



ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL

Literacy Policy

Mission Statement

"I called you by your name, you are mine." Isaiah 43

The mission of our school is to support and further the teachings of Christ and His Church.

We welcome and embrace individuals of all abilities and cultural backgrounds.

We aim to enhance and celebrate their moral, physical, social and emotional development, so that they may reach their full potential in an atmosphere of stability, care and respect.

We believe that education is for all and in partnership with parents, carers, children and the wider Catholic community: we will strive and succeed in a wholly inclusive setting.

Equality Statement

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at St Augustine of Canterbury Catholic Primary School.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for children with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy was revised June 2021

The policy is to be reviewed June 2022

Aims:

Our Key aims within Literacy are to enable pupils to:

- To deliver the statutory National Literacy Curriculum 2014 in a fun and engaging way which enables all children from whatever background and of whatever ability to:
- Read confidently and fluently, with understanding and enjoyment
- Respond to texts on a variety of levels.
- Write, with fluent joined handwriting, in a range of forms for different purposes.
- Plan, draft and edit their writing effectively.
- Spell and punctuate with accuracy.
- Speak and listen confidently in a range of contexts.
- Engage in learning about their global community by offering a range of activities and resources aimed at today's global society.

The National Curriculum is organised into Spoken language, Reading, Writing and Spelling, Punctuation and Grammar.

Spoken language

The national curriculum for English reflects the importance of spoken language in children's development across the whole curriculum - cognitively, socially and linguistically. 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.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing children's competence in both dimensions; different kinds of teaching are needed for each.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing, grammar and punctuation).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing.

Spelling, vocabulary, grammar, punctuation and glossary

Opportunities for teachers to enhance children's vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show children how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Teachers also teach children how to work out and clarify the meanings of unknown words and words with more than one meaning.

At St. Augustine of Canterbury we teach Literacy in daily lessons across the school, with discrete phonics lessons being taught in Foundation and Key Stage 1, discrete spelling as part of Literacy lessons (Y2-Y6) and discrete Grammar, Punctuation and Spelling (GPaS) lessons across Key Stage 1 and Key Stage 2. (See Spellings Policy). Work is differentiated in all year groups and targeted support offered to all children through the analysis of our Provision Map and formative and summative assessments.

Key Stage 1 - Year 1

During year 1, teachers build on work from the Early Years Foundation Stage, making sure that children can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers will also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier.

The children's writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Key stage 1 - Year 2

During year 2, teachers continue to focus on establishing children's accurate and speedy word reading skills. They should also make sure that children listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that children can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1.

Lower Key Stage 2

By the beginning of year 3, children should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

Children should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating children's writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that children build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Children should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; children should be able to use it fast enough to keep pace with what they want to say.

Upper Key Stage 2

By the beginning of year 5, children should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

Children should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Children's spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise children's enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Children's knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

Planning

Phases of teaching

We follow the three/four phases of delivery to enable the children to have opportunities to analyse and explore good quality texts through speaking and listening tasks, GPaS (Grammar, punctuation and spelling), reading and writing activities. We recognise that by following these phases thoroughly, only then can children be expected to produce good quality writing. During phase 3 the children write a 'final' piece of writing based on their learning through the two previous phases.

Teachers amend and develop their planned literacy units in the light of their own specific AFL and priorities for their class.

Medium term planning

Medium term planning is completed termly. Letters and Sounds is used throughout Early Years and Key Stage One into Key Stage two. The class teacher may adapt the plans to suit classes, materials, and resources and the creative curriculum. Teachers have access to the Centre of Literacy in Primary Education (CLPE) 'Power of Reading' teaching sequences to support their planning around the use of good quality and engaging texts.

Short term planning

Short term planning is completed weekly; it should identify specifically the teaching strategies and activities that will be used to meet the NC; along with the groupings (differentiation), plenary, cross-curricular links, focus groups, evaluation and speaking and listening focus.

We generally plan for at least three ability ranges, i.e. below average, average and above average; maintaining recognition of children with SEN or More Able and Talented (see SEN policy and More Able and Talented policy).

