

## Shalfleet CEP Literacy Policy

**As a Christian school, we value each child as special and unique in the sight of God, and, through the love, challenge and opportunities we offer, seek to enable them to develop as confident, caring and successful young people within our 'Safe Haven'.**

### Philosophy

All children, as learners, are equally entitled to a rich and varied diet of speaking, listening, reading and writing activities to enable them to develop enthusiasm, confidence, skill and competence in all aspects of literacy, in order to become fully fluent and literate members of our society.

#### ▪ Principles

- Children's ability to communicate fluently and clearly should be developed by giving children opportunities both to express their thoughts and ideas in a wide range of contexts, and also opportunities to listen to, reflect on and respond sensitively to the thoughts and ideas of others.
- Children should be given regular exposure to a variety of stories, rhymes and songs in order to embed patterns of language and a love of language into their lives, and broaden their language experiences. This also provides opportunities to cultivate their imagination, and develop empathy with characters from different cultures, backgrounds and settings. Oral repetition and the use of actions and music should be used to internalise these patterns of language.
- Children should be able to make sense of and explore a variety of written text by being taught the specific skills necessary to both decode words and extract meaning from what they read. Children should also have the chance and appropriate inspiration (through being provided with a wide range of enjoyable books and through recognising role models as active readers who choose to read for pleasure) to develop a passion and love of reading, as well as an understanding of how essential and desirable the skill of fluent, meaningful reading is.
- Children should be encouraged to see themselves as writers, from their first attempts at mark-making onwards, and should be taught to develop style and content through a carefully structured and inspiring programme, utilising the communication skills that they will have developed through their speaking, listening and reading.
- Specific 'word' and 'sentence' level skills involved in both reading and writing (e.g. phonics, spelling, vocabulary extension, punctuation, handwriting, etc) should be taught in structured progression throughout the school and, although some aspects may need to be addressed separately and independently from topic contexts, children should be encouraged to apply all their developed skills appropriately in these contexts and see all their learning as part of a 'bigger picture'.

- The support of parents/carers in all literacy activities, including both reading to/sharing books and also listening to their children read at a later stage, should be sought and fostered to enable the fullest progress to be made by the children.
- By the time the children transfer to Middle School at the end of year 4, they should have been able to achieve at least the average attainment of level 3b in Reading and Writing, unless there have been specific, documented extra needs which have prevented this.

### **General Procedures**

- Speaking and Listening, Reading and Writing (to be referred to from now on as Literacy) are taught as related programmes of study, with due reference to the New Literacy Framework (recently revised), within the context of an overall class topic as part of our Creative Curriculum development. [According to our Learning and Teaching policy]
- Teaching is fully inclusive with equal opportunities for all regardless of race, colour, religion, gender or nationality.
- A sequence of planned activities is used in each topic to support the children's learning of the different aspects of literacy in a progressive and scaffolded way, beginning with an initial focus on listening and responding, moving on to speaking, reading, reading as writers (recognising features and aspects of the text that will support children's writing of the same text type), and then finally giving children an opportunity to take part in a writing activity. All aspects of this sequence are relevant to the text type and topic that the children are immersed in at the time.
- Alongside the sequence outlined above a variety of reading and writing games, exercises and activities through which basic word and sentence level skills are also taught continue regularly.
- Children are enabled to learn and have opportunities to develop their literacy skills through a combination of teaching techniques: teacher led, child led, child initiated, interactive, collaborative, paired and individual, according to our Learning and teaching policy.
- Children are asked to do a small amount of Literacy homework each day based primarily of reading and spellings practice; this is also supplemented by the usual homework expectations of the class, and varies for each year group. *See our Homework guidance within L&T policy.*
- All children have personal targets in reading and writing, with progress assessed 3 times a year [more regularly for children receiving Wave 2&3 level of support]. These are shared with parents and children at target-setting consultation meetings.
- Progress in Literacy is also assessed (to show the value added by the input given and to be able to adjust input as needed) as follows:

- In each lesson through use of Assessment for Learning by teacher, peer discussion and self-assessment by learners;
  - Each week through informal quizzes (e.g. spelling);
  - Termly and for some children half-term through teacher assessment of writing and reading;
  - Through standardised tests such as Salford reading test/ SWIST [as appropriate]
  - During May as formal summative tests and tasks using SATs.
- Where, at the beginning of the year, a children is targeted to achieve just below average in the formal May assessment, or where children appear, through formative assessments, to not be making expected progress, Wave 2 input will be provided beyond that provided in regular teaching of Literacy. This will take the form of Early Literacy Support in Year 1, additional small group reading of writing support in Year 2 and Quest in Year 3 or 4. Children targeted to achieve well below average in their final assessment will normally be given Wave 3 input through an IEP and be placed on the SEN register.
- Children in the Foundation Stage follow a more flexible approach to the teaching and learning of Literacy, according to the Foundation Stage National Curriculum, communication, Language and Literacy [See Early Years Policy]

### **Speaking and Listening**

- Due to the increased emphasis on Speaking and Listening in the New Framework, as well as daily opportunities that arise, such as collaborative work, discussions, 'talk partner' work, responding to questioning, daily stories and sharing etc, opportunities to use speaking and listening to support children's learning within the context of a topic based text-type are explicitly planned into the timetable. These relate to the topic and genre the class are exploring at the time, and may take the form of:
  - Presentations
  - Discussions
  - Persuasive arguments
  - Story telling
  - Drama and role-play
  - Performance (poetry/scripts)
- Work is scaffolded and children are supported in their preparation of and delivery of these speaking opportunities, just as they are with writing opportunities.
- Emphasis is placed upon the importance of children's ability to vocalise their ideas and stories, as well as to express themselves clearly and concisely, as this is an essential precursor for effective writing.

### **Reading**

As far as possible, children have a daily diet of stories, rhymes and songs, which can range from pictures books and action rhymes with the younger age groups, to the class novel with the older children. These also include Pie Corbett stories where appropriate and relevant, which are common throughout the school.

- Each classroom has a focused area for books, which aims to encourage reading and raise its profile as an exciting and inviting activity through the use of displays, book recommendations, etc.
- Children are taught to use scripts read as models and scaffolds for their own writing as part of the reading focus during the Literacy sequence of teaching and learning: by picking out and identifying features and characteristics of a text, the children are then able to innovate within the learnt structure.
- The range of decoding strategies (phonic, graphic, syntactic, contextual) are taught explicitly and practised in whole class and group work, as well as through a range of reading games and activities; children are also taught to use both lower and higher order skills of comprehension through discussion of shared texts, careful questioning by their teacher as well as through the use of individual extension activities where appropriate.
- Children begin to be taught basic sight vocabulary, according to the guidelines in the New Framework and the original Literacy Strategy, as soon as initial letters are recognised in the final year of the Foundation Stage. At the same time, they are also encouraged to share and enjoy books with their parents/carers as an important early stage in the process of becoming a reader.
- Time is allocated each day for children to enjoy independent, paired or guided reading.

## Writing

- Writing is the final focus within the sequence of Literacy teaching and learning, when children:
  - Plan their own writing according to the genre being studied and within the context of their current topic;
  - Follow models of successful writing (e.g. toolkits with the ingredients for the genre, created from the 'reading as writers' period);
  - Write independently (Big Writing);
  - Review, self/peer-assess and improve their writing.

This model is adapted and simplified for use in the Foundation Stage, where children are encouraged to record their ideas in whatever medium is appropriate, with modelled writing building on their own valuable attempts to write independently.

The basic 'secretarial' skills of writing are taught alongside the sequence previously mentioned, and follow the progression outlined in the New Framework, using the following resources:

- Letters & Sounds programme
- Jolly Phonics (particularly in Reception)
- NLS word lists - sight vocabulary
- The Four Generic Targets (VCOP) concept

The Ros Wilson criterion-based assessment scheme is used to assess unaided Big Writing at points during the term: each child's progression is then tracked and monitored by individual

class teachers, the literacy coordinator and the Senior Leadership team to ensure that all children are on track to meet their end of year agreed targets.

- **Signed**

- **Date**