



Literacy Policy

Beam County Primary School

Approved by:

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Curriculum Statement Intent

At Beam, we ensure that literacy skills are taught throughout all curriculum areas. Children will be able to contextualise their learning ensuring they have the knowledge and understanding to access the unit in which they are working on. Culture is an integral part of the curriculum and this will be explored in a variety of ways: performance, drama and discussion of language. Within the Early Years and Key Stage 1 classes, the discrete teaching of phonics follows the Letters and Sounds programme. Many forms of writing are experienced throughout the school including story writing, instructional writing, persuasive writing, recounts and poetry. Throughout the school, key texts are used whereby themes, author intent and language are discussed, allowing children to understand the process of writing. This is then developed through shared writing which aids children with their own innovation and composition. Children are further immersed into a rich reading environment, exploring a wide range of quality texts to support both word recognition, comprehension and vocabulary development. Comprehension and engagement in books are encouraged through drama, 'book talk' and response activities including artwork, story mapping and guided reading.

We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

Implementation

These aims are embedded across our literacy lessons and the wider curriculum. We have a rigorous and well organised Literacy curriculum that provides many purposeful opportunities for reading, writing and discussion. Teachers use a rich book-based curriculum which focuses on skills, knowledge and contextual understanding.

The national curriculum for Literacy 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
- 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.

Impact

As a result, we have a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas.

Teaching and Learning

We recognise that spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Children are aware that to progress and understand impact they need to 'write as a reader and read as a writer.' Teachers ensure the continual development of pupils' confidence and competence in their knowledge of spoken language and listening skills.

Building on this foundation, we teach literacy using a range of strategies including:

- Group Discussion – Children discuss and interrogate new ideas in a small group or whole class setting.
- Partner Talk – Children work in partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write.
- Questioning – Teachers use a range of questioning strategies to establish children's current understanding and develop their learning. Higher level questioning is used to elicit a deeper understanding.
- Modelled Writing – Teachers model writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' in order to make the writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work.
- Shared Writing – Teachers use the ideas from the children to create shared pieces of writing. This enables the children to see the writing process in action as well as having pride and ownership over the finished piece.
- Comparing, Analysing and Evaluating – Children review written texts, speech and drama and compare, analyse and evaluate them. They establish the strengths and weaknesses of different examples and incorporate these ideas into their own work.

Literacy activities are effectively differentiated; all children have the ability to achieve success and feel empowered by their accomplishments. All children are given the chance to reach the highest level in every lesson; to accomplish this they may use word banks, writing frames and sentence starters, mixed ability groupings and adult support. Extended writing opportunities take place across the curriculum, using all subjects for opportunities to develop literacy skills. Discrete literacy knowledge and skills are woven through these lessons to make sure that children are able to develop mastery of the National Curriculum objectives. These range from word level knowledge such as using expanded noun phrases to sentence level skills where children are able to demonstrate their knowledge of increasingly complex sentence structures.

Displays are used throughout the school to promote reading, writing and discussion. We recognise the important role displays have in the teaching and learning of literacy. Each class displays work, which celebrates a variety of children's achievements to a high standard of presentation. All aspects of the literacy learning process are illustrated through displays including vocabulary enrichment, grammar and punctuation support, the planning process and finished pieces of writing. Every classroom has an attractive book corner designed and made for the children to promote and celebrate a love of reading and reading for pleasure.

Assessment

Children are assessed formatively through thorough questioning and marking to ensure that teachers understand where children are currently in their learning and what their next steps

need to be. This helps to ensure that maximum progress is made throughout literacy teaching across the school.

Writing Assessment:

As well as ongoing formative assessment, teachers from Reception to Year 6 assess the writing of every child half termly. A piece of writing from each child will be assessed according to National Curriculum objectives for each year group. Teachers also take into account work completed throughout the term.

Reading Assessment:

Regular, ongoing and accurate assessment is essential to inform planning and ensure that all children make progress. Teachers and Learning Support Assistants record relevant comments/observations during individual reading, guided reading, shared reading or class story time. Teachers assess attainment in Reading every term to update Integriss, using evaluations made on their planning and guided reading sessions, written assessments of comprehension and independent learning the children have produced – either written or verbal.

The Nelson Benchmarking system may be used to accurately level a child's reading ability and to find out the strategies they are using to understand the text. Teachers often use this to help assess the levels of those children who appear to be making less progress.

