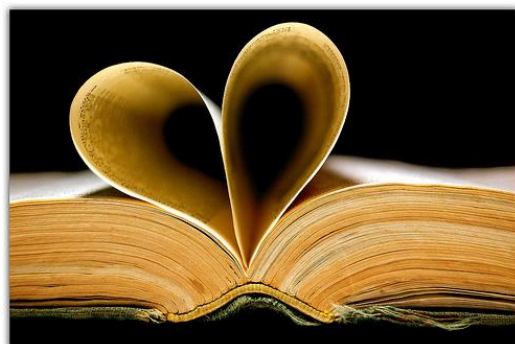




Streatham Wells Primary School



Literacy Policy 2019

Rationale

Literacy skills are fundamental to a child's progress in school and have an impact on their successes in later life. The interlinked skills of speaking, listening, reading and writing overflow into every aspect of school life and are used in every curriculum subject. At Streatham Wells we believe that every child can achieve their potential and make progress in literacy, regardless of any barriers to learning that they may have.

Aims

We aim to ensure that:

- Our teaching promotes a life-long enjoyment of reading, writing, storytelling and all aspects of the use of language;
- Children's achievement is raised in all aspects of language;
- Streatham Wells values the home language of all children;
- Children are set appropriate targets through feedback and work is planned in line with their abilities so that they can make progress as individuals and experience success;
- Achievement is assessed and monitored so that we can work towards raising standards;
- A broad and balanced curriculum is delivered, based on the National Curriculum, Primary Framework for Literacy and Early Years Foundation Stage and adapted to suit the needs of children at Streatham Wells.

Objectives

Pupils at Streatham Wells Primary School will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology;
- understanding a range of text types, media types and genres;
- able to write and speak in a variety of styles and forms appropriate to the situation;
- having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) for Key Stages 1 and 2 and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2017). Streatham Wells uses these frameworks as the basis for our planning and teaching across all phases.

Reading

All reading is valued. A love of reading is promoted in school and all teaching staff are expected to be good role models for reading.

In EYFS:

- Children are taught phonics using Read, Write Inc. In nursery this a whole class session once children have settled in to their class. In Reception, these sessions are daily from 9.10-9:40 and children are grouped according to their reading ability;
- Children are assessed on their phonics each half term and the groups changed to fit children's progress;
- Teachers and TAs who have been trained in Read, Write Inc. deliver these lessons. Children in Reception have home-school contact books in which their reading is recorded by their parents. These are checked regularly by teaching staff;
- Children are exposed to a wealth of text types in the Early Years, with all teaching having a high quality text at its centre;
- Reading stations are set up in the classroom as part of their daily activities and children read with a teacher in a small group at least once a week;
- Children have 1:1 reading time as necessary with children who are not making expected progress being heard daily;
- Children take at least one phonics books home a week as well as an additional reading book, which may not be appropriate for their reading level, but are for shared reading with family members. Targeted children are given at least two phonics books a week.

In Key Stage 1:

- Children continue with daily half an hour phonics sessions up to the end of year 2, following the Read, Write Inc. program. When they have completed the program, they move on to guided spelling lessons with a teaching assistant or class teacher;
- Children's progress in phonics is assessed half termly and children are grouped accordingly so that the phonics teaching can be personalized and targeted to their specific needs;
- Children have guided reading sessions with the class teacher at least once a week;

- Children in year 1 take home at least one phonics books a week (targeted children will have at least 2) and an additional reading book, which may not be their reading level, but used for shared reading at home. Some children who may have finished the phonics program early will change books weekly;
- Children in year 2 who are still learning their phonics will take home at least one phonics book a week as well as an additional reading book;
- Children have reading records which are expected to be signed at least three times weekly by a parent/carer.

In Key Stage 2:

- Children who still need phonics intervention are identified at the end of KS1 and receive daily phonics sessions with a TA who is trained in Read, Write Inc.;
- KS2 teachers follow the Streatham Wells Approach to Reading which is based on National Curriculum objectives and whole class teaching methods. Teachers follow a 5 day timetable, in which all the objectives for that year group are covered. Each day focuses on a specific reading skill. Teachers chose one short text and use it for the whole week;
- Each child has a reading record which they are required to write in at least three times weekly (with one signature from a parent or carer);
- KS2 classes have weekly library slots, in which they can change books. Children are also encouraged to take books home from their class reading corners;
- Targeted children receive 1:1 reading time with a volunteer reader twice a week and are monitored by teachers and the subject leader;
- There may also be a specific time set aside in classes for silent or group reading, during which individuals can be given support as necessary. This is at the discretion of the class teachers.

