Reading

Phonics

We use Little Wandle to teach phonics. Little Wandle is an accredited scheme and is a quality first approach to teaching phonics and reading in the Foundation Stage and Key Stage 1. Little Wandle phonics is based on Letters and Sounds with a comprehensive lesson plan that teaches children to hear, read, write and apply phonemes. The phonics that the children will learn is divided into 5 phases of teaching.

Phase 1: this phase focuses on developing the children's speaking and listening skills. It lays the foundations for the phonics work which begins in Phase 2. It is divided into 7 aspects: 1 – environmental sounds, 2 – instrumental sounds, 3 – body percussion, 4 – rhythm and rhyme, 5 – alliteration, 6 – voice sounds, 7 – oral blending and segmenting

Phase 2: in this phase the children learn the first 23 grapheme phoneme correspondence. As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word **sat**. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap** from a small selection of magnetic letters.

Phase 3: in this phase the children will learn 26 more grapheme phoneme correspondence, including vowel digraphs and other digraphs such as 'ai, er, oo etc. They will continue to work on their blending and segmenting using the new sounds they have learnt.

Phase 4: No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump as well as monosyllabic words.

Phase 5: At this point the children are taught the "grow the code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.

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In Nursery, Phase 1 of Letters and Sounds is delivered on a daily basis through whole class sessions, guided sessions, interventions (where appropriate) and in the continuous provision. In Reception, the good start made in Nursery is built upon and there are daily sessions of whole class phonics which revise phase 1 and deliver phase 2, 3 and 4 of Letters and Sounds as soon as possible. This is further supported with small group work and intervention (where appropriate) as well as being in the continuous provision. In Year 1 the children have a whole class daily phonics lesson in the morning lasting 20-25 minutes. The children in Year 1 will revise phase 4 and then be taught phase 5. In Year 2 at the beginning of the year, the children have daily phonic sessions to ensure fluency with phase 5 and move on to spelling patterns as soon as possible in the Autumn term.

Assessment and intervention

Assessment is an integral part of the programme and is carried out at the end of each taught block of sounds. The assessment is analysed and this then informs planning, either revision sessions required or moving to the next block of sounds. Assessment also informs interventions which can include: blending and segmenting with graphemes, applying long vowels, new arrivals, phase 2 catch up and early words.

Sight Words

As well as learning phonics, the children are taught high frequency words. They are taught to recognise these 'on sight' and also how to spell them. The children are taught sight words to build fluency in both reading and writing. In Nursery, the children learn the first 15 sight words. These are taught in short sessions each week as well as being in the continuous provision and sent home for homework. In Reception the children have daily whole class sight word lessons and are taught the next 45 sight words. These are also reinforced within the continuous provision and throughout the curriculum. Year 1 and Year 2 build on this with short daily sessions and take the total amount of sight words to 200.

Reading Books

Our youngest children, and those still working within the early stages of reading, take home a phonically decodable book, closely matched to their reading ability. All other home reading books in school are Reading Recovery levelled which ensures a good match of books to pupils' reading ability. Children take books home to read or be read to. Parents are encouraged to comment in their reading diaries. The children also take home a library book from with the KS1 or KS2 library; this can be a book to share with parents or to be read themselves. These books are chosen by the children for interest and enjoyment.

Shared Reading

Shared Reading begins in Nursery and continues until the end of Year 6. High quality texts have been selected to ensure appropriate progression and challenge for the children and lessons have a clear objective, or 'spotlight focus'. Word reading and comprehension skills are explicitly modelled and taught during these sessions as well as reading fluency and reading with appropriate expression. In Foundation stage, big books are used to teach early reading behaviours and model decoding and comprehension skills. Foundation stage teach shared reading 2/3 a week to the whole class. Year 1 continue the use of big books and teach in two week cycles with 1 session of shared reading a week. Year 2 begin the year using Big Books and then transition to using short novels by the end of the Autumn term. The novel approach continues throughout KS2 with one session of shared reading a week.

Guided Reading

During Guided Reading children have the chance to apply the spotlight strategy that they have been taught in their Shared Reading session. Little Wandle reading practise sessions are used for guided reading in Reception as soon as the children are ready. They are grouped according to ability and Year 1 and Reception children have three guided sessions a week. These sessions deliver high quality teaching to small groups. In Year 2, guided reading continues with all children having one session a week. In KS2 this becomes at least one session a fortnight. All children are regularly assessed by the teacher to check that they are in the correct group for their ability.

Writing

In our Nursery, writing focusses on the use of fine motor skills and mark making as the pre-cursors to writing. In Reception, guided writing groups take place throughout the year and are used to support writing in small groups. Children are grouped according to ability and receive one session a week. During the Summer term, a whole class shared write takes place once week.

In Year 1 and 2 teachers model high quality writing through writing sessions with the whole class and children learn about the different purposes of writing by seeing teachers model writing in a variety of contexts and then practicing these skills by themselves. Guided writing is also used to teach and support writing in small groups where necessary. Teachers will use elements of the 'Talk for Writing' programme where appropriate. They use a variety of stimuli for writing such as the suggested texts on the year plan, trips, visual Literacy and visitors to school. They will experience a range of genres including both narrative and non-narrative forms.

In Key Stage Two, children learn how to write in a variety of styles and there is an emphasis placed on children knowing and understanding the purpose and audience of their writing. Teachers will use elements of the 'Talk for Writing' programme where appropriate and will teach the children to read as a reader and read as a writer during the writing process. Children are taught more complex rules of grammar and syntax in line with the New National Curriculum and are encouraged to use these in their independent writing. Children are encouraged to use a more sophisticated range of vocabulary and imagery by accessing dictionaries, thesauruses and reading more challenging texts as a hook for their writing. Children are encouraged to take an active role in revising their own and others' work before and after the marking process. Across the school, teachers use Alan Peat's Sentence Types within their planning and the sentence types are introduced gradually from Early Years right through to Year 6. In Early Years, the idea of what a sentence is, is taught through the use of images, symbols and words and different sentence types are introduced each year so that by Year 6, children have a range of sentence types that they can use. Children are taught the purpose and effect of the different sentence types within their Literacy lessons.

Daily 'Writing Time' sessions take place from Year 2 upwards and have a focus on reviewing and learning grammatical skills as well as spelling. One of these sessions a week is called 'Grammar ten in ten' and is underpinned by the idea of daily or weekly review. It provides children with the opportunity to independently practise and test their grammar knowledge.

Poetry

Children will be exposed to both modern and classic poetry across the academic year (see Appendix 2). There is an emphasis on learning, reciting and performing poems with some poems being learn off by heart where appropriate for the children's age. Where possible, poems have been chosen to link to poetry units within the Literacy programme. Children are able to choose from a selection of poetry books in the school library and their class library too.

Handwriting

In Nursery, there is a focus on teaching fine and gross motor skills. A 'Fine Motor Monday' takes place each week and 'Dough Disco' helps to support the development of fine motor skills too. The children are taught large movements, posture and pencil grip at this point and there is a focus on name writing and correct formation of each letter within the child's name. 'Fine Motor Monday' continues into Reception and children begin to form lower case letters in the correct direction, starting and finishing in the correct place. Capital letters are also taught. The letters are split into terms and introduced in line with the Scraftoft Valley Handwriting plan. Reception will also practise formation of certain letters within the Little Wandle phonics programme.

In Year 1, the children will continue to practise letter formation within the Little Wandle sessions and they will review letters taught in Reception within handwriting sessions in line with the school's plan and by the end of Year 1, children should be able to form lower case letters and their capital equivalents. During the Summer term, children will practise applying their letter formation to Phase 3 sounds.

In Year 2, bottom joins of cursive letters will be taught alongside some top joins. This will take place across the Autumn and Spring terms. The Summer term will allow for the revision of any tricky joins and for the children to apply their letter formation to Year 2 spelling patterns.

In Year 3 and 4, children will revisit and continue to focus on any joins that are not secure and will apply letter formation to Year 3 and 4 spelling rules and patterns. This will continue into Year 5 and 6.

The cursive handwriting style is to be used throughout both key stages although joining will not be taught until Year 2. Children will receive a pen licence in Year 3 or 4 depending on when they are ready.

Spelling

At Scraftoft Valley we use a spelling programme called No Nonsense Spelling by Babcock which is used as a basis to teach spelling patterns and strategies. This is introduced in Year 2 as soon as they have completed Little Wandle and continues until the end of Year 6. Children are taught spelling patterns and the exceptions from the National Curriculum and from Year 3 upwards the words lists on the National Curriculum have been arranged into spelling patterns where possible (see Appendix 3). Children have weekly spellings based on what they have been learning.

Assessment, Record Keeping and Target Setting

There are a variety of teacher and standardised assessments in use. These provide a summative record of what each child has achieved as well as informing ongoing planning.

In the EYFS, a foundation profile is built up. In Year One children take the Phonics Screening test. In Year 2, 3, 4 and 5, the children sit an optional Literacy test in Reading and in Grammar, Punctuation and Spelling. At the end of Key Stage Two, the children take SATS tests in reading and grammar, punctuation and spelling. The level of children's writing is also assessed through moderation within school and through external moderation meetings with other Leicester local authority schools. Teacher judgements based on all of these are recorded on Target Tracker and the results for EYFS, Year 1 Phonics Screening and Year 6 are reported to parents.

Each term, teachers level children's reading and writing. Bands are recorded on Target Tracker and teachers produce a commentary on the reading and writing within their class. These commentaries help to inform Progress Review meetings along with planning.

Teachers complete whole class feedback sheets during each Literacy lesson and there is an emphasis on providing children with appropriate verbal feedback and next steps during the lesson as well as addressing misconceptions.

Targets for English will be set each year. These will include:

- Specific individual targets for reading and writing outlined in the annual report to parents
- Individual targets which identify the levels children are expected to achieve by the end of the year
- Individual targets which identify the levels children are expected to achieve by the end of the key stage (Yr2 and Yr6)
- Class and year group targets
- School targets for the end of Key Stage 2

Reading for Pleasure

We celebrate World Book Day throughout the school each year and this is used to promote the enjoyment of reading.

Year 2 take part in the 'Our Best Picture Book' programme each year. The children in each class have the chance to look at the high-quality picture books which have been curated by Leicester Libraries. The children are able to vote on their favourite book towards the end of the year. Similarly, Year 5 take part in the Best Book programme, which aims to promote and encourage reading. Children read and vote on their favourite books and have an opportunity to attend multiple author visits during the process.

We encourage the children to read for pleasure and each class has a regular slot for 'Book Club' where there is the opportunity to share new books, hear excerpts from favourite books and discover new genres. In addition to this, each half term there is a 'Spotlight Author' for EYFS, KS1 and KS2. Each class have a selection of books from this author and a chance to enjoy their work for the half term.

Differentiation

Teachers will use a range of teaching and learning approaches and a variety of activities to engage and motivate pupils of all abilities. This process includes differentiation by:

- Adjusting tasks
- Providing different tasks
- Use of a wide range of resources/materials which are selected to meet the pupils' needs
- Support offered to pupils
- Visual prompts and stimuli using Widgit
- Task planners
- The response to work and learning given by the teacher
- Appropriate grouping of children
- Intervention strategies

Equal Opportunities

Scraptoft Development Group statement for all curriculum policies

Access to learning experiences will be ensured for every child regardless of age, disability, gender, sexual orientation, nationality, race, religion, status or socio-economic background. This will be achieved by creating effective learning environments in which stereotypical views are challenged and pupils learn to appreciate and view positively differences in others. We will ensure that:

- All forms of bullying and harassment, including racial harassment, are challenged and dealt with appropriately
- there is differentiated work to support the learning of children of all abilities

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- All children are encouraged to answer questions and take part in discussions by creating an atmosphere in which they feel secure
- There are good adult role models in school.

Inclusion

Every child at Scraftoft Valley Primary School has the right to be included in all learning opportunities. Although this may be explicit in Special Educational Needs (SEN) and Equal Opportunities Policies, our approach in any curriculum area is to prepare every child with the necessary skills, knowledge and attitudes to equip them for a positive role within society.

Inclusion should create in every learner, self-confidence and self-esteem so they can facilitate their own development.

Special Educational Needs and Disability (SEND)

English is a core subject within the National Curriculum, and so each child at Scraftoft Valley Primary School regardless of age, race or gender has an entitlement to be taught at an appropriate level to fulfil their potential in this area.

Children are taught English from Foundation onwards. Children with Special Educational Needs are identified as early as possible and their needs addressed in accordance with the school's SEND Policy and with reference to the SEND Code of Practice.

Role of Co-ordinator

The Reading co-ordinator (Early Reading and Reading Curriculum) and Literacy co-ordinator:

- Maintains an overview of aims and objectives for English ensuring coverage of statutory requirements
- Ensures balance, continuity and progression within English
- Reviews and monitors planning
- Plans and monitors the effectiveness of intervention strategies in writing, reading and language development
- Provides INSET to address the needs of both individual teachers and whole staff
- Maintains resources and advises on their use.

LIBRARY

In the school library there are a variety of reference, fiction and poetry books available to support the children in their learning and to promote the enjoyment of books. We have two libraries within the school, one based in Key Stage 1 and one in Key Stage 2. Each child in the school is able to borrow two books to take home and all children change their books at least once a week. Changing them on a regular basis is encouraged.

Additionally, each class has its own collection of books carefully selected to be suited to the abilities and interests of the children in that class. Displaying these books in an engaging way and regularly updating the offer in the classroom is encouraged. Free readers have access to an additional choice of books which aim to challenge and widen their reading habits.

The aims of our library are:

- To extend children's learning experiences
- To promote and encourage a life-long love of reading

- To develop children's skills as independent learners
- To support teaching and learning in our school and to enrich the curriculum
- To provide opportunities for children to access resources for themselves

Differentiation

All fiction and non-fiction books are available for borrowing by children of all abilities. To aid children in making their selections, novels are classified by genres. Books are purchased with full consideration of the reading tastes of boys, girls and with the avoidance of stereotypes or discrimination. Home reader books are Reading Recovery levelled which means that children can borrow books which are matched to their ability.

EQUALITY AND DIVERSITY STATEMENT

(Please refer to our Single Equality Policy and equality objectives)

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely
- Strive to ensure that society will benefit

Review

This policy will be reviewed every three years and revised in the light of any new legislation.