As a guideline, the Literacy session is divided into three parts. The first part is focused on shared reading or writing - balanced over the course of the unit; during this time the teacher incorporates text, word and sentence level

objectives where appropriate through shared writing, teacher modelling and 'book' and 'writers' talk.

The second part is used for independent activities when the teacher focuses and guides one group per day for intensive teaching input; i.e. guided writing. (Guided reading takes place outside the literacy session and is planned on a separate template). Finally, a plenary session allows the teacher to reinforce learning by revisiting the lesson objectives, steps to success and makes appropriate assessments of the children's learning. The plenary also provides opportunities to share with children their 'next steps', AFL and refer their learning towards their targets.

Teaching

The nature of the literacy session calls for the use of a range of teaching strategies, including direction, demonstration, modelling, scribing, scaffolding, explanation, questioning, discussion, investigation and exploration.

Teachers are expected to use and give children opportunities to use computing skills, whilst still maintaining a focus on the requirements of the National Curriculum.

Approaches to Reading

Guided reading is taught outside of the daily Literacy session. It is organised in each class over a week to give each child the opportunity to work in a guided group with the teacher, complete independent work linked to their guided session, Computing research (iPads), work in their personal reading journal and read from a range of 'free' choice texts.

Every week, each class has the opportunity to visit our school library to share and borrow books.

All children in KS1 and KS2 have a 'Home Reading' book to take home and read with their Parents/ Carers. Children in the Early Years Foundation Stage take home reading books when appropriate.

We have a scheme to encourage the children and parents' enthusiasm for reading at home called 'Buster's Book Club'. The initiative encourages the children to meet a reading target of a set number of minutes every Wednesday night. The school librarians collect data weekly and class is awarded each week for their fantastic contribution to this initiative.

All classes have the opportunity to visit our local library throughout the academic year. They visit on a 3-week rota where they can hear stories from the librarian and choose a book to loan. The library also provide classes with a termly box of books to support their wider reading across the curriculum making links with their class topic.

Approaches to Writing

Opportunities for writing are given everyday. From Year 1 onwards the children have a Literacy book in which they record their learning through the planning phases and discrete skills. From Year 2 onwards the children have extended writing books in which they are given the opportunity to record final pieces of

writing, independent writing tasks and extended pieces. We aim to support the children in applying discrete literacy skills in all pieces of writing and ensure this learning is embedded. The talk for writing approach is used for book talk and to inspire writing linked with good quality texts. Units covered within Literacy provide the children with a final outcome based upon the genre. While working through the unit they are able to plan their final outcome. Children in the Juniors are able to plan, draft and edit their writing before producing a final outcome incorporating all of the discrete skills taught throughout the unit.

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for children to practise and apply discrete skills, knowledge and understanding acquired through Literacy lessons to other areas of the curriculum, maintaining the high standard expected within Literacy.

Key Publications

In Early Years and Key Stage 1 Letters and Sounds is used to support Phonics teaching.

In Key Stage 2 'No Nonsense Spelling' and 'Grammar for Writing' are used to support the literacy session. The National Curriculum is used to support and inform the spelling objectives.

The 'Power for Reading' initiative from the CLPE (Centre for Literacy in Primary Education) provides planning around good quality narrative texts from Year R-Y6. All teachers have access to a school log in where they can access teaching sequences/planning, resources, book ideas and ideas for the classroom environment. These teaching sequences are used to support planning and engage children in developing Literacy skills alongside good quality texts.

The 'Big Cat Collins' books provide support and resources for the delivery of Guided Reading Sessions. These have a teacher guide, children's books and follow up activities after the guided reading session.

Assessment, Recording and Reporting

Children's work will be assessed informally on a daily basis. Teachers record their assessments of each literacy lesson on their weekly planning template and are expected to address any issues arising from these in future planning. The weekly planning template notes a focus group of children identified from formative or summative assessments. Group or individual reading records are kept and should identify any concerns. Planning is handed to the Literacy Subject leader (Mrs Amy Bowden) via the school shared area.

We use the 'Rising Stars' Assessments to assess the children in reading and GPaS six times per year. Writing is assessed using end of year expectation grids, teachers have the opportunity to moderate their judgements within staff meetings alongside colleagues and across the 'school zone' throughout the year. This assessment cycle is followed by pupil progress and agreement trialling meetings to agree attainment against the end of year expectations. Children are given challenging, realistic and attainable targets based on these assessments.

These targets are individual to the child; they are discussed with them and agreed with the teacher. (Please refer to the Assessment, Recording and Reporting policy). These targets are reviewed 3 times per year by the class teacher and child. This review is then shared with the parents.

The assessments are tracked and inform planning and intervention programmes to ensure each child is progressing. This data is discussed with the Head teacher, Deputy Head teacher and SENDCO at Pupil progress meetings.

Year 1 undertake their Phonics screening test during term 6 every academic year. Those children in year two who did not achieve the required score will also re-take this screening during the same week.

End of Key stages 1 and 2 SATs assessments take place in the summer terms.

The impact of these varied assessments is the implementation of Intervention (through our Provision Mapping Programmes) designed for those children who may not have made the required progress or have Special Educational Needs. The Intervention programmes are delivered by a Class Teacher and/or Teaching Assistant under the direction of the Class Teacher.

An end of year written report will be made for each child in the Summer term, Assessment and SATs results are made available to parents.

Special Educational Needs

At St. Augustine of Canterbury, we endeavour to enable all children to access the curriculum at their own level. It is the responsibility of the class teacher to identify and to differentiate planning as appropriate, including provision for SEN and G&T. Class teachers work closely with teaching assistants and the SENDCO (Mrs Angela Liggins) to ensure children are working towards their individual targets and plans.

More Able and Talented Children

At St. Augustine of Canterbury, we have high expectations and expect all teachers to differentiate for all abilities, including challenging the more able child. Class teachers may seek advice from the More Able and Talented co-ordinator (Mrs Angela Liggins) to plan appropriately. (Please refer to the More Able and Talented policy)

Equal Opportunities

At St Augustine of Canterbury, we endeavour to enable all children to access the curriculum irrespective of gender, race, religious beliefs, ability or disability. We believe that the children in our care are a gift from God, and as such it is our special duty to equip them with tools for life. We strive to educate all children in accordance with our Mission Statement. (Please refer to the Equal Opportunities Policy).

The Governing Body

Regular reports are made to the governors in curriculum committee meetings on the progress of English provision. The governor for Literacy is Clive Mailing.

Governors are also invited to monitor the effectiveness of Literacy through a variety of other activities including learning walks, participation during Literacy enrichment events, book monitoring and classroom observation.

The Role of the Subject Leaders

It is the role of Mrs Amy Bowden, the Literacy subject leader to:

- Monitor the planning, teaching and assessment of literacy throughout the school.
- Support staff in the planning and delivery of literacy sessions.
- Attend INSET and ensure all staff remain up to date with current literacy teaching, including the National Curriculum developments, intervention and assessments; including Phonics screening and SATs. Deliver CPD training to teachers and support staff.
- Identify resource needs and liaise with Headteacher and school bursar in regards to budget,
- Be aware of any Health and Safety issues within literacy.
- The Literacy Leader regularly performs Pupil Conferencing, formal observations and planning monitoring both within Literacy and across other curriculum subjects to ensure consistency of teaching and learning throughout school in accordance with our Monitoring Timetable.
- The SLT discuss the progress of the subject within school against the SDP and subject action plan.

Parental Involvement

Parents support the teaching of Literacy in school by reading with their children at home daily and completing their reading diaries in their home contact books. They also support children with spelling and other Literacy homework given weekly. Parents are invited to come in to school to read with their child during our 'Family Reading Buddies' sessions. We encourage all families to take part in our weekly 'Buster's Book Club' reading initiative and record the number of minutes read.

We hold workshops to support parents with developments in literacy including the teaching of reading, spelling, grammar and punctuation and writing and offer advice on how to support their child at home. Support for parents is also available on our 'Parents' display in our school hall and on our website (including the use of the VLE - Virtual Learning Environment).

Amy Bowden

June 2021