

St Peter's CE Primary School



LITERACY POLICY

Our Vision:

**'For the children to realise their God-given gifts and talents,
and grow following the example of Jesus.'**

***Matthew 19:26- But Jesus looked at them and said, "With
man this is impossible but with God all things are possible"***

June 2020

Visions and Aims

At St Peter's we recognise the importance of English as a fundamental life skill. We aim to develop pupils' abilities within an integrated curriculum of Speaking and Listening, Reading and Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English, within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

We encourage our pupils to:

- read and write with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning, including self-assessment and correcting their own errors
- develop the habit of reading widely and often, for both pleasure and information, including the use of electronic material
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- have a growing bank of vocabulary which they can accurately apply to their writing and when understanding texts they are reading
- develop spelling strategies
- apply previously learnt skills in a piece of writing

Inclusion

Teaching and learning in the school ensures that all children are set suitable learning challenges and a broad range of teaching styles are adopted in response to diverse learning needs.

Gifted and Talented Pupils

Both the literacy co-ordinators and the class teachers will ensure individuals' needs are met. In line with our school teaching model, we aim to teach depth within all areas of Literacy. Teachers will be mindful of the extra needs of gifted and talented children, and will differentiate activities to allow for further progression, depth and challenge within the set of skills that are expected for the child's year group.

Planning, Teaching and Learning

At St Peter's we use a variety of teaching and learning styles in our Literacy lessons in order to meet the needs of all our pupils. Staff use the National Curriculum objectives to ensure that necessary skills are planned for, so that children can show fluency and depth, and can therefore apply these skills in different contexts. Creative and cross-curricular lessons are taught which engage children and provide them with purposeful learning opportunities.

All units of work allow children to become fully immersed and familiarised with the features of the text they will be studying. They then begin to deconstruct the text and practise the skills needed to plan and write the final piece of writing at the end of a unit. Children have many opportunities to demonstrate independent learning and always have the opportunity to use tools, such as dictionaries and thesauruses, which may help them to further their learning.

In Foundation Stage, language and literacy development are incorporated in all areas of learning and teachers have high expectations of all children. Opportunities are provided for children to communicate thoughts, ideas and feelings. Children frequently share and enjoy a wide range of texts and their environment reflects the importance of language. Pupils are provided with opportunities to see adults writing and are given ample

opportunities to participate in the daily guided sessions, as well as being encouraged to experiment with writing themselves.

Speaking and Listening

As a school, we understand the importance of using and recognising spoken Standard English. Adults model and help children to understand correct grammatical usage. Children are provided with opportunities to develop their communication skills, for readiness in later life, across a variety of contexts, including:

- assemblies and collective worship
- class and talk partner discussions during lessons
- during the completion of collaborative tasks
- drama based activities
- social contexts e.g. playtimes

Reading

The ability to read with fluency, understanding and enjoyment is paramount in ensuring children's ability to access learning across the curriculum. Throughout the school, children are exposed to many opportunities to develop reading skills in a number of ways including:

- Story time (EYFS/KS1) and class novels (ks2)
- Year group reading challenges
- Independent reading books from levelled reading schemes
- Extended Guided reading sessions
- Shared reading opportunities across cross-curricular teaching and learning
- Access to reading areas in classrooms (KS1)
- Borrowing books from the school library
- Bible stories delivered during collective worship
- Paired reading opportunities weekly, where children can read with younger/older children and share their love of reading

Independent Reading

Children are introduced to the structured reading scheme in EYFS and progress is developed and monitored as they progress through the school. Children will be moved to the next reading band when, in the teachers' professional judgement, the child is ready for new challenges. All children have a reading record which the child/carer is responsible for maintaining.

Guided Reading

Guided reading sessions take place outside of the main literacy lesson. There are two extended 45 minutes Guided Reading sessions each week with three other 20-25 minutes each week.

Guided reading sessions begin with a whole class read, where the children identify words that they do not understand. These words will then be discussed and may become the WOW words for the week. Following on from this, the sessions will focus on a particular reading skill (scanning, retrieval, inference etc).

Writing

We aim to develop the children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. To support our teaching of writing, staff give children a 'good example' text which is often written by the teachers and encompasses the skills that they wish to work on with the children over a unit of work. Teachers, predominantly in KS1 and lower KS2, also use Pie Corbett's strategies of Talk for Writing to support the planning and writing process.

Teachers model writing skills and use the phonics and spelling strategies in shared writing sessions. Children have the opportunities to write at length in an extended piece of writing where they can apply taught skills.

Phonics and Spelling

Phonics teaching begins when children first enter EYFS, where they are encouraged to become sound aware and start to learn grapheme-phoneme correspondence. As children move through Key Stage 1, they are rigorously taught phonics during daily whole class teaching sessions and they are encouraged to apply their knowledge across their daily learning. In Key Stage 2, children continue to consolidate and build upon their phonic knowledge as well as develop an understanding of spelling rules and patterns. Every day the school day starts with a spelling focus activity for 10 minutes. Spelling rules are then also taught through spelling lessons and English lesson starters. It is important that children understand how to use a range of strategies and are often exposed to discussions about spelling rules and patterns throughout the teaching day.

Grammar

Pupils are taught the grammar skills appropriate to their year group in accordance with the guidance set out in the National Curriculum. These skills are taught specifically during grammar starters and are interwoven into the main literacy lesson, where children are expected to apply the skills they have learned.

Assessment

Pupils are assessed for reading and spelling and grammar, formally throughout the year, when they are given optional/statutory tests. All teachers make individual informal assessments when and where appropriate, to ensure that progress is regularly monitored.

Each term, teachers complete levelling of writing, by looking at 3 or more pieces of writing that children have completed during the term. Each child also has an assessment writing folder with evidence that they have achieved the key skills. These folders are updated termly and are taken up the school with the children.

Governor Links

Where relevant to governor priorities, a nominated governor or team of governors may undertake a visit to the school to monitor the standards in literacy. These visits may include:

- Meeting with the subject leader to discuss standards and progress
- Discussing literacy with pupils
- Producing a written report to the governing body

Last Review: June 2020

Next Review: