

St. Mark's Catholic Primary School



Literacy Policy

Proudly and Joyfully,
We love, live and learn as God's Children

Introduction

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; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. (National Curriculum 2014)

The aims of the 2014 National Curriculum are for our pupils to:

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 language, 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

In addition to daily literacy lessons, children excel in early reading through the use of the RWI programme from Reception – Year 2. We use a wide variety of quality texts and resources to motivate and inspire our children. We also provide a wealth of enrichment opportunities.

Intent for Reading

It is our intent at St. Mark's that EVERY child becomes a confident and fluent reader and that every child can speak accurately, confidently and with passion about books they have read. We intend to ensure all pupils to read widely across both fiction and non-fiction to develop knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, to gain knowledge across the curriculum and to develop their comprehension skills. It is our intention to ensure that, by the end of their primary education, that all of our children will be able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Rationale for Reading

At St. Mark's we recognise that language development is crucial to writing development and so we are working to create an atmosphere whereby rich language is valued and celebrated throughout the school. Developing children's vocabulary will significantly impact on their learning, comprehension skills and knowledge across the curriculum.

Intent for Writing

It is our intention at St Mark's that every child will be a competent and enthusiastic writer for a variety of different purposes, using grammar and punctuation accurately. They will be able to use rich language developed from their wide range of reading to ensure the text types meet the needs of the audience that is intended.

Rationale for Writing

At St Mark's we recognise that using the English language within a written piece is a key life skill needed for our children to fulfil their dreams and hopes for the future. Therefore, we are working to create an atmosphere whereby rich language is valued and the purpose for writing is at the core of what we do.

Special educational needs & disabilities (SEND)

All Literacy lessons are inclusive to pupils with special educational needs and disabilities. Where required, children's IEP's incorporate suitable objectives from the National Curriculum or Development Matters and teachers use it when planning work. These targets may be worked upon within the lesson as well as small groups outside the Literacy lesson. Literacy focused intervention in school helps children with gaps in their learning are delivered by staff and overseen by the SENCO.

Also, we recognise that children have a range of needs and we cater for them all. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability.

Equal Opportunities

Positive attitudes towards Literacy are encouraged, so that all children, regardless of race, gender, ability or special needs, including those for whom English is a second language, develop an enjoyment and confidence with English.

The aim is to ensure that everyone makes progress and gains positively from lessons and to plan inclusive lessons. Lessons involving visual, aural and kinaesthetic elements will benefit all children including those for whom English is an additional language (EAL).

Differentiated questions and scaffolding are used in lessons to help children and planned support from Teaching Assistants and other adults.

The programmes of study for Reading at key stages 1 and 2 consist of two dimensions:

- word reading;
- comprehension (both listening and reading).

The programmes 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).

Through our creative approach to teaching and learning we also seek to explore and utilise further opportunities to use and apply Literacy across all subject areas.

Teacher's planning and organisation

Long term planning

The National Curriculum for Literacy 2014, Development Matters and the Early Learning Goals provide the long term planning for Literacy taught in the school.

Medium term planning

Year 1-6

Years 1-6 use the Literacy strands set out by the National Strategy. Teachers will be given a range of appropriate texts based on the 5 reading plagues to help support their teaching of

literacy. Teachers will annotate their copy of the National Strategy as well as the curriculum with when they will be teaching different aspects. This will be shared with the literacy leader and be displayed in class with weekly planning. It will be used as a working document as we appreciate teachers may wish to react to events in the news around them, address issues in class through literacy etc.

Phonics Planning

Planning for Read Write Inc is completed with support from handbooks taking into account the individual needs of each group. This planning identifies the phonics, ditties or storybooks and activities for the sessions targeted at the current attainment of children. Lessons follow set routines, ensuring consistency across groups. Phonics teachers are responsible for planning for their Read Write Inc groups, with support from teachers and the Read Write Inc leader as required. Support staff are given preparation time for their planning.

Short Term Planning

The long term planning above supports the teachers to prepare short term planning. Lessons are planned sequentially and this is transferred to a common planning format which is used by the teacher as a working document. The planning overview is to be displayed weekly in class and annotated where appropriate. Overviews are to include National Curriculum links, WALTs, success criteria and an outline of activities to be taught in that lesson. The planning can be accessed by any leader in school and will correspond with the literacy books. Teachers must pay particular attention to the sequence of lessons and ensure that previous skills are being revisited and built upon.

