

St George's C. E. Primary School



Literacy Policy

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Policy Statement for Literacy



Vision Statement

Jesus said: 'Love each other as I have loved you'. John 15:12

Our school motto, 'Everyone matters, everyone achieves' is at the heart of everything we do and believe.

At St George's Primary School, we aim to prepare the children in our care to become well-rounded members of society on their journey through school life and beyond. We strongly believe that children learn best and can achieve their potential when they are happy and content. We endeavour to provide a safe learning environment with a warm, welcoming atmosphere which creates a sense of belonging amongst the children, the staff, the families and the community. We embrace their individuality and diversity, always encouraging respect and acceptance of each other regardless of race, religion or culture.

We have high expectations of the children, and we work hard to support them to become the best that they can be. For our children to flourish, socially and academically, we aim to provide an outstanding education that is both challenging and inclusive. All children are encouraged to embrace the many opportunities and the support school provides, so that they become curious learners who are motivated and resilient with a 'Can do' attitude. Our aim is to provide the children of St George's with countless positive experiences, along with happy lifelong memories, from their time with us. We also have high expectations of attendance. We encourage families to be at school every day and to arrive on time in order to not miss any learning.

Through our supportive and inclusive Christian ethos, we are proud to foster our school values of kindness, respect, friendship, perseverance, honesty, happiness, forgiveness and responsibility, embedding these within everyday life at school. We believe that the emotional health and wellbeing of the whole school community is fundamental to the ongoing success of our school.

We aspire to make our school a place of excellence where we educate, nurture and value everyone; that ALL children will enjoy learning and achieve their potential in the 'St George's Way.'

'Let us always meet each other with a smile, for the smile is the beginning of love.'
Mother Teresa.

“English is a vital way of communicating in school in public life and internationally.”

In studying English, pupils develop skills in speaking and listening, spelling, reading and writing. This enables them to articulate their ideas effectively, to express themselves creatively and to communicate with others successfully. We aim for all pupils to become enthusiastic and critical readers of a wide range of texts. The study of English helps pupils learn how language works by looking at its patterns, structures and origins. Using this knowledge, children can choose and adapt what they say and write in different situations. English, whether spoken, written or communicated electronically, is a key factor in all subjects of the curriculum and in life.

Aims

- To be confident speakers and articulate ideas effectively.
- To be able to listen attentively, maintain concentration and comment relevantly.
- To be able to communicate successfully through writing.
- To enable pupils to be enthusiastic, knowledgeable, responsive, confident readers and writers.
- To develop children’s understanding of language and to develop their confidence to use this in other subject areas.
- To be confident, accurate spellers in all their writing.
- To develop an accurate understanding of grammar and punctuation and apply this within their writing.
- To leave St George’s Primary School with a love of reading and a strong awareness of authors, different genres and their own reading preferences.
- To be aware of special educational needs and to provide for these.
- To provide a broad and balanced English curriculum as specified in the National curriculum.
- To choose and apply their reading skills across the curriculum.
- To foster positive attitudes towards learning.
- To plan for progression, continuity, and differentiation within each area of the English curriculum.

Classroom approaches

Discrete Literacy lessons are taught on a daily basis. In addition to this, time is allocated each day for additional activities, such as: extended writing, guided reading, paired reading, class novels and interventions. Literacy work is also incorporated throughout the day in all other curriculum areas.

Foundation Stage

In Reception, children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and children-initiated activities. A range of high-quality fiction texts, non-fiction texts, rhymes, poems and songs are used as a starting point for the children to carry out activities during the day. These stories are repeated daily over a week to enable children to become familiar and

learn key vocabulary within the text, Children have daily discrete Phonics lessons where they are taught in small groups. In addition, pupils have daily fine motor sessions to develop their mark making and letter formation. Sessions are undertaken with a variety of different mark making materials to encourage and inspire children. In Reception, when they are able to blend sounds together, children receive a phonics decodable book for home reading. This book aligns with the sounds they are familiar with. Before being sent home, the book has been practiced in school at least three times during the week. Additionally, they will also take home a reading book for pleasure which will also, develop their sight-reading skills and comprehension. In Nursery, children take home a reading book. Before leaving nursery, children will also have reading practise sessions with a trained adult weekly. Within class, pupils will also take part in regular story times to develop a love for books and storytelling.

Key Stage 1

The class teacher teaches Literacy in Key Stage One. A wide range of resources are used to support teaching and learning; no single scheme is relied upon. In Year 1, daily discrete phonics lessons continue to build upon the reading knowledge and skills developed in Foundation Stage, and to prepare them for the Phonics Screening which takes place in June. Home reading organisation is the same as in the Foundation Stage. In Year 2, children who have reached the required standard in their Phonics, move on to daily spelling sessions, whereas children who did not reach the expected standard continue to revise the phonics phases. For home reading, children who have passed their Year 1 Phonics Screening take home an Oxford Reading Tree book which they change independently as and when necessary, whereas children who have not yet met the required standard in phonics also take a phonics book. Children take part in both guided and individual reading and have regular story times to develop a love for reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and targeted teaching groups. Children's work is recorded in a variety of ways including: Literacy books, handwriting books, spelling books, reading diaries and displays etc.

