

Moss Side Primary School Policy



Literacy

This policy reflects the school values and philosophy in relation to the teaching and learning of Literacy.

It sets out a framework within which teaching and non-teaching staff can operate.

The policy should be read in conjunction with the Lancashire Key Learning in Literacy documents.

Literacy is a core subject within the National Curriculum.

Our aims and intent in teaching Literacy are as follows:

The fundamental purpose of the Literacy curriculum is to enable all pupils to develop fully their ability to use and understand Literacy. It aims to equip them with the linguistic skills and confidence to make sense of themselves and the world around them. In this way the subject contributes to their growth as personal and social beings.

The liberating, enlivening and clarifying power of language is the subject's central concern. It is essentially about communication.

Competence in Literacy grows through the interaction of the essential language skills:

- spoken language, listening and drama: the ability to talk and listen in a variety of contexts in order to express feelings and ideas; to give and respond to information and instructions; to read aloud and to act and discuss in groups of varying size.
- reading: the range, accuracy and fluency of their reading; their ability to read, understand and respond to a range of genre, fiction and non-fiction.
- writing: the amount and range of their writing, their ability to write accurately and appropriately for different purposes.

and also the skills of:

- spelling, vocabulary, grammar and punctuation
- handwriting and presentation.

The teaching of Literacy enables pupils to use their proficiency in one of these to improve the quality of their work in the others, as when they read more widely to improve their written work or engage in reflective discussion to clarify their thoughts about what they have read.

Literacy aims to provide for pupils through the consistent use of good quality literary and non-literary texts, a range of models of excellence in writing, access to knowledge about language and a lifelong source of enjoyment and information.

It enables pupils to recognise the power of language, the closeness of links between thinking, speaking and writing and the need for clarity and precision in all three.

These aims are consistent with our school philosophy and take account of the LEA Curriculum policy.

The subject comprises programmes of study from the 2014 Literacy curriculum and year group expectations. These expectations are classed as:

- Developing - when a child is working towards their year group's expected level.
- Expected - when a child is achieving the standard expected of their year.
- Embedded - when a child surpasses the expected level of their year group and is widening their understanding.

In order to achieve these aims the teaching of Literacy is organised in the following way

The class teacher, with help from the Literacy subject leaders, is responsible for the Literacy in each class. In Years 3, 4, 5 and 6, support is provided by an additional English teacher for some lessons per week, in order to develop skills in smaller, more focused classes. In other years, support is provided by teaching assistants. Children will also practise their language skills throughout the whole curriculum.

Reading

The Lancashire Key Skills in Reading document is followed to support reading development.

At Moss Side, we consider reading to be the key to unlocking the door for children to learn. As such, we place a heavy emphasis upon this skill as soon as children begin in EYFS.

From the start of EYFS, children use Letterland characters to learn phonetic sounds as they develop their ability to segment (split up sounds) before blending them back together in order to read a variety of words. This largely follows the structure set out in Letters and Sounds - although we are currently evaluating a range of systematic synthetic phonics programmes to support our curriculum even further. Children are grouped according to ability (usual from within their own class) and work within that group every day for 20 minutes in EYFS and KS1.

The children are given many opportunities to read on a daily basis and read from individual reading books (once they start on the reading scheme) daily with staff within school. The support of parents

is encouraged as children take home phonic games and then their reading book from the Moss Side scheme (initially this is Phonic Bugs as our decodable reading books, matched to the level of phonics that pupils are currently studying).

This regular reading continues throughout KS1 and KS2, with quantity judged according to the child's individual needs. Children also participate in guided reading in small groups in KS2 and are regularly encouraged to listen to whole class novels, as well as identify time for independent, silent reading.

More able readers are encouraged to read more challenging texts as they move through the key stages. To facilitate this, the pupils have access to an extensive range of reading material covering all their needs. This is constantly being reviewed and extended.

Reading progress is assessed annually through the Salford Reading Test which provides a reading age to compare to children's chronological age. Reading comprehension is assessed through end of year SATs in Years 2 and 6 and through NFER tests in Years 3, 4 and 5. The Richmond reading test is also carried out in Years 3, 4 and 5.

Children with specific needs are given extra assistance during these sessions by support teachers, TAs and volunteers. Examples of such support are:

- Additional reading in the school day
- 'Nessy' online
- Reading Plus
- Barrington Stokes book scheme (as a targeted 'free reader')
- Bounce Back Phonics

NB. Please see the Interventions in Literacy Grid 2020 (Sharepoint) for further explanation.

