



Literacy Policy

Miss Cowley

Date Approved	20th September 2023
Review Date	Autumn Term 2025
Approved by which committee	Finance and General Purposes

<i>Admin use only</i>	
Location	
Website	
Learning Platform	
Policies File	
Staff room	
Headteacher's File	
Policies Log updated	





This policy describes the current provision for Literacy (writing, reading, speaking & listening, spelling and phonics) at Loxdale Primary School, as defined in *The National Curriculum*, *The Primary National Strategy* and *Read Write Inc*. It will illustrate the aims, entitlement, planning, management and assessment of all Literacy within school.

1. Rationale

Literacy teaches children how to make sense of the world around them through developing their ability to: articulate themselves clearly and concisely, read and write. It also enables children to understand, explore the world of phonics and express themselves through drama. Through their growing knowledge and understanding, children learn to appreciate the world of words and develop a love for language.

At Loxdale we use Read, Write Inc to teach phonics, comprehension and reading. We follow the Primary Framework for teaching Speaking and Listening and Writing, in addition to Independent Writing. Oxford Reading Tree providing books for 'home' readers for pupils not undertaking RWI. Each class will have one taught handwriting session, plus one taught spelling lesson every 2nd week.

In the Early Years particularly, children need to practise their oral language skills by speaking and listening to different people, including their friends. They also need to explore through talking about their ideas, experiences and imaginary worlds.

We give a high precedent to all aspects of Literacy, including cross - curricular writing, for helping our children to become confident, articulate speakers and attentive listeners. Through role play and drama, we can extend experiences, develop the imagination and rehearse a wide range of interactions.

We teach English in order to develop the vital skills of reading, writing, speaking and listening as well as to encourage interest and enjoyment in discovering how our language works and how speakers and writers (including our own pupils) can shape and manipulate the message they give us.

2. Aims and objectives

The general aims of the school within Literacy are to enable the children to:

- explore literacy at the level appropriate to their age, ability and previous experience and attainment
- understand each method they use in reading and sentence building,
- choose and use confidently equipment including computers
- to develop an awareness of the use of literacy beyond the classroom
- to help children become confident in reading and writing in everyday life and across the curriculum



- to encourage a positive attitude towards literacy
- to provide a rich literacy environment in which all pupils achieve regardless of race, gender or ability
- to give all children the knowledge of basic literacy skills to build on in Key Stage 3 and throughout their lives.

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially and linguistically. We believe 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, so that they become effective and versatile communicators who:

- Speak confidently, clearly and audibly;
- Listen to others and respond appropriately;
- Participate in small group/class discussions and interact supportively;
- Can work in role and contribute to drama activities.

3. Teaching and Learning

In the Nursery, Speaking and listening and phonics constitutes an important part of everyday activities that relates to the Early Years Foundation Stage Curriculum. These include adult led specific phonics activities using games and practical equipment, such as RWI cards. The children have free access to practical literacy equipment to explore, consolidate and extend the skills and concepts developed through the adult led activities.

Speaking and listening is an integral part of all seven areas of the EYFS curriculum.

In Reception and Key Stage 1, the teaching of literacy is related to the 'RWI' programme. It gives children the opportunity to:

- Learn the sounds letters make
- Learn to write letters
- Learn to segment and blend words
- Learn to read

In Key Stage 2, our aim is that pupils should:

- Read and write with confidence, fluency and understanding;
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes;
- Understand the sound and spelling system and use this to read and spell accurately;
- Have fluent and legible handwriting;
- Have an interest in words and their meanings and a growing vocabulary;
- Understand and use the correct grammatical terms in reading and writing.



- Know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literacy ideas of setting, character and plot;
- Understand, use, and be able to write a range of non-fiction texts;
- Identify and use language and structural features of a range of text types
- Develop a range of sentences, which include different structures (sentences tricks)
- Plan, draft, revise and edit their own writing;
- Have suitable technical vocabulary through which to understand and discuss their reading and writing;
- Be interested in books, read with enjoyment and evaluate and justify their preferences;
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

4. Literacy Curriculum Planning

Literacy is a core subject in the National Curriculum. The school uses the Early Years Foundation Stage Curriculum (Nursery), RWI (Reception and Key Stage 1), The school's long term literacy plan in addition to the Primary National Strategy (Key Stage 1 and 2) as the basis of its curriculum planning to ensure progression and continuity for children's learning.

In Reception and Key Stage 1, teachers use RWI lesson plans. Weekly planning is completed and referenced to RWI. Key Stage 1 and 2 teachers follow the school's long term plan and then plan for a term. (MTP) These are then used to plan lessons on a weekly planning format.

Teachers follow a reading overview, which includes activities taught through a class reading book and a two weekly cycle of VIPERS and Guided Reading.

Reading is taught every day for up to 30 minutes. GPS is taught through writing and from Year 2-6 in specific sessions.

All planning is uploaded onto Teams, using agreed and consistent planning formats.

5. Classroom Organisation and Management

RWI

Children who are taught RWI are grouped according to their level of phonic ability. The children are regularly tested to ensure they are able to make good progress.

Reception

Reception children are grouped according to their level of phonic ability. RWI and general phonic activities are taught for an hour, this also develops VIPERS comprehension and writing skills.