For formal testing within school see the assessment policy.

Planning and Resources

From Y1-Y6 each year group have overviews which consist of key skills, knowledge and understanding needed for each topic of work; this is used as a foundation to build exciting and varied literacy lessons. These help to ensure that coverage of the National Curriculum is secure and that year group expectations are met.

We use Nelson handwriting resources to support the teaching of handwriting throughout the school from Reception – Year 6. Handwriting teaching resources are accessed from practise books and textbooks are stored within individual year groups.

There are also literacy resources stored throughout the school which are used on a regular basis.

Library

The library has an excellent stock of fiction and non-fiction books. The library is timetabled for KS1 and KS2 children to enjoy reading books in the library. They are able to take books out weekly. School staff are responsible for ordering and cataloguing books. Members of staff open the library at lunchtimes; whereby pupil library monitors help children to read and encourage a love of reading for all.

Non-fiction library

The non-fiction library is designed to be first priority when researching in topical lessons; enabling key skills to be learnt. Children are able to use the contents page, glossary, index

pages and understand the importance of these.

Guided-reading books which are banded are also kept here.

EYFS

In Nursery and Reception, texts/nursery rhymes are explored further through focus activities led by an adult. In Reception literacy focus activities are differentiated and are recorded in their literacy book.

Across EYFS literacy knowledge and skills are also developed through the continuous provision of the environment. Cultural links are made to ensure each child receives a broad and balanced literacy curriculum. Each classroom has resources available to be selected by the children to support their emergent reading and writing skills, such as phonics sounds cards. A well-resourced book corner highlights the importance of reading to the children, and the writing tables have activities based around the skills being taught that week.

KS1 and KS2

Literacy Lessons

In Years 1 – 6 literacy lessons are effectively differentiated to ensure that every child can be successful in their achievement of the learning intention, with high expectations for all learners. These lessons cover knowledge and skills in writing, spelling and grammar and discussion.

Reading

Beam County ensure that National Curriculum reading objectives are covered as well as many oracy and discussion objectives too.

Texts are analysed and discussed in depth. The reading skills explicitly taught and developed include:

- predicting
- clarifying
- asking questions
- summarising
- inferring
- making connections - evaluating

Guided Reading:

Guided reading is focused highly within KS1, a carousel method is used to ensure key reading skills are consolidated and understood. Key reading skills will include:

- Decoding
- Reading for meaning
- Contextual language
- Literal questions
- Simple inference
- Prediction

As a rich book-based curriculum is used within literacy lessons, Y3-Y6 will focus on reading

skills through the use of their key texts. The literacy lessons will lend themselves to covering the national curriculum objectives. Using this method embeds the ethos of literacy within Beam 'write as a reader, read as a writer.'

Equal Opportunities

All children have equal opportunities to reach their full potential across the Literacy curriculum, regardless of their race, gender, cultural background, and ability, or of any physical or sensory disability.

Inclusion

Children with English as an additional language:

It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children should be provided with consistent opportunities for this verbal interaction. Dual language books are available in the library, each classroom should have on display key words associated with current topics being studied. All teachers include a range of strategies to support children with EAL which includes: teacher and peer modelling and consistent use of visual support, repetition and recasting of language features, word banks and scaffolded speaking and listening activities.

In addition, class teachers use their teaching assistants to provide targeted support and the use of home language support and peer-buddying is encouraged.

There are many groups and projects which EAL children and their families may be involved with:

- Speech and Language groups
- Recommended English Language lessons for parents
- Skills sharing sessions for families

Special Educational Needs:

Some children experience learning difficulties, which affect their progress in literacy. Class teachers inform the SENDCO if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support. This may include:

- Social skills groups
- Small intervention groups
- Wave 2 intervention

Excelling pupils:

Children who achieve highly in Literacy will be supported and given opportunities to deepen their knowledge and skills through the reading and writing groups and differentiation. They will also have opportunities to work with outside agencies when appropriate.

Parents

We recognise how crucial the home/school link is for supporting children to have the highest standards of achievement in literacy. At the 'Meet your teacher' meeting at the beginning of

every academic year, the literacy standards of the year group are explained, as well as further meetings throughout the year to support parents to understand new literacy initiatives.

All children receive a weekly list of spelling words to practise at home, as informed by the national curriculum 2014. Children may also be given the opportunity to complete literacy-related competition entries at home or other literacy activities which support their reading and writing development.