

# St Mary's Catholic Primary Voluntary Academy

## Literacy Policy St Mary's Catholic Primary Voluntary Academy



A love of learning

A desire for God

### **There are four main principles to this policy:**

- It establishes an entitlement for all pupils.
- It establishes high yet realistic expectations for the standards to be achieved.
- It builds on what pupils have learned previously and promotes continuity and coherence across the school.
- It states the school's approaches to this subject in order to promote public, parents' and carers' understanding of the curriculum.

### **Aims**

- For reading and writing to be seen as purposeful and enjoyable.
- For each child to see themselves as a confident and successful reader and writer. Reading and writing fluently.
- For each child to achieve the level of literacy of which they are capable, acquiring a wide range of vocabulary, an understanding of grammar and knowledge of linguistic conventions.
- For literacy to be developed across a range of meaningful contexts.
- For there to be a broad curriculum offering the full spectrum of reading and writing genres.
- For each child to develop the necessary literacy skills to be a competent reader and writer.
- For reading and writing to be seen as an essential life skill; they should be able to elaborate and explain clearly their understanding and ideas through speaking, presentations and debates.

### **Planning**

Planning for Talk for Writing can be found on the whole school SharePoint. Teachers will read and adapt each lesson to their class, ensuring they meet and challenge all abilities. A whole school writing, GPS progression map and long-term plan document is also available to all teachers on SharePoint to support and guide teaching and learning.

### **Teaching and Learning**

Children from Reception to Year 6 are involved in daily Talk 4 Writing literacy lessons. Teachers plan for this using the objectives and teaching sequence from the T4W long-term plan and progression document

which is in-line with the National Curriculum. Lessons may focus on developing particular skills, or applying skills learnt. They may include reading or writing activities or both. In addition to these lessons, writing is used to communicate in other subject areas and teachers plan specific objectives in order to maximise the potential of this.

Units of work are planned for the term on a medium-term planning grid. Each teacher develops their own short-term planning which details specific objectives, differentiated activities, teacher support, success criteria and assessment for learning strategies.

All lessons have clear learning objectives which are communicated to the children in a variety of ways, both orally and in writing. When approaching tasks children have a clear view of the success criteria, often writing these themselves as they get older and use these to assess their own and other's work.

Targets are set for groups or individuals within each class on a termly basis. Alongside this, pupils are encouraged to set their own writing targets to address areas of personal weakness and move towards the next step. Teacher feedback supports the target setting process, particularly in the early stages, but as children move through school they are encouraged to take responsibility for being reflective and setting their own goals. At the end of an independent write, a target sheet will be stuck into books and teachers will mark off the writing targets that the children have met. In KS2, children will have a go at doing this themselves and analyzing their own work. Teachers use this information to inform their planning of future topics. Teachers plan to offer a range of opportunities and outcomes to appeal to different learning styles and pupils are encouraged to make suggestions in order to extend their learning.

We recognise that children need to be given opportunities to write in short bursts and for a sustained amount of time to develop GPS and both speed and flow through their writing. This is provided through the T4W programme. We understand the need to give KS2 children time to evaluate, edit and polish their work before it is assessed by staff. All children within school use coloured pens in line with our 'Feedback Policy' to evaluate, edit and improve their work and some may then re-write it to give a final polished piece. This independent writing is marked in line the 'Feedback Policy'.

Teachers use open questioning to encourage children to think and explain. Talk partners are often used as a way of exploring and extending ideas. Teachers invite responses to class discussion, rather than accepting hands up answers, as a way of drawing all pupils in and encouraging everyone to be an active participant in their learning. A wide range of feedback techniques are used (ping-pong, wave, passing the ball).

## **Writing**

### **Reception**

Reception focus on learning and exploring through play. In Reception, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be reflected in their writing. At the same time, their knowledge of key words is supported through

reading and writing activities, including shared reading and writing. A wide variety of opportunities are provided for children to engage in writing activities. Reception children work towards and follow the Talk for Writing programme. Teachers develop sounds, fine motor skills and letter formation before moving on to purposeful story-based writing.

