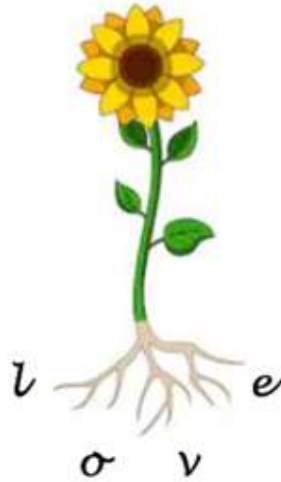


North Stainley CE Primary School

*We are our school, we have our roots and foundation in
love*



Our school is us, we will grow, blossom and flourish.

Literacy Policy

Policy agreed: 25/11/2020

Updated: 19/11/23

Headteacher:

LE Wallen

Louise Wallen

Chair of Governors:

Nathaniel Potts

Nathaniel Potts

Policy to be reviewed: Nov 2026

AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading, Writing, Spelling and Grammar. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Aims

We aim for the children at North Stainley CE Primary School to:

Become fluent, confident, readers.

Read with enjoyment.

Read and respond to a wide range of different types of literature.

Understand the layout and how to use different types of books.

Understand the sound and spelling system, and use this to decode words with increasing accuracy.

Be able to read aloud with expression and clarity.

Understand and respond to literature drawn from the English literary heritage and from other cultures.

We aim to develop, through our teaching of reading, the following attitudes:

Curiosity and interest

Pleasure and sensitivity

Critical appraisal

Independence

Confidence

Perseverance

Respect for other views and cultures

Reflection

3. STATUTORY REQUIREMENTS

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

In the Foundation Stage children are given opportunities to:

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

The children in the Early Years work towards achieving the Early Learning Goals as set out below:

Listening

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or

are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

KS1 and KS2

Our aim is to give our pupils a high-quality education in English to enable our 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 will 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.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- 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.

Spoken language

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 at North Stainley CE Primary School therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils are also taught to understand and use the conventions for discussion and debate.

All pupils are enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils are taught to be able to adopt, create

and sustain a range of roles, responding appropriately to others in role. They 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. These are reflected and contextualized within the reading and writing domains which follow.

Reading

The programs of study for reading at key stages 1 and 2 consist of three dimensions:

- decoding the book
- fluency, reading for speed
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in all three dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasized in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Our school uses Read, Write Inc. to teach phonics.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing

The programs of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

Our teaching develops pupils' competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programs of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the

audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

Pupils are also taught to control their speaking and writing consciously and to use Standard English. They are taught to use the elements of spelling, grammar, punctuation.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision.

This policy will be reviewed every year or in the light of changes to legal requirements.

4. SUBJECT ORGANISATION

The English Curriculum is delivered following the New National Curriculum and the English programme of study. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age. All work is differentiated according to ability.

5. APPROACHES TO SPEAKING AND LISTENING

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

6. APPROACHES TO READING

Approaches to Teaching and Learning

The teaching and learning of reading runs across the entire curriculum. We aim to provide a rich reading environment to develop the children's skills in reading. Teaching strategies aim to enhance children's motivation and involvement in reading and to develop their skills through the following:

Reading with other children

Reading with an adult

Shared Reading

Guided Reading

Reading aloud

Independent reading

Questioning, investigations, debates

Building phonic skills

Developing vocabulary

Understanding of sentence structure and punctuation

Comprehension, inference and implication

Ability to skim

Understand persuasive writing

Instructions

Story/character/plot/setting

Idea of an audience

Reading and interpreting dictionaries, index, glossary, contents

Developing critical skills

Participating in play reading
Performance of poetry, song etc.

Teaching Groups

Reading will be taught in and out of the Literacy lesson to mixed ability class groups and to ability groups. In Guided reading time it will be taught to smaller ability groups, and in a one to one basis. Reading will also be taught in cross curricular situations in mixed ability classes.

Shared reading

Takes place in whole class or group situations. In shared reading the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The teacher's role is that of the expert reader who models how the text is read. The pupils, the learner readers, join in where appropriate with the reading of the text – singly and/or chorally. The texts selected are rich and challenging, being beyond the current reading ability of the majority of the class.

Guided reading

Guided reading will take place once a week in groups that are of similar ability. In guided reading, the responsibility for reading shifts to the learner. The teacher structures all reading tasks with pupils, who are grouped by ability and are required to read and respond to the text themselves with the teacher supporting. Texts of graded difficulty are carefully chosen and matched to the reading ability of the group. This enables pupils to read the text with sufficient ease but with a limited amount of challenge. It is intended that guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with reinforcing and extending strategies and/or objectives already taught in shared reading.

Independent reading

During independent reading, pupils take responsibility for selecting and reading a variety of texts including fiction, poetry and non-fiction from book banded reading books, guided and shared reading books, library books, book tapes, talking books, webpages, print and text around the school, etc. The pupils should be able to read these texts readily and comprehend them with little or no teacher or adult support. The focus for the reading is to provide practice and to develop personal response to text.

Children are encouraged to read at home at least 3 times per week. Every class has independent reading time for children to read for pleasure. All children have an independent reading book from our book banded reading books. They should record all reading in their reading record book. Class teachers will monitor how much reading each child has done by checking reading record books every Friday. All children who have read at least 3 times per week and had their reading record signed will be awarded a tick, three ticks will result in a reward sticker in line with our rewards policy

Phonics

Synthetic Phonics is taught on a daily basis to children in KS1 and in KS2 where the children still need daily phonics. Phonics is taught in ability groups with small numbers of children. We use Read, Write, Inc to give our children an engaging structured and rigorous approach to the teaching of phonics, reading, writing, spelling and comprehension in line with the new National Curriculum.