Whole School:

- Reading events such as World Book Day, Poetry Week, themed author nights and family reading mornings occur regularly to help keep reading a focus in school;
- Paired reading may also be used between classes, at the discretion of class teachers and to promote peer encouragement of reading;
- All classes have identified book corners where book resources are stored and displayed and where children can browse and choose books. The selection of books may change according to the focus for each term. These areas are expected to be organised and inviting for children;
- Opportunities to broaden the scope of children's reading occur through our creative literacy lessons, World Book Day events, book swaps and occasional author visits.

Writing

In the Foundation Stage:

- Activities are planned to encourage children to write for different purposes;
- A writing station is always a feature in the classroom;
- Children are introduced to a range of writing during literacy lessons and across the curriculum. They will take part in whole class analysis, shared writing, paired, group and individual writing;
- Read, Write Inc. is used for the teaching of phonics and spelling. Children are expected to use the sounds they know to segment and blend to help them spell words. Tricky words are also focused on, always on display and investigated in phonics lessons;

In Key Stages 1 and 2:

- Teachers base their planning on objectives from the National Curriculum and high quality texts;
- Teachers are expected to model writing frequently so that children understand the process and are exposed to high level vocabulary, sentence structure and punctuation;
- Grammar and punctuation objectives are embedded through engaging activities linked to the text and taught during modelled writing; these objectives should then be seen in the extended piece of writing.
- Smaller guided writing sessions may happen for targeted children weekly or as necessary- depending on the needs of the children;
- Working walls display current, useful vocabulary to aid the children;
- Children's writing is displayed around the classroom and school as a celebration of children's achievement;
- Pen licenses are awarded to children in key stage 2 at teachers' discretion;

Speaking and Listening

In EYFS:

- Language screening happens as soon as children join the school to identify needs as early as possible;
- 'Talking Tables' is used weekly to promote good speaking and listening as well as other S & L activities for targeted children;
- Speaking and listening is a high priority in the Early Years especially; all teaching staff are expected to be good role models and any concerns about children's speaking and listening is directed to the SENCO.

In Key Stages 1 and 2

- Children are expected to speak in full sentences and this is modelled by all teaching staff;
- Speaking and listening objectives from the National Curriculum are covered through literacy lessons in a variety of ways, for example: poetry, reading discussions, drama activities and shared writing activities;

Handwriting

Handwriting is taught in accordance with the Handwriting Policy which was implemented in September 2016.

Assessment and Record-Keeping

Assessment:

- During lessons, children's work and understanding is assessed through questioning and instant verbal feedback;
- Children also assess their own work (and that of their peers in KS2) according to the Assessment and Marking Policy;
- Children are given regular, appropriate feedback related to the learning outcome with targets for improvement through teacher's marking. They are given time to read what is written and to respond to it appropriately;
- SATs at Year 2 and Year 6;
- Termly internal moderation of writing by SLT;
- Yearly external moderation with cluster schools (this more frequently in years 2 and 6);
- Use of ILD to build Early Years Foundation Stage Profile;
- Reading assessment tests are administered half termly;
- Through the Streatham Wells Reading Approach, reading work is completed in literacy books which are monitored for progress during 'deep dives'

Record-keeping:

- Tracking progress of standardised scores
- Subject leader monitoring of medium term planning and text type coverage;

Home/school links

- Children are given homework grids termly and expected to complete one literacy activity. This is in line with the school's Homework Policy, which has been agreed in consultation with parents/carers and governors;
- Children are encouraged to take reading books home in their books bags each day. All children have reading records which teachers regularly check;
- Children's literacy targets will be discussed with parents/carers during parent/teacher conferences;
- A summary of literacy topics to be covered will be communicated to parents/carers via the half-termly class newsletters;
- End of year reports will include comments on children's progress in literacy;
- Family reading mornings happen half termly and allow parents to come and read with children and for siblings to read together;
- Parents of children who are not making expected progress in literacy, are notified by the class or teacher or key stage lead to discuss possible actions.

Inclusion

- We aim to ensure that Literacy is accessible to all children in the school. This is achieved by effective planning and appropriate organisation of resources;
- We will ensure that resources reflect the culture and background of the children at our school, that they do not reinforce stereotypes and that they present positive images to our children;
- We will provide specialist resources where appropriate to meet a variety of needs;
- We will take account of children with English as an additional language and ensure that these children have the necessary resources to fully access the curriculum;
- We will ensure that children, at all times, work with a spirit of collaboration, co-operation and respect for each other;
- We believe that all children, regardless of any barriers to learning, can make progress in literacy.

Monitoring

- Monitoring in the form of team teaching will be undertaken by the Literacy leader or Phase leader – identifying a focus, planning and recording outcomes and next steps.
- Termly deep dives into reading or writing will take place to monitor progression, coverage, challenge and support for all learners;
- Medium term planning is monitored every term by the subject leader and feedback and support given where appropriate.

Autumn 2019
Review Autumn 2021