EYFS lessons are planned taking into account opportunities for child-initiated learning. Planning is focussed around a 'hook' which will be through stories, objects and characters. Lessons focus on a sequence of skills to ensure that previous skills are revisited and the next steps in pupils learning is taught and continued.

Teachers of the EYFS ensure the children learn through a mixture of adult led activities and child- initiated activities both inside and outside of the classroom. Literacy is taught through an integrated approach.

Lessons

Phonics

Children in Reception, Year 1 and Year 2 will follow the RWI programme. These children will be assessed regularly and grouped according to their ability. These sessions will be taught by a trained phonics teacher or TA for an hour a day. These children will also have daily Speed

Sound sessions after lunch in class. The Phonics Leader will assign children to have 1-1 sessions with TAs where acceleration or repetition is needed.

Reading in Year 2

For those children who no longer require RWI, these children will receive Guided Reading via a reading carousel. Children will work with the Teacher one day to discuss questions, answer these questions the following day, read with the TA and then be given three independent tasks to complete which will be linked to the National Curriculum. Each session will be 40 minutes long.

Reading in KS2

Reading lessons will be incorporated within literacy lessons and will be evidenced in books for a minimum of three times a week. This will be included on the weekly overview. Reading lessons may include class reads, speaking and listening activities, visual stimulus and a wide variety of questioning. Teachers must model reading the text so the children are exposed to what a good reader sounds like. When reading, teachers must refer to the 8 reading skills that are displayed in all classrooms. Magpie books must always be out on table so children can magpie words which are discussed when reading and then use these when writing. There should be a minimum of three levels of differentiation in all reading lessons, also taking into account how we are supporting the children who are not making expected progress, SEND children, EAL children and children working at a 'Greater Depth' standard.

Writing in EYFS

In Reception, Literacy lessons take place 5 times per week as part of the Read Write Inc session. This allows children to apply the skills they have learnt during the phonic session into their writing. They then complete an afternoon of literacy which is writing focussed. This will be based on a core text, which changes on a weekly basis. The core text is selected to fit with the wider topic in EYFS. In Reception, this text is explored further through focus activities led by an adult. In Reception Literacy focus activities are differentiated and are completed once a week for each child and are recorded in their Learning Journey. Writing opportunities are varied, given a real life context and purpose. Children are given a WALT simple WILFs which are shared by the teacher/ TA and worksheets don't restrict children's writing.

In Reception, Literacy knowledge and skills are also developed through the continuous provision of the environment. Each classroom has resources available to be selected by the children to support their emergent reading and writing skills.

The teacher will always model 'thinking out loud' when writing and will model the correct letter formation when writing on the whiteboard.

Writing in KS1 and KS2

Literacy Lessons should be taught 5 times per week. In all lessons, WALTs (We are learning to ...) are clearly displayed and discussed. Vocabulary of the WALTs are child friendly and age appropriate. Lessons will be differentiated appropriately to meet ALL children's needs including SEND (Special Education Needs and/or Disability), EAL (English as an Additional Language) and children working at a 'Greater Depth' standard. Magpie books must be used by all KS2 children during all lessons. Teachers must model writing using the agreed St. Mark's Catholic Primary handwriting policy and should model their thought process when modelling writing.

Handwriting

At St. Mark's we shall develop pre-cursive to cursive handwriting from Reception to Y6. Reception teachers will develop this when teaching letter formation and this will be continued into Y1. From Y2, we shall move to cursive handwriting and use resources from Nelson Handwriting to support our teaching. Teachers will model cursive handwriting consistently and it will be used on all displays and teaching resources. Handwriting will be taught as part of the teachers' literacy lesson and evidenced on their weekly overview.

In Year 1 during the Autumn Term, handwriting lessons will be taught 5 times per week through RWI and literacy. After this, handwriting will be taught 3 times per week with additional interventions when required.

In Year 2 during the Autumn term handwriting lessons will be taught 4 times per week through literacy. After this, handwriting will be taught 3 times per week with additional interventions when required.

In Year 3 and 4, handwriting lessons will be taught according to the need of the class during literacy lessons. Additional interventions will be put into place for individual children.