Key Stage 2

In Key stage 2, children have daily Literacy lessons. All children in Key Stage 2 are taught in sets, which are organised according to ability. There are three sets: the children who require the most support are taught in a smaller set with additional adult support; whereas children who require less support are taught in larger sets with the appropriate level of support.

A wide range of resources are used to support teaching and learning; no single scheme is relied upon. Spelling, handwriting and grammar skills are taught both discretely and embedded within Literacy lessons. Additional Literacy sessions include guided reading, spelling practice, grammar, handwriting and daily shared

reading of class novels. The teaching of Literacy skills is also embedded and developed across all areas of the curriculum on a daily basis. Children in Key Stage 2 continue to follow the Oxford Reading Tree scheme until they consistently demonstrated the skills required to become a free reader, which gives them more independence with their book choices and preferences. Once they are a free reader, pupils are provided with a book list with suggested authors and books for the children to read (teachers and teaching assistants guide and support the children with their choice of their books).

Provisions are made for children who require extra support through targeted teaching, additional support and personalised resources, as well as through specific intervention programmes, such as Little Wandle Intervention, Talk Boost, Precision Teaching, and additional support such as handwriting programmes, daily reading, spelling practise groups and additional guided reading.. Children who have not yet reached the required standard for phonics continue the phonics programme in Key Stage 2 where necessary. As in Key Stage One, children's work is recorded in a variety of ways including: Literacy books, handwriting books, spelling books, in books from other areas of the curriculum (History, Science, Geography etc.) reading diaries, I.C.T., displays etc.

Planning

In Key Stages 1 and 2, teachers plan in year groups; planning is based on the National Curriculum and then adapted to suit the needs of the children of St George's. Planning in Foundation follows the guidance from the Early Years foundation framework. Provision is made for children through free play to encourage reading and writing.

In the Foundation Stage (Reception) 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 a language rich environment.

At Key Stage 1 (Years 1 and 2) children are given opportunities to:

- Learn to speak confidently and listen to what others have to say.
- Learn to read and write independently and with enthusiasm.
- Learn to use language to explore their own experiences and imaginary worlds.

At Key Stage 2 (Years 3-6) children are given opportunities to:

- Learn to change the way they speak and write to suit different situations, purposes and audiences.
- Read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them.

Assessment

Statutory assessment takes place in Year 6 for reading, writing and SPAG; the results of these are reported to parents, governors and the LEA. Phonics screening is undertaken in Year 1 to assess children's phonics knowledge. Optional tests are used in years 1, 2, 3, 4 and 5. Within 6 weeks of a child starting school in their Reception year, the teacher will undertake the Reception Baseline assessment using the NFER materials. Assessment in Foundation Stage is then an ongoing process throughout the year, which then informs the completion of the Foundation Stage Profile. Both Reception and Year 1 teachers assess children's phonics knowledge every six weeks, focusing on the sounds they have learned. These assessments align with their ongoing learning and are designed specifically by the phonics scheme to ensure consistency.

Formative assessment happens in every year group on a daily basis. All year groups assess work continuously, in all areas of Literacy, to inform planning. During lessons, all children self-assess their work through referring to the learning objective and success criteria. For writing assessment, objectives are taken from the National Curriculum which we aim for children to meet by the end of each year. These objectives are highlighted as children achieve them. Pupils also have an expectation to be able to spell the age-appropriate 100-word list, taken from the National Curriculum. These lists are displayed in children's literacy books and are assessed each term and highlighted accordingly. Children are also assessed on their reading in 5 different strands: inference, retrieval, prediction, sequencing and understanding words and well as their reading comprehension as a whole.

Emotional Health and Wellbeing

At St George's, the emotional health and wellbeing of our children and staff is of utmost importance to us and we endeavour to support each other in this. Our school motto 'Everyone Matters, Everyone Achieves' is at the heart of all we do. We constantly aim to promote a positive approach to learning in English and support the children who may find aspects of this subject challenging.

Special Educational Needs

Situations may arise in which individuals need to work at a level above or below that of the rest of their peer group or may need special assistance to accomplish particular tasks. This will become apparent through teachers' use of an on-going observation and assessment or assessment prior to a child coming to our school.

Where children are thought to need additional help, teachers go through a referral procedure consistent with the Code of Practice on the Identification and Assessment of Special Educational Needs. Parents are informed of any decisions made.

Children with statements and provision maps for learning are supported as instructed by their individual statements. It is for class teachers to decide how to best target their support in liaison with the SENCO.

Equal Opportunities

We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding curriculum for English and that they experience this curriculum in ways that are appropriate for their needs regardless of ethnicity, gender and any other determining factors. This school is actively promoting equal opportunities by tracking groups causing concern. Consequently, we make use of a suitable range of learning activities, teaching strategies, educational materials and ICT aids to meet the needs of every individual learner. Resources will actively promote an awareness of the diverse nature of the world around us.