### **Key Stage 1**

We continue to provide a range of planned and incidental opportunities for children to develop their writing skills. We ensure that activities are purposeful and linked to other curriculum areas which provide contexts for children to apply their skills, endeavoring to ensure real audiences as often as possible. Our learning objectives are taken from the English Curriculum ensuring children develop their writing skills across a wide range of genres.

Children are encouraged to know a story or non-fiction text well prior to writing and to see themselves as authors- using the Talk 4 Writing approach. An emphasis is placed on children developing their oral skills as a prerequisite to writing and the use of a range of speaking and listening and drama techniques are used to provide children with opportunities to explore and extend their talk as a preparation for writing. Teachers plan for modelled writing activities (using the teacher as a model and a scribe for the pupils' ideas), guided writing groups (allowing staff to focus on particular objectives with different ability groups), and writing frameworks which provide structure for the children as they begin to write in a variety of genres as well as plentiful opportunities are given for independent writing.

Children from Year 1 and Year 2 are taught spelling, grammar and punctuation as an integral part of the literacy sessions each week following a whole school Skills Progression Map.

### **Key Stage 2**

We continue to use Talk 4 Writing and the National Curriculum which is split into Upper and Lower Key Stage 2, to inform our long-term plan and a progression of selected text, as a basis for planning. This guides us in the variety of genres we need to ensure children have access to and provides a model for the sequence of teaching whilst enabling us to achieve equal coverage across the key stage. All children should cover one fiction and one non-fiction unit per half term. Whilst focusing on developing key skills, teachers' planning also aims to make links across the curriculum and uses topic themes, as well as educational visits and special events to provide real contexts for writing for real audiences. We recognise that where children see a purpose they will be motivated and the quality of their writing will be enhanced.

### **Reading**

Reading is integral part of literacy lessons. Please refer to the 'Reading Policy' for a detailed explanation of the school's approach to the teaching of reading.

Reading is a skill essential for life and we want our children to leave school with a love of reading. Reading is a habit and that habit needs to be grounded in what we do at school. Children need to see adults loving

books, so school staff are encouraged to share their love of reading with the children. This includes magazines, newspapers and online reading as well as traditional books.

The programmes of study for reading at Key Stages 1 and 2 consist of two dimensions: word reading and comprehension (both listening and reading).

### **Opportunities for Reading:**

Each class has a chosen class novel per half term from the Whole School Reading Spine. The teacher models reading and teaches applied skills either whole class or in small groups. Many of these texts are studied over an extended period to engage children in the familiar language or genre, and to encourage children to study key features of each text and practice direct skills for both reading and writing. Every child has the opportunity to visit the school library where the children will have the opportunity to select a book from a wide range of quality fiction and non-fiction.

### **Home / School Reading:**

In reception children will be encouraged to borrow books from class collections, and read these at home. From reception children take home Book Bag Books for reading books, which are suitable for their reading ability to read at home and in school during independent reading time. Children who have finished the Phonics Book Bag Books scheme then move onto the Project X scheme which they follow until they become free readers. Parents are encouraged to read with their children at home daily. Parents are encouraged to use the reading prompts and make relevant comments about their child's reading or understanding in their reading record book.

In Key Stage 1 and 2, children will have their reading books changed regularly. Children who read at home and those who are deemed to require additional reading support will continue to read to a school adult in their home reading book.

### **Key Stage One**

Children are taught to read using a systematic phonics scheme (see details in Reading Policy). When children have completed the RWI phonics scheme reading will be taught in accordance with the reading policy outlined below.

Reading is taught through shared reading sessions, guided reading sessions and opportunities to practice and consolidate skills through independent and home reading. During these sessions, teachers / teaching assistants will use a wide range of strategies to enhance the teaching of reading. Texts from the Whole School Reading Spine will be used for fiction and teachers source their own non-fiction texts based on their current topics in the wider curriculum, this allows for cross curricular links and a wide variety of texts being covered.