Writing

EYFS and KS1 pupils follow a structured approach to developing core writing skills, in order to build confidence by allowing for repetition and the use of controlled vocabulary.

In KS2, all children follow the Lancashire Key Skills in Writing document. The teaching sequence for writing is:

- Creating interest
- Reading and analysing
- Gathering content for own writing
- Writing (firstly scaffolded then independently).

Years 3, 4 and 5 use the Lancashire Unit Plans, or plan their own units; however the above sequence is adhered to. Year 6 follow a similar sequenced approach but benefit from specialist, focussed teaching in half class groups for the majority of the week.

From Years 1 - 6, writing is assessed termly using the school's APP grid. Samples of written work are added to an individual portfolio which moves up with the child each year. Writing is also assessed annually through end of year SATs in Years 2 and 6 and the EYFS ELGs, which are used to support transition to Year 1.

Spelling

Spelling is taught through phonics in Foundation and KS1 using 'Letters and Sounds' with 'Letterland' materials to facilitate this. KS2 follow the 'No Nonsense Spelling' programme. From Years 1-6, a combination of High Frequency words and 'Spelling Bank' words/spelling patterns are taught, practised and tested on a weekly basis. In KS2, spelling is also assessed three times a year using the 'Single Word Spelling Test' which provides a spelling age to compare to chronological age.

The nature of our scheme of work and approach to language techniques means that children have ready access to dictionaries, thesauri, reference materials, topic books and a library, plus the use of wordbooks and appropriate Letterland material.

Handwriting

In Year 3, children are encouraged to begin to adopt a joined handwriting style. The Nelson scheme is followed.

Speaking and Listening

Pupils are encouraged to develop their speaking and listening skills through regular assemblies and foundation subjects, play reading and performances, DVDs, productions, class discussion etc. Children are encouraged to prepare and deliver presentations to the class on a subject of their choice, using ICT if appropriate. Each class has its own computer and/or access to the computer suite and/or access to individual laptops or iPads. Relevant programs are used to reinforce learning where appropriate.

Subject planning and evaluation is normally at the individual class level and is overseen by the Literacy subject leader and headteacher.

We hope and expect that parents will be actively involved with their child's acquisition of Literacy skills and aim to promote this in the following ways:

1. preschool contact with parents and new children where pre-reading material is loaned to the children and a relationship built between the new child and the teacher;
2. by holding open evenings during which their child's work is displayed and discussed;
3. by giving parents a list of activities they can practise with their child at home, at the appropriate level, eg spellings - hearing children read;
4. by setting homework at the appropriate stage and development;
5. by setting up and manning displays covering such issues as new resources and their use.
6. by sharing Literacy targets with parents and pupils.

Subject Leader's role

The duties and responsibilities of the Subject Leader include the following:

1. To read, understand and interpret the National Curriculum 2014 in Literacy and the Lancashire Guidelines in order to help the staff also understand what is required.
2. To review and to keep up to date the Literacy policy and scheme of work in Literacy, at least annually.
3. To keep under review and make suggestions for the updating and regeneration of all the Literacy resources in the school.
4. To devise and support a scheme of assessment (including testing) in Literacy. This scheme must incorporate the end of the key stage assessments and have appropriate record keeping practice.
5. To liaise with the staff about the development of Literacy teaching in school.
6. To attend courses of a routine nature and also key developmental courses on behalf of the staff. To lead discussions with staff on return to school. To arrange school-based in service training for members of staff as appropriate.
7. To be aware of developments needed in the school to improve the attainments of the pupils in Literacy.
8. To support teachers within the classroom.
9. To undertake 'Learning Walks' to observe current practice and identify strengths and areas for development.
10. To support teachers in their planning.
11. To organise and implement Book Weeks.

Assessing Impact

The subject leader will review termly progress in the following areas:

- Assessment data (reading ages, spelling ages, NFER, writing grids) and identify causes for concern/areas of strength, These will be fed back to the teachers and the head so appropriate interventions can be undertaken (G&T/less able).
- The teacher will speak to teachers after 'Learning Walks' (once per term) with the same intentions as above.

- The subject leader will be involved with analysing summative data at the end of the year to identify any trends/cause for concern/praise. Groups of specific children (Summer born/ FSM/boys/girls will be looked at.

Inclusion

When teaching Literacy, we aim to deliver an inclusive curriculum for all pupils by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers and assessment for individuals and groups of pupils

This policy needs to be read alongside the following whole school policies:

- assessment
- equal opportunities
- SEND
- marking
- gifted and talented
- positive behaviour