

Hall Orchard Barrow CE Primary School (Academy)

Literacy Guidance

1. AIMS

At Hall Orchard CE Primary School we strive for children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) English Document and in the Communication and Language, and Literacy sections of the Early Years Foundation Stage.

3. STATUTORY REQUIREMENTS continued

In the Foundation Stage (Pre-school and Reception) children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication and language in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), 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. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (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 in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

THE GOVERNING BODY

Reports are regularly made to the governors on the progress of Literacy provision. This policy will be reviewed every three years or in the light of changes to legal requirements.

4. SUBJECT ORGANISATION

The requirements in the National Curriculum (2014) are delivered through a ranged of published schemes of work. In the Foundation Stage, the Early Learning Goals are followed to ensure continuity and progression from Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age. Individual needs of the pupils are met within lessons.

Key Stage 1 follow the Read Write Inc. Phonics scheme and the children are banded across the Key Stage to ensure all their individual needs are met. Teachers also used Rising Star's Cracking Comprehension scheme and PiXL resources to support the teaching of reading.

Year 2 and Key Stage Two follow the Read Write Inc Literacy and Language Scheme. In addition to this, explicit grammar lessons are taught and each year group follows the Read Write Inc spelling scheme. Teachers also used Rising Star's Cracking Comprehension scheme and PiXL resources to support the teaching of reading.

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5. APPROACHES TO SPEAKING AND LISTENING

Approaches to Speaking and Listening are in line with the National Curriculum 2014. 'The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. 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. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their English. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum.

Hall Orchard promote a 'no-hands up' approach and pupils are encouraged to enter into meaningful dialogue about their learning using a range of feedback strategies.

6. APPROACHES TO READING - (See strategy for reading)

Shared reading – pupils are given opportunities on a daily basis to do shared reading through the use of the Read Write Inc schemes, cracking comprehension, PiXL, interactive whiteboard, ICT and many other resources around the classroom, often linked to other areas of the curriculum.

Guided reading – pupils have a guided reading session each week with the teacher addressing their next steps in learning through the use of our literacy schemes and PiXL resources.

Independent reading – pupils have independent reading books and reading is recorded in home liaison books. Pupils are encouraged to read these at home. In KS2 pupils are encouraged to complete their own home/school liaison books. Teachers will monitor these regularly, commenting on pupil progress & liaising with parents.

Reading intervention – where necessary children may receive reading intervention through the use of our RICH programme, 1:1 running records or PiXL therapies.

Phonics – phonics is taught through the Read Write Inc programme throughout Key Stage One (see policy for 'phonics and the teaching of reading and writing').

LSAs and support staff are deployed as a result of pupil need identified in pupil progress meetings and learning plan/EHCP reviews. Support staff may run short term intervention groups, 1:1 running records or support individual or groups of pupils in class.

Parents are involved by:

- Home reading with children & completion of home/school liaison books.
- Supporting individual pupils in school, working in a voluntary capacity to enable pupils to practise their skills.
- Acting on target sheets & advice provided by teachers to support their children at home.
- Attending Literacy workshops run by year groups and Literacy leader.

Wider reading - all pupils have access to class book areas, the school library and ICT to extend their reading opportunities. Pupils are encouraged to take library books home alongside their independent reading book to enjoy with their family. The school takes every opportunity to encourage pupil access to reading materials & engage

pupils in reading. For example, annual book week, visits to the local library, opportunities for older children to read to younger children, author/poet visits.

7. APPROACHES TO WRITING

Phonics and spelling

Emergent writing – pupils are encouraged to `have a go` from early years onwards and are given opportunities for emergent writing with role play areas, writing areas, interactive displays and many different classroom activities/challenges.

Shared Writing - staff model different forms of writing and use ICT and other resources to share writing styles and genres with pupils.

Guided Writing/Independent Writing – guided writing is used to teach writing skills with pupils of all abilities. Teachers focus on an identified group with a specific focus/objective, modelling and supporting writing.

Extended writing – Opportunities for extended writing are created across the school from year 1 to year 6 within the Literacy and Language programme. Planned cross-curricular links within our IPC topics enable pupils to apply their learning to extended writing across the curriculum.

Handwriting – Handwriting is taught through the Nelson Handwriting Scheme from Reception to Year 6.

Good Practice – success in writing is recognised by work displayed around school and achievement certificates to celebrate achievement and progress.

Parents – are kept informed of children’s achievement and next steps. Informal feedback is given regularly. Formal feedback is given during parent appointments, and written reports at the end of the academic year. Weekly homework activities relevant to each year group are sent home and parents are requested to support their child in their learning.

8. APPROACHES TO GRAMMAR

The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example ‘modal verb’], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.

Pupils are taught grammatical terms as suggested in the National Curriculum 2014. These terms are covered in the Read Write Inc. Phonics and Literacy and Language schemes and explicit grammar lessons also take place across Year 2 and Key Stage Two.

9. APPROACHES TO SPELLING

Hall Orchard follows the Read Write Inc. Spelling programme. This is a programme based on the understanding that we do have a sound-based writing system, albeit a very complex one. Everyone uses the same 44 sounds to speak English words, though the way we write down these sounds varies. So, one of the keys to good spelling is to remember how to spell these sounds in different words. Spelling tends to improve throughout our lives and it is only with lots of practice that we become good spellers. Most children need explicit systematic teaching that is continually practised and reinforced, until spelling knowledge is committed to children’s long-term memory. The Read Write Inc. spelling programme provides this structured, systematic approach.

10. CROSS-CURRICULAR LITERACY OPPORTUNITIES

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

11. ASSESSMENT

Work will be assessed in line with the Assessment Procedure. Teacher assessment highlights pupils' achievement and sets clear next steps in learning.

12. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in Literacy according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment through first quality teaching and, where necessary, individual or group intervention. More able pupils will be identified and suitable learning challenges provided.

13. ROLE OF SUBJECT LEADER:

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

- Monitoring and evaluating:-
 - pupil progress
 - the provision of Literacy (including Intervention and Support programmes)
 - the quality and impact of the delivery of school literacy schemes
 - the quality of the Learning Environment;
 - the deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent Literacy developments

15. CONCLUSION:

This policy should be read in conjunction with the following school documents:

Assessment Procedure
Strategy for Reading
Feedback and Marking Guidance
SEND Policy
Phonics and Teaching of Reading and Writing Guidance

Adopted January 2020

Review January 2023