Some of these strategies used are outlined below:

- Modelling and discussing the features of written texts through guided reading of texts.
- Giving direction to develop key strategies in reading.
- Demonstration – e.g. how to use punctuation when reading, using a guided reading text.
- Explanation to clarify and discuss e.g. need for grammatical agreement when proof-reading.
- Questioning – to probe pupil's understanding of text.

- Investigation of ideas – to understand, expand on or generalise about themes and structures in fiction and non-fiction.
- Discussion and argument – to justify preference.
- Provision of a wide range of fiction and non-fiction genres, for the children to choose from.

### **Story Time:**

Texts (from the Whole School Reading Spine and other topic-based texts chosen by the teacher) that are age appropriate and of interest to the children are read aloud by the teacher. We believe that giving children the opportunity to hear an adult / teacher read to them daily, develops a child's ability to comment on and respond to events and experiences within a text. These sessions also allow the teacher to check a child's comprehension. Through asking literal and inferential questions, deeper understanding of the plot and themes of each story are gained thus increasing their vocabulary.

### **Key Stage 2**

All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, 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. Pupils need to ask questions, discuss and recommend books to others. Teachers will follow a whole class reading approach and adapt any texts where necessary for children who are not working within the expected year group. Reading texts include a wide variety of styles and be sourced from the Whole School Reading Spine or cross-curricular topics. At least 3 reading sessions should be completed, with a focus, every week. We work in line with the National Curriculum expectations and outlines. The reading content domains and skills taught (comprehension, making inferences, language for effect and themes) within each year group across the year are planned out in the Key Stage 2 Reading Map. VIPERS is one of the strategies used within Key Stage 2 to explicitly teach all reading strands (see the table below). Children are heard read by an adult as much as possible in 1:1 session, whole class reading and small group work. Children who are still on the school reading scheme are checked weekly and free readers are checked at the start of every new book. Across Key Stage 2, children are expected to read at home at least 3 times a week, with these reads signed by an adult. Skills taught in the Autumn and Spring term should be recapped rigorously throughout the year to seek mastery of each domain. Teachers can source texts from HeadStart, Whole School Reading Spine, the school library and other suitable avenues to ensure a breadth of knowledge and wide ranging reading diet.

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

*Source: English reading test framework 2016 National curriculum tests Key stage 2 For test developers STA/15/7341/e ISBN: 978-1-78315-826-3*

### **Handwriting**

As a school we follow Letter Join. This is taught within lessons across Key Stage 1 and 2. Handwriting pens are given out to children who confidently follow the scheme as an incentive.

### **Assessment**

Summative Reading, Grammar, Punctuation and Spelling Assessments are carried out in years 1, 3, 4 and 5 at the end of each term using the 'Headstart' materials. Year 2 and 6 use National Curriculum tests to track the progress of children towards the national assessments at the end of the year.

From Year Two onwards spelling tests are held weekly.

Formative Assessment is used to assess Writing on a termly basis.

### **Values**

Teachers should identify opportunities for 'values' and ensure that these opportunities are explored in their teaching. Teachers should have sufficient knowledge of the 'values' element of the curriculum to be able to teach about values when unplanned opportunities arise.

### **SEND/Inclusion**

Planning at all levels ensures that the interests of vulnerable groups are considered. Pupils are given opportunities and suitable challenges to learn as individuals, in pairs, small groups and as a whole class, both independently and with support from all staff, through continuity of experiences. Class teachers and adults will tailor their teaching to respond to pupils' diverse learning needs and liaise with the Special Needs Co-ordinator to ensure that provision is made for all children with S.E.N.D. Teachers and support staff link activities for S.E.N.D. children to their individual targets and personal plans to enable them to overcome potential barriers to learning and assessment for individuals and groups of pupils. Subject

leaders and class teachers identify vulnerable groups who are not making expected progress, and provide appropriate support. This is tracked and reviewed every term during a Pupil Progress meeting.