

# Newdale Primary School and Nursery



## Policy for Literacy

Reviewed: March 2018  
Next review: March 2019

**As a school we endorse the view expressed in the National Curriculum document:**  
'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.'

*English Purpose of Study, National Curriculum 2014, DFE*

### **Teaching and Learning:**

At Newdale we believe that Speaking and Listening is at the heart of the Literacy curriculum and that developing orally confident children is the key to teaching children to read and write successfully. We believe in giving children 'real' contexts for their learning, frequently giving children the opportunity to write from real experiences across the curriculum. We believe literacy should be taught through a range of approaches, and that children should have the opportunity to learn through a variety of different learning styles, (for further information refer to Teaching & Learning Policy). We see drama and ICT as pivotal to engaging children in Literacy.

### **Literacy across the curriculum:**

We recognise that literacy skills should be regularly applied in every subject area and that, where appropriate, literacy teaching should be linked to work in other areas of the curriculum. This allows reinforcement of learning within a contextual setting.

### **Equal Opportunities/ Inclusion:**

As a school we strive to teach Literacy within contexts which are meaningful and engaging for all learners, regardless of race, religion, gender or socio-economic background. We challenge all children regardless of ability reach their potential. We meet the needs of SEN children, by providing targeted, focussed support with areas of the Literacy curriculum which they are finding challenging. We also meet the needs of our Gifted and Talented children, by providing focused intervention, provided by a team of dedicated teaching assistants to enrich, deepen, broaden and accelerate their learning.

### **Early Years Foundation Stage:**

The EYFS specifies requirements for learning and development through the prime area of Communication and Language (Listening and attention, Understanding and Speaking) which involve giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. It is also taught through the specific area of Literacy (Reading and Writing). Development involves encouraging children to link sounds and letters and to begin to read and write. We use the Letters and Sounds programme daily to enable children to acquire a good knowledge of phonics. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. **Reading:** children are encouraged to read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.

They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. **Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. As a school we have made provision for the children who are working above the Early Learning Goals to access appropriate elements of the National Curriculum.

### **Key Stages 1 and 2:**

Teachers in Key Stages 1 and 2 plan work using the National Curriculum 2014. This is supplemented by other publications including Letters and Sounds and Read, Write Inc. Spelling.

### **Assessment:**

Continuous feedback is given to children orally within class. We operate a system of Close the Gap marking to develop children's written work. This can be used to mark children's work who are working alongside the class teacher or independently. This marking will be a focus group mark or a verbal feedback mark, and will not be present in every child's book every day.

Children's Literacy attainment and progress is monitored on a termly basis through assessment weeks. Tasks completed by children during these weeks assess children's ability in relation to National Curriculum levels for reading and writing. Their progress with writing, reading and spelling is then assessed in relation to the National Curriculum objectives. The outcomes are used to inform planning and set targets for children's achievement. This assessment information feeds into pupil progress meetings and is used to target children for specific teaching input from teaching assistants and / or class teachers. In addition to end of Key Stage testing, children will also undertake formal testing in Years 3, 4 and 5 (NFER tests are used).

We frequently hold moderation meetings to ensure the consistency of levels between year groups, in phases and across the whole school. This ensures that all staff have a good understanding of our assessment system (Sheffield STAT) and children's progress throughout the school.

### **Time Allocations:**

Literacy is taught for approximately one hour forty five minutes per day in Key Stage One and approximately two hours per day in Key Stage Two (one hour in a Literacy lesson, fifteen minutes spelling session and a thirty to forty five minutes session of guided reading in an afternoon). Furthermore, Literacy skills may be boosted during specifically targeted intervention groups during assembly time or P.E. time.

### **Speaking and Listening:**

'Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.'

*English Purpose of Study, National Curriculum 2014, DFE*

### **Planning For Speaking & Listening:**

Speaking and Listening is planned for within the Literacy and Guided Reading sessions, by identifying appropriate objectives from the National Curriculum and ensuring that artistic and

drama strategies such as time-out, hot-seating and paired discussion are regularly incorporated into weekly planning.

### **Guidance for Reading**

'All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.'

*English Purpose of Study, National Curriculum 2014, DFE*

### **Planning For Reading:**

Teachers use the National Curriculum 2014 to help them to plan their reading sessions to provide their children age related expectations. Reading is integrated into each school day as much as possible, including:

#### **Shared Reading:**

Texts are shared with children and their features pointed out. This approach is predominantly used with whole class/ large groups of pupils, in lessons such as Literacy, Science, Topic and SMSC. Each class may also have a class book which is shared regularly throughout the school week. Year groups will focus on assigned authors when choosing class books. The idea of this is to ensure a love of reading and also to look at texts written by the same author.

#### **Guided Reading:**

This is where reading skills are taught by the teacher. Every class group will have a guided reading session each day of approximately 45 minutes. During most guided reading sessions, a text is shared and comprehension questions are answered, either orally or as a written activity. This is a very directed and differentiated session, where specific reading domains (National Curriculum) are taught and practised.

#### **Individual Reading:**

Every child will have the opportunity to take a book home each day to read with an adult - this can be a reading scheme book or a class library book, dependent on children's reading ability. We do encourage all children in KS2 to read a staged reading scheme book every other book change to ensure they are accessing progressive and challenging reading material suited to their level of development. Children's reading progress will be noted in their home reading diary. Parents and children are encouraged to write in this diary and make comments on what has been read. Reading diaries will be regularly monitored by teachers, so as to ensure that all children (regardless of age), are reading at home. The reading diary will also be used as a communication book between school and home.

Each day, between 8.40am and 9am, children in all classes take part in ERIC time (Everyone Reading In Class). This gives the children the opportunity to read a book of their choice for pleasure. During this time class teachers will listen to individual children read, with the aim to hear all children in their class over a two week period. On a Friday morning parents/carers or

family members are invited to come and join their children for ERIC time, to encourage the love of reading for pleasure.

Volunteer Readers help specific children develop their reading skills and are predominantly used to tackle underachievement but may read with all children in a class. Volunteer readers work with children to boost their reading skills, comprehension and enjoyment of books.

## **Guidance on Writing**

### **Writing in the Early Years:**

As a school we endorse the view that all children's writing should be valued and have adopted an emergent writing approach. However, children's writing is encouraged to emerge alongside a thoroughly planned programme of phonics, spelling and sentence level work. On entering school children are encouraged to write and as a staff we value all their writing regardless of its developmental stage. We have adopted a magic line for children to use when they are unsure of all the phonemes/ letters in a word eg. c\_m for came.

As a school we feel that this will encourage children to write from the earliest possible time.

### **Planning For Writing:**

When planning for writing, teachers link sentence and word level activities in meaningful, creative and engaging contexts. Children are given opportunities to write based on these experiences using a cross curricular approach. Quality texts are used as models on which to base children's writing.

### **Shared/ Guided Writing:**

During daily literacy lessons, teachers and teaching assistants will teach shared writing through the following approaches:

**Teacher Demonstration:** Where the teacher is an expert in the form of writing.

**Teacher as Scribe:** Where the teacher acts as scribe for the children's ideas.

**Supported Composition:** Where the teacher guides children through the writing experience.

Throughout the week teachers will ensure a balance between these approaches, although this will depend on the type of writing being taught and children's experience with the different genres.

### **Independent Writing:**

Children will have regular practise at independent writing in a range of genres and for a variety of different purposes. They will be encouraged to develop a love for writing and use automatically within the classroom (eg in KS1 writing notes to each other, personal writing on the writing table, writing in role and in KS2 reading diaries).

### **Extended Writing:**

We recognise the importance of extended writing. Teachers will plan for children to do extended writing on a regular basis and will indicate this in their daily/ weekly planning. Every 2 - 3 weeks, children complete a 'Chance to Shine' piece of writing which is completed independently and is a celebration of the unit of work they have just completed. As a school we often have writing projects, in which all children write from a shared stimulus. This work is then displayed around school.

### **Timed Writing:**

We recognise that as children's writing skills develop, they need to be able to write/ complete a piece of writing within a given time to aid fluency and speed. This is developed through our Chance to Shine writing.

### **Phonics, Spelling and Grammar:**

Phonics is taught daily across the Nursery, Foundation Stage and Key Stage One. Here at Newdale we use a government produced scheme of work called 'Letters and Sounds'. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read and write by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by the age of seven.

Children who do not meet the required standard of reading at the end of Year 1 in the Phonics Screening Test retake the test at the end of Year 2. During Year 2 those children will work in small intervention groups to revisit Phase 4 & 5 and may be offered after school 'Fun with Phonics' sessions.

Spelling is taught as an integral element of literacy. Spellings are taken from the National Curriculum objectives, National Curriculum Word Lists and Letters and Sounds. KS2 children use the Read, Write Inc. programme of study to support spelling learning. Children are given spellings appropriate to their age (differentiated). They are actively encouraged to learn spellings using a variety of strategies and practise them at home through spelling sheets which are located on the staff workgroup. Class teachers organise spelling assessments as appropriate.

Grammar has always been part of English teaching here at Newdale. Following the introduction of the Spelling, Punctuation and Grammar tests in Year 6 in 2013, staff ensure that grammar is taught explicitly at a specific time during the school day.

Further information can be found in the Phonics, Spelling and Grammar Policy.

### **Handwriting:**

Handwriting is taught in line with the National Curriculum objectives. As a whole school we have decided to implement a joined cursive handwriting style from Reception. Children will be taught the main handwriting joins using a variety of different approaches (dependent on age and ability). Handwriting is linked to spelling wherever possible. Children will be given the opportunity to practise words from National Curriculum objectives, National Curriculum word lists and Letters and Sounds. Handwriting is taught in three 15 minute sessions every week. Further information can be found in the Handwriting Policy.

### **Homework:**

Children are set homework linked to their Literacy lessons and at times, their guided reading book. They are also expected to read and practise their spellings daily. Additional homework is set depending on the age and ability of children.

### **Community Links**

#### **The Role of Parents:**

Parents are actively encouraged to help in school and support their children at home Parental workshops are carried out to aid parents in supporting their children with their learning.

A scheme run to help develop parent's skills in teaching their children early Literacy skills has been successfully running in school for a number of years now and targets Reception and Key Stage 1 parents.

We invite parents into school to share in their child's enjoyment of reading every Friday morning.

**Policy Review:**

The English policy will be reviewed on an annual basis. The date for the next policy review is Spring Term of 2019.

Agreed by staff:

Agreed by *Governors*: