

NORHAM
ST. CEOLWULF'S
C OF E SCHOOL



Norham St Ceolwulf's

C of E First School

Literacy Policy

Date	November 2019
Date to be Reviewed	November 2021
Head teacher	Ms S Jones
Signed:	
Chair of Governors	Mr D Watkin
Signed:	

2019 - 2021



School Vision

“Love one another as I have loved you” John 13:34

A loving, caring, learning community, growing in truth, forgiveness and hope in which children and adults work together to achieve their best for the benefit of the individual, the school and the wider community.

Introduction

At Norham St Ceolwulf’s C of E First School, we believe that literacy and communication are key life skills and that a quality text- rich diet is at the heart of this. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children’s learning. It enables children to communicate with others effectively for a variety of purposes. As literacy is central to children’s intellectual, emotional and social development it has an essential role across the curriculum and helps pupils’ learning to be coherent and progressive.

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school, which our school whole-heartedly agrees with.

Aims of the Policy

- To ensure that all staff are confident about how to teach literacy in our school.
- To ensure that all staff are consistent with their approach to teaching literacy.
- To ensure that staff regularly plan and teach from good quality texts.
- To create a language rich environment.
- To ensure that all staff encourage children:

To be effective, competent communicators and good listeners,

To express opinions, articulate feelings and formulate responses to a range of texts, both fiction and non-fiction,

To develop their vocabulary by giving them opportunities to hear a rich variety of language,

To enjoy and engage with a range of text types and genres,

To use grammar and punctuation effectively,

To understand and use spelling rules in their writing,

To develop a love of reading, at home and in school.

Reading

Developing a love of reading is a key priority in our school. We have provided many different reading areas around school, complete with good quality fiction and non-fiction texts. These are attractive and stimulating for children to enjoy a quiet reading space.

Our School's Approach to the Teaching of Reading:

- We follow the Letters and Sounds document for the systematic teaching of synthetic phonics. In EYFS and Key Stage One we plan daily sessions and experiences using Phonics Play and children are grouped for these activities according to what we agree is their current appropriate Phonics Phase level.
- The Collins Big Cat Letters and Sounds phonics based reading scheme is used to support children's phonic development throughout EYFS and Key Stage 1. We use the Collins Big Cat Phonics Progress books in Year 2, 3 and 4 to support those children who are still embedding phonics.
- We have whole school group guided reading sessions three times a week where children read appropriate texts for their level. These sessions may involve individual reading aloud in turn, choral reading aloud as a group, listening closely to the adult modelling good reading habits and responding to questions about the text being read. There will also be opportunities for sharing preferences and for helping select the type of books which will be enjoyable for the group in the future.
- Most children from EYFS to Key Stage 2, have a reading for meaning book from the PM scheme of books. These books support the development of a wide range of reading strategies.
- Children who are confident, fluent readers select their own books with guidance from a teacher if necessary.
- Every child has a home/school reading diary, for adults and children at school and at home, to record children's reading. Our school target is to read at least three times a week at home. For those children who do not manage to do so, time will be made in school to help support this and we will actively encourage home reading wherever possible.
- Reading comprehension skills are taught across the school, starting with verbal comprehension skills and oral answering up to written responses.
- Good quality texts, which support the teaching of reading and writing techniques, are used across the school in literacy lessons.
- Opportunities to embed reading are taken across the curriculum.
- Each class enjoys a class novel on a daily basis.
- We encourage the children to read what they write. The reciprocity of reading and writing is key is important to us. One skill benefits the other.

Assessment of Reading

Reading is assessed regularly by the class teacher and literacy co-ordinator and is ongoing throughout the year. It may take a variety of forms including comprehension checks, fluency/pace checks and running record analysis.

Writing

Ensuring that children can write is a core priority at our school. We teach them the skills to be confident and able writers. Our aim this year is to plan cross-curricular lessons from a stimulating, quality text.

Our school's procedures for writing:

- Children are encouraged to take pride in their work and to present it appropriately. Handwriting is taught across the school and assessed to ensure that children are forming lower case letters, capital letters and numbers correctly. In response to their results, children are given targets of individual letters to work on in their handwriting books or exercise books.
- We follow the Talk for Writing based approach to ensure children have the necessary tools for writing. This approach is based on high quality texts and the explicit teaching of text structures alongside appropriate grammar and punctuation objectives.
- Teachers are encouraged to plan their wider topics from a quality text, with some visual literacy where appropriate. These should inspire all children, which will engage them in their writing. Teachers plan from the English National Curriculum to ensure that the mechanics of writing is taught progressively throughout school.
- Children are supported in proofreading, editing and improving their own writing from EYFS, with Key Stage 2 children starting to do this independently and automatically when they write.
- Teachers have high expectations of writing across the curriculum.
- A variety of non-fiction and fiction texts are taught throughout the year and these will involve a selection of age appropriate genres.

Assessment of Writing

Writing is continually assessed by teachers and pupils. We participate in moderation as a school, with other schools and the local authority.

- Each literacy unit of work begins with a cold write where appropriate targets are set. These targets from the objectives to be addressed in lessons. At the end of the unit, children complete a hot write, which is used to assess progress and attainment.
- Each child is assessed against age related expectations for their year group on a regular basis. Teachers set appropriate targets which enable children to move their writing on.

Spelling

Spelling is a key skill that we work hard to ensure is consistently embedded and applied into writing.

Our School's Approach to the Teaching of Spelling:

- Children are regularly assessed throughout the year on their spelling of common exception words with target words identified.
- Common exception words for each year group will be sent home at the start of the year and these are also displayed and used in each classroom. These lists will be broken down into smaller sets to learn and use over the year.
- Spelling rules are taught throughout the year as appropriate in each year group with Spelling Shed being used in Key Stage 2.
- Incorrect spelling of common exception words is always corrected.

Speaking and Listening

The development of good speaking and listening skills are essential to children's wider literacy development. Children are given regular opportunities to develop their speaking and listening skills on a daily basis through the use of talk partners to share ideas and answers with across the curriculum. Children are also involved in speaking to larger groups of people, including adults, through presentations at Celebration Assemblies and our Christmas Performance. Good speaking and listening skills are reinforced in class.

Expectations

All children receive quality first literacy teaching on a daily basis and activities are differentiated appropriately. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. These may be delivered through lessons or on a one to one basis as necessary.

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing with confidence, fluency and understanding and in a range of situations. We hope every child will take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.