In Year 5 and 6, some handwriting lessons will take place if needed during the Autumn Term during literacy lessons. After this, interventions will be put into place for children who are still not forming or joining letters correctly.

Spellings

Children will be given appropriate spellings for their ability. Teachers will follow the spelling lists set out by Twinkl and amend/ add to these as required. Children in all year groups will receive weekly spellings and parents will be notified of the child's spelling score and which spellings (if any) they got incorrect.

Teachers will also teach spelling rules and patterns during a weekly spelling lesson. Teachers will use a range of resources, including the No Nonsense Spelling Scheme to support these lessons. Teachers will use spelling lists that meet the statutory expectations of the Spelling information listed in the National Curriculum. This will be taught as part of the teachers' literacy lesson and evidenced on their weekly overview.

Pupil Voice

Pupil voice exercises are carried out once a term by the subject leader and the link governor. The findings are then reported SLT, governors and shared with staff, and acted upon as necessary.

Feedback

Giving feedback to children's work is essential to ensure they make further progress. Feedback can be verbal or written, feedback in lessons will be given against the lesson WALT, in line with the school feedback policy. Written feedback will include next steps at least twice a week for Writing lessons and once a week for Reading lessons. Children are given time to read teachers' comments and make corrections or improvements with necessary support. Responses to marking are made as close to the work as possible. For more information, please refer to our feedback policy.

Assessment

Assessment is an integral part of teaching and learning and is a continuous process.

Teachers make assessments of children daily through;

- marking of work
- analysing errors and picking up on misconceptions
- asking questions and listening to answers
- facilitating and listening to discussions
- making observations

These ongoing assessments inform future planning and teaching. Lessons are adapted readily and short term planning evaluated in light of these assessments.

Medium term

Termly assessments are carried out across the school using the PIRA reading assessments. These materials used alongside judgements made from class work support teachers in making an assessment for each child which is in line with the assessment policy. Writing will be continuously assessed using individual writing descriptors for each child, these are a working

document which can be used not only for assessment but to inform future planning. The results are analysed by the Literacy Leader and the Deputy Headteacher at the end of every term to identify trends across the whole school. This data informs the steps taken the following term to raise progress and attainment further.

Pupil Progress meetings are timetabled at the start of each term with the Headteacher and Deputy Headteacher. Progress of pupils is discussed, and appropriate intervention considered and put in place where appropriate through a RAP (raise attainment plan) written by the class teacher prior to the meeting. The RAP plan will then become a working document used by the class teacher and teaching assistant throughout the term. Every half term, the Literacy Leader and Deputy Headteacher meet staff for a mini pupil progress meeting, this is to ensure that every effort and opportunity is given to accelerating progress in Literacy.

Long term

Year 2 and Year 6 complete the national tests (SATs) in May. In June, Year 1 children will take a phonics screening test.

Displays

In each classroom, the 8 reading skills will be clearly displayed and referred to during every lesson. Each classroom will also have a Reading Working Wall which will include: a photo of the class text, the reading domains and examples of children's work and questions. This should be an interactive display which is changed and updated regularly.

Literacy Working Walls should include children's work and vocabulary and sentences that will support the children's learning. This must also include an example of WAGOLL (what a good one looks like) which will be referred to regularly. This should be an interactive display which is changed and updated regularly.

In Reception and KS1, there will also be a Wow Word wall which will be in constant use. Teachers TAs and children will use post it notes to update this and refer back to this when modelling writing.

Workshops

Workshops are delivered throughout the year to help parent's better support their children. They focus on the Year 2 SATs, phonics in Reception and the Year 6 SATs.

Resources

Each class has a stock of core resources that are age appropriate. Books are provided for each classroom which are ability appropriate and there are a wide range of text in our school library.

Role of the Literacy Subject Leader

- To lead in the development of Literacy throughout the school;
- To monitor the planning, teaching and learning of Literacy throughout the school;
- To help raise standards in Literacy;
- To provide teachers with support in the teaching of Literacy;
- To provide staff with CPD opportunities in relation to Literacy within the confines of the budget and the School Improvement Plan;
- To monitor and maintain high quality resources;
- To keep up to date with new developments in the area of Literacy.

Reviewed by the Governing Body: July 2021

Next review: July 2022