Reading for Pleasure

North Stainley is committed to encouraging children to read for pleasure and be lifelong learners. Each month we nominate a Reader of the Month, the child is given a certificate and a book. These awards are displayed in school. Every class has a reading area with favourite books and recommended books on display. Classes read class novels/ stories, children are read to every day. In collective worship once a month we hold a 'teacher's choice' or 'children's choice' session where favourite books are recommended and read.

7. APPROACHES TO WRITING

Early writing

Children in early years and KS1 are encouraged to write as much as possible and emergent writing is valued and encouraged. Children are also given direct teaching through a systematic programme of synthetic phonics. As children develop they will be taught to form letters correctly using a cursive writing style (see handwriting policy). Children are taught in ability groups using the Read, Write Inc approach. Creative writing weeks take place half termly. Every Friday children take part in creative writing sessions. Opportunities to write outside the English lesson are valued and we encourage children to be creative and imaginative.

Writing

Throughout school we use the 'Talk for Writing' approach, putting children's reading and their understanding of text at the heart of their writing. For experienced writers, many of the creative and thinking processes involved in writing are internal and automatic. For example, many writers can hold an internal dialogue with themselves about the possible effectiveness of alternative language choices.

However, for developing writers, it is very helpful if these processes can be made explicit and explored through talk in a supportive learning context.

It is this developmental exploration, through talk, of the thinking and creative processes involved in being a writer that is Talk for Writing.

Our pupils use these techniques to imitate other writers giving our developing writers confidence to have a go. They then move on to innovate, creating their own versions.

Shared Writing

In shared writing, the teacher and students compose text together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe, writing the text as it is composed.

The purpose of shared writing is to model the thought process involved in writing and allow students to engage in and focus on the process. The teacher, acting as scribe, frees students from that aspect of the writing process so that they can focus exclusively on the thinking involved in writing. Shared writing is also a powerful method for direct teaching of key skills and concepts needed in the writing process.

Shared writing:

- Reinforces and supports reading as well as writing
- Makes it possible for all students to participate
- Encourages close examination of texts, words, and options of authors
- Demonstrates the conventions of writing-spelling, punctuation, and grammar
- Focuses on composing and leaves transcribing to the teacher

Guided Writing

Guided writing allows a teacher to work closely with a small group of students based on a common need. During a guided writing lesson, a teacher might gather a small group and model writing, or maybe complete a shared writing experience together. Guided writing lessons give teachers the opportunity to bring together students who are struggling with similar skills for a mini-lesson, or a re-teaching session.

Guided writing helps children grow as writers. Guided writing affords a chance to model peer marking by turning the small group into a critique circle.

Guided writing:

- It is a component of a balanced writing curriculum;
- Provides an additional supported step towards independent writing;
- It contributes to the teaching sequence for writing;
- It should be carefully targeted towards groups of children with similar specific needs;
- The aim is to teach a specific skill to lead to independence in writing.

Enables the teacher to tailor the teaching to the needs of the group;

- Although it is a group activity it allows the teacher to observe and respond to the needs of individuals;
- Encourages the children to discuss writing;
- Builds confidence;
- Allows immediate feedback on success and further areas for improvement.

Extended writing

Children are given the opportunity to complete an extended piece of writing. The children complete a piece of writing completely independently given only a stimulus.

Handwriting

Cursive handwriting is taught throughout school. See handwriting policy.

8. APPROACHES TO SPELLING, VOCABULARY, PUNCTUATION AND GRAMMAR

Spelling

Spelling is taught through the Read, Write, Inc programme and children will complete 20 minutes x 5 mornings a week. The children will have spellings to learn at home related to the sounds being studied at school. Older children receive a set of spellings from the programme to learn in school and at home every week as part of their homework.

Grammar and Punctuation.

Throughout school children will be taught grammar, vocabulary and punctuation linked to their reading and writing in line with the age related expectations in the New National Curriculum. These sessions will sometimes be discrete but usually part of a wider reading or writing session to give them context for a greater understanding.

9. CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Children are expected to write to the same standard outside the English lesson that they do in an English lesson.

10. THE USE OF ICT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate.

11. ASSESSMENT AND TARGET SETTING

Planning, Assessment and Reporting

Teachers will ensure that shared and guided reading are planned for. There will be ongoing teacher assessment of the skills needed for reading, and the ability to read aloud.

Comprehension activities are undertaken, oral or written, to assess children's understanding and skills at finding information.

In Key stage 1 a phonic record is kept, detailing which sounds a child knows and records are kept of the high frequency words recognised by each child.

Children are assessed and their progress tracked in reading and writing using our in school tracking grids.

Children have targets for reading and writing.

Parents are informed about their child's progress in their annual report, reading test results or assessments are provided for parents in July. Parents' evenings take place in autumn and spring term. Parents are encouraged to speak to their child's class teacher if they need any further information or have any concerns.

12. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children are identified and suitable learning challenges provided.

INTERVENTION PROGRAMMES

Provision mapping

Reading Intervention

Units of Sound

Paired Reading

Read, Write Inc Spelling

Better Reading Support Programme

Handwriting Programme

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

13. ROLE OF SUBJECT LEADER:

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

Monitoring and evaluating Literacy:-

- pupil progress
- provision of Literacy (including Intervention and Support programmes)
- 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

14. PARENTAL INVOLVEMENT

Involvement of parents in helping their children to become fluent, confident readers who have an enjoyment of reading is vital. We ask that parents read at home with their children a minimum of 3 times a week, share stories at home and become involved in all of the activities at school promoting reading, such as: Readathon, Book Week, Paired Reading sessions. We also invite parents/carers, community members to come into school and read with our children.

15. CONCLUSION:

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

Feedback / Marking policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