KS1

The children who are still accessing the RWI programme after Reception, continue to be taught for an hour every day. This time involves dedicated learning of phonics and reading activities. These children will also join their class for their Literacy lesson and reading (VIPERS) lesson every day.

Key Stage 2

Within Key Stage 2, teaching and learning is organised as follows:

- children are organised into mixed ability learning partners ensuring the planning of Literacy is accessible for all children
- a writing journey is planned over one to two weeks with an independent writing outcome, including editing skills, these are planned in order to provide opportunities for pupils to apply their literacy skills and understanding
- sentence tricks are taught explicitly and pupils are then expected to practise these in all their writing, including cross-curricular writing
- class teachers and teaching assistants target children accordingly to ensure effective learning and progress whereby all children realise their potential
- writing and/or reading targets support teachers' planning and targeting of children's learning needs in order to extend learning progress
- reading comprehension is taught through VIPERS and guided reading.
- GPS is taught through writing and two, stand- alone lessons.
- handwriting sessions are taught in class groups.

6. Cross Curricular Links

Cross-curricular opportunities arise throughout the curriculum for the reinforcement and promotion of literacy skills and concepts and for children to apply their understanding. Key subjects in particular for cross-curricular teaching and learning are: Co-Jo (topic), science, and I.C.T. We are keen for teachers to promote cross curricular learning, as well as exploiting 'real-life' writing opportunities eg through projects in the community. Each term pupils undertake specific literacy lessons which allow them to learn and work across many different subjects.

7. Literacy and ICT

ICT is used to support teaching and learning in literacy, where possible, because there are some tasks for which ICT is particularly useful e.g. GPS Games and activities. Pupils get the opportunity to word process their work during the year or present their literacy work using programs/applications such as PowerPoint etc. All pupils have access through ICT to use numerous literacy websites and literacy games.



8. Literacy and Inclusion

All children have an entitlement of access to the literacy provision of the school regardless of race, gender or ability. Teachers ensure that all pupils are able to access the literacy curriculum whatever their individual needs are. Children requiring special educational needs have SEND support forms written by class teachers supporting their access to and achievement of literacy skills, concepts and targets. In addition, within lessons children's differentiated learning needs are supported by teachers' planning of appropriate learning objectives and activities and by teaching assistant support as directed by the class teacher.

9. Assessment

At Loxdale assessment is an integral part of literacy. Formative assessment is continuous and is used to monitor the progress of individual children, identifying not only each child's progress but also the next stages of their learning. Assessment of this kind is carried out daily through observation, questioning, marking of books and evaluation of short term and medium term planning. Pupils are encouraged to self-assess using their differentiated 'Steps to Success' and peer assess with a partner; this happens regularly in Key Stage 1 and for every skills lesson in Key Stage 2. Pupils are aware of their individual targets and use these when writing independently at the end of a learning journey.

'Live marking' has been adopted in literacy, independent writing, reading/VIPERS and some RWI lessons, giving the children feedback to their work immediately. Where staff highlight in pink, the children have used the 'taught skill or shown a good example' in their work. Work that is highlighted green, should be edited or improved by the child. In independent writing, targets are marked off weekly. Reading targets, are crossed off and referenced. Effective marking aims to help children to progress further within their learning. In all instances of marking, children are encouraged to respond to ensure a greater understanding of their learning. All class teachers and teaching assistants follow the whole school marking policy.

Throughout each year, assessments include:

- Regular phonic assessments for children in RWI groups.
- Daily assessments of children's achievements in Literacy in EYFS.
- Pupils daily self-assess in a writing skills lesson using their Steps to Success and Peer Assessment in Key stage 2 and regularly in Key Stage 1.
- Ongoing teacher assessment through observation, questioning and marking
- In writing, weekly assessments are made for every child using their independent writing



- In reading, children complete an independent 'Big VIPERS Read,' aiding the teacher to identify gaps in comprehension skills.
- Standardised Assessment Tests (SATs) at the end of Key Stage 1 and 2
- PIRA Reading Comprehension Tests Year 1-6.
- Termly writing moderation, including in school peer moderation, cluster groups and LA

10. Resources

We have sufficient resources for all literacy, independent writing, reading (VIPERS) and RWI lessons in school, this includes specific Read, Write Inc resources and a whole school subscription to Literacy Shed. Each group leader in RWI keeps their own resources, including the 'Teacher's Guide' to enable them to teach and plan as effectively as possible. RWI books are stored centrally and clearly labelled.

11. Monitoring and Review

The coordination and planning of literacy, including independent writing, reading and RWI lessons is the responsibility of the Literacy Leader and RWI Leader, with support from CLL core team, who also;

- Support colleagues in their teaching, by keeping informed about current developments in literacy and providing a strategic lead and direction for the subject
- Analyse data to identify strengths and weaknesses
- Monitor books/planning/observations/pupil interviews/learning walks

The quality of teaching and learning in all areas of literacy is monitored and evaluated by the Senior Leadership Team as part of the school's agreed cycle of lesson observations.

This policy will be reviewed annually as part the school development plan cycle.

Signed: _____

Date: _____