



## **Literacy Policy**

**Reviewed by S&C Committee on 24<sup>th</sup> January 2017**

**Ratified by Full Governors on 8<sup>th</sup> February 2017**

**Review Period: Annually**

**Next Review Due: Autumn Term 2017**

**Signature of FGB Chair** ..... *E Young* .....

*This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out*

## **PARLEY FIRST SCHOOL** **LITERACY POLICY**

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

### **1. READING**

#### **Aims:**

- 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

#### **To develop this by:**

- Providing all children with a daily lesson of continuous, directed literacy teaching.
- Providing all children with opportunities to experience a rich variety of text types appropriate to age and ability.
- Teaching phonic skills, knowledge and application from Yr R to Yr 4 using Letters and Sounds/Phonics Play/Espresso including Phase 1 from YR through to Y4.
- Teaching reading strategies thorough individual and guided reading sessions
- Teaching children to read for information. Providing regular opportunities to read for information and communication across the school curriculum.
- Story Time.
- Making accurate and frequent assessments using the school and statutory requirements
- Developing reading skills through the use of technology and computing across the curriculum.
- Providing tailored support for children with specific needs.

- Encouraging and modelling respect and care of all books.
- Providing training and support for new parents and volunteer helpers to consolidate classroom teaching.

## **Teaching and Learning Opportunities**

Children will be taught reading skills through:-

- Regular in class shared reading across the curriculum to:
  - enrich;
  - improve fluency and response;
  - provide models for writing.
- Regular, weekly Guided Reading.
- Differentiated activities/materials to ensure appropriate challenge for all pupils including G&T and SEN.
- Independent Reading for enjoyment
- Daily systematic teaching of synthetic phonics in YR and KS1 using Letters and sounds/Phonics Play/Espresso
- Follow up phonics teaching and spelling, grammar and punctuation support in KS2
- Targeted Individual Reading for Early Years and Key Stage 1. To support vulnerable children.
- Individual Reading for SEN and children who require additional support in the curriculum.
- Encouraging Independent Reading of class books, library books and other reading material appropriate to each year group.
- Story Time.
- Songs, rhymes, music lessons and musical activities.
- Assemblies.
- Wave 2 Support - Early Literacy Support. Year 1
- Wave 3 Support – Direct Phonics Year 1, 2, 3 and 4
- School volunteer readers and helpers.
- Early Years Workshop.
- Informal parent/family training to support and consolidate classroom teaching.
- Enrichment events to promote reading

## **SEN**

- Teachers will provide differentiated reading experiences and activities.
- Individual and/or small group support to be provided as necessary.
- Direct Phonics small group support in all year groups.
- I.E.Ps with Reading Targets
- Specific software to develop phonic awareness

## **Assessment**

Reading progress is assessed at regular intervals throughout the school year through use of the following:-

- Foundation Stage Profile.
- On-going assessments and record keeping from Year 1 to Year 4
- End of Term assessment in Years 1, 2, 3 and 4

- End of Key Stage 1 Assessment.
- Years 3 and 4 teacher Assessments.
- Salford Reading Tests in the Autumn and Summer Terms for SEN pupils.
- Individual reading records for Year R, Key Stage 1 and Key Stage 2.
- Guided reading records for Year R, Key Stage 1 and Key Stage 2.
- On-going teacher observation and assessment from shared reading in Literacy and across the curriculum
- Assessments are recorded on pupil Tracking System on a half termly basis.

## **2. WRITING**

### **Statement:**

Children will become proficient writers by experiencing a rich variety of text types. They need to be given opportunities to explore writing through modelling and experimentation. Children should recognise that there is a purpose to their writing and it is written for an audience so needs to communicate meaning. Writing should be a positive experience in which children can develop their thinking and learning across the curriculum and write appropriate text types for a variety of audiences.

### **Aims:**

- To nurture a positive and purposeful approach to writing so that all children know success.
- To develop skills to write fiction and non-fiction text types with accuracy for a variety of audiences.
- Children to know features of text types and evaluate their writing accurately against Steps to Success
- To provide broad, rich and purposeful experiences of the written word based on a creative curriculum approach to learning.
- To differentiate activities to ensure all children make progress
- To have high expectations of all children.

### **To develop this by:**

- Providing all children with a daily lesson of continuous, directed literacy teaching.
- Differentiated activities/materials to ensure appropriate challenge for all pupils including G&T and SEN.
- Use of Afl strategies including individual target setting and feedback/marking for improvement, to involve pupils and support progress.
- Providing all children with opportunities to experience a rich variety of text types appropriate to age and ability across the curriculum.
- Providing regular and rich opportunities to write for a different purpose and audience.
- Making accurate and frequent assessments and performance indicators to ensure teaching is targeted to meet children's learning needs.
- Regular shared writing opportunities to model sentence structure and text types.
- Sound subject knowledge to teach features of all text type.
- Teaching phonic skills including spelling rules, knowledge and application from Yr R to Yr 4 using Letters and Sounds/Phonics Play/Espresso including Phase 1 from YR through to Y4.
- Developing writing skills through the use of technology across the curriculum.
- Providing tailored support for children with specific needs.
- Providing training and support to promote sound subject knowledge to teach features of all text types from YR to Y4.
- Providing training and support for new parents to consolidate classroom teaching

## Teaching and Learning Opportunities

Children will be taught writing skills through:-

- Regular in class shared writing across the curriculum to:
  - enrich vocabulary
  - provide models for writing.
- Daily writing opportunities across the curriculum
- Letters and Sounds from Year R to Year 2
- Story Making from Reception to develop oracy for writing (Blacksheep Narrative Scheme in EYFS)
- Use of drama techniques to inspire writing
- Songs, rhymes, music lessons and musical activities.
- Assemblies.
- Wave 2 Support - Early Literacy Support Y1 Support for Spelling Y3/4
- Wave 3 Support – Direct Phonics Year 1, 2, 3 and 4
- Informal parent/family training to support and consolidate classroom teaching
- Early morning activities
- Writing for purpose e.g. letters, emails, posters etc (Template plans guided by Sue Palmer resources in KS2)
- Writing opportunities across the curriculum
- Year 4 use of 'Big Writing Adventures' to promote extended writing opportunities in KS2.

## SEN

- Teachers will provide differentiated writing experiences and activities.
- Individual and/or small group support to be provided as necessary.
- Direct Phonics small group support in all year groups.
- IEPs with Writing Targets

## Assessment

Writing progress is assessed at regular intervals throughout the school year through use of the following:-

- Foundation Stage Profile.
- On-going assessments and record keeping from Year 1 to Year 4
- End of Term assessment in Years 1, 2, 3 and 4
- End of Key Stage 1 Assessments.
- Years 3 and 4 Teacher Assessments..
- Assessments are recorded on pupil Tracking System on a half termly basis.

### **3. SPELLING**

#### **Rationale**

We recognise that spelling is an integral part of children's reading and writing development. It is highly valued and is taught as part of the overall literacy programme. Children will become competent spellers because of the skills and strategies they have been taught. We have high expectation of all children. We will fulfil the requirements of the National Curriculum for English and The Early Learning Goals.

#### **Aims:**

- To teach spelling systematically from Foundation through the Key Stages.
- To ensure continuity of good practise between the Key Stages (Word Lists from YR and Years 1 and 2 will be used as an aide-memoire by teachers up to and including Y4).
- To promote and encourage the enjoyment of word structure (phonemic, etymological and morphological).
- To ensure that all children:
  - Will spell confidently the words they use frequently in their writing.
  - Will spell common words accurately and new words phonetically.
  - Will learn strategies to spell unknown words correctly.
  - Will learn to check spelling.
  - Will improve speed of writing and spelling accuracy by developing a cursive style of writing
- To involve parents in their child's progression of spelling.

#### **This will be achieved by:**

- Differentiated activities/materials to ensure appropriate challenge for all pupils including G&T and SEN. (Read, Write Inc Spelling Zone/Nelson Grammar)
- Teaching spelling in line with the Literacy Framework.
  - Teaching will be systematic following a carefully planned programme, reinforcing and building on previous learning to secure children's progress. High frequency word lists will continue to be used in Years 3 and 4 and monitored accordingly.
  - Teaching 'High quality phonic work' systematically and discretely at a brisk pace. This will continue into Year 3 and Year 4 with some children receiving additional small group support.
  - Phonic work is given priority in the teaching of beginner readers.
  - Grapheme – phoneme (letter – sound) correspondences taught in a clearly defined, incremental sequence.
  - Segmenting words into phonemes.
  - Multisensory teaching, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning.
  - Using a wide range of resources and stimulus.

- Providing opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading.
- Individual, group and class activities.
- Differentiated programmes to match children's needs (Wave 2, ELS, ALS and IEPs). These can include more specific strategies and opportunities for some children.
- A progressive home link keeping parents and carers informed about the approach to spelling and how they can support it.
- Continued staff training.

### **Parental Support and Involvement in literacy**

Parley First School embraces parental/family support and involvement and encourages the following:-

- All children to take home an individual reading book assessed using the Oxford book banding scheme
- All children may also take home a Free Choice Book from classrooms or the library.
- Regular communication in Learning logs to record home reading.
- Specific homework activities to support in class teaching.
- Phonic activities/Spelling lists to be sent home at frequent intervals as appropriate.
- Parent/Teacher consultations.
- Reading/writing Targets to be written on School Reports.

### **Monitoring of literacy**

The subject leader monitors provision and attainment in literacy in line with the school's self-evaluation cycle. Learning observations are carried out by the Subject Leader and a member of senior management on an annual cycle. Scrutiny of work and pupil interviews are carried out twice yearly by the Subject Leader at the end of the Autumn and Summer terms.

End of year assessments are analysed by the SLT and Subject Leader who feeds back to the governing body on standards and trends.

The Governor with responsibility for literacy will monitor this policy in line with governor visit policy.

This policy will be reviewed annually by the literacy leader to ensure that it remains effective. Following review any amendments will be made to the policy and everyone informed of the amendments.

***'Education should develop your personality and talents to the full. It should encourage you to respect your parents, your own and other cultures.'***

***'All children have a right to relax and play, and to join in a wide range of activities.'***

Articles 29 and 31 UNICEF Convention on the rights of the Child

**Parley is a Rights Respecting School**

Revised Policy: September 2016

Due for review September 2017

