

Great Marsden St. John's Literacy Policy

Our Vision

Our children will experience love, respect, faith and success as unique individuals within our school community and the wider world, now and in the future.

Our Mission

"We ask that Christ will live in our hearts through faith making us rooted and grounded in LOVE."

Aims

At Great Marsden St. John's we believe that by providing our children with good quality teaching of English and Literacy skills, we are providing them with essential **skills for life**.

We aim to develop pupils' abilities through a programme of Speaking & Listening, Reading and Writing. Pupils will be given opportunities to apply these skills through the teaching of English across the curriculum, providing situations to consolidate, reinforce and apply the skills taught in Literacy lessons.

At Great Marsden St John's, we strive for children, by the age of 11, to be able to:

- develop positive attitudes towards books so that reading is a pleasurable activity
- read a varied selection of texts whilst gaining an increased level of fluency and understanding
- develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge
- use reading as a means of gathering information to support their learning throughout the entire curriculum
- enjoy writing in different contexts and for different purposes and audiences, including themselves write with increasing awareness of the conventions of grammar, punctuation and spelling
- form letters correctly, leading to a fluent and legible, cursive handwriting style
- develop listening and comprehension skills through a variety of means including reciprocal and nonreciprocal situations
- develop their spoken language skills in drama activities and as a valuable tool and progression to develop their writing skills.
- Express opinions, articulate feelings and formulate appropriate responses to increasingly complex questions and instructions.

The Teaching of English:

The structure of English teaching is based upon the English National Curriculum guidelines. We use the Lancashire Literacy Team's Planning Units which cover all of the recommended

objectives to ensure that a broad and balanced English curriculum is taught. These are broken down further into weekly lesson plans which incorporate clearly identified Learning Objectives for each lesson and differentiation to meet the needs of the pupils and to ensure progression within each year group. The Learning Objectives are taken from the Lancashire Key Learning Indicators for Progression (KLIPs) for reading and writing.

Each class has a dedicated hour-long English lesson each day. Grammar and punctuation skills are taught within this.

In Reception and KS1, Phonics lessons take place daily.

In KS2, Spelling lessons take place daily.

Each class also has a dedicated 20 minute Guided Reading lesson daily which focuses on application of phonics in KS1 and application of comprehension in both KS1 and KS2.

The English skills that the children develop are utilised and supported in every area of the curriculum and can be directly linked with other subjects. For example, formal letter writing within English may be developed within a history topic and instructional writing could be linked to work completed in Science.

EYFS – Communication and Language

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

EYFS – Literacy

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence.

We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories daily told by the staff.

The Teaching of Phonics:

In the Foundation Stage and Key Stage 1 children receive one phonics lessons per day.

Teachers ensure phonics teaching is systematic and follows an agreed and rational sequence.

This will be taught using the Red Rose Letters and Sounds programme.

The structure of the lessons is designed so that the children have maximum opportunity to read and write words and sentences linked to the taught graphemes and phonemes.

The skills of blending and segmenting are taught to support reading and spelling.

Each child's progress will be tracked, using a phonics data tracking sheet.

Children's phonics ability will be tracked through to KS2. Those children who still need phonics teaching in Key Stage 2 will be taught using 'Bounce Back Phonics' or 'Fast Track Phonics'.

Approaches to Reading:

For children to become skilled in reading they require two processes:

1. Decoding – Recognising the words on the page
2. Comprehension – written texts as well as spoken language are understood and interpreted.

The teaching of reading at Great Marsden St John's takes a variety of forms:

- **Guided Reading** – this takes place daily.

In Reception and Key Stage 1, children will receive at least two 20 minute taught sessions per week. One adult led session will be phonic based and one will be comprehension based.

Their book will be closely linked to the appropriate phonic grapheme that they are being taught that week. On the other days, children will complete independent activities requiring them to apply the skills they were taught in the adult led sessions.

In Key Stage 2 every child receives at least one taught session of 20 minutes per week.

Should one group require intervention, they will receive a daily, concentrated input of Reading Workshop Sessions led by a TA.

Teachers follow a planning structure which includes a pre read (independent activity), a skill focused taught session, follow up activities linked to the taught skill and an additional reading activity.

- **Shared Reading** – During a Literacy Unit of Work opportunities are provided for children to read aloud as a class, with the teacher modelling good practice. This is the largest phase of the Literacy Unit as we believe children need to be immersed in the text as much as possible. Lessons will focus on enjoyment of the text, reading comprehension strategies, vocabulary and structure of the text.

- **Home Reading** – All children are provided with reading books to take home and read with parents. One of these books will be the Guided Reading book that the child has worked on that week. The others will be a book that is in the phonic phase that the child is working on. A

reading record accompanies each book and acts as a communication tool between staff and parents. Teachers also use these books to listen to children read independently.

- **Whole Class Readers** – To promote reading for pleasure, all classes will dedicate 10 – 15 minute sessions, at least three times per week, to children being read to by the teacher.
- **Library Books** – Each class has a timetabled library session. This is an opportunity for children to choose any book they please to take home and read. It allows them to follow their own interests and develop their love of reading.
- **Class Libraries** – Children also have access to selections of reading books in their classrooms. These contain a mixture of non fiction, topic related books, fiction and poetry.

Approaches to Writing

- **Emergent Writing** – As children enter EYFS they will be encouraged to develop their writing through phonic lessons, opportunities provided in continuous provision as well as discrete, taught writing opportunities. The taught sessions are based upon 'Drawing Club' developed by Greg Bottrill in the Autumn and Spring term and then these skills are applied to other writing genres in the Summer term to prepare children for Year 1.
- **Extended Independent Writing** – Over the course of a Literacy Unit, children will complete longer pieces of writing. These will take place during the reading phase of a unit and at the end of a unit. This will be used to build up a portfolio of work which the child takes through school with them. These pieces will be based upon a genre and skills that have been previously taught in a Literacy Unit of work.
- **Incidental Writing** – These are short writing opportunities, such as a diary entry, a letter or a character profile, that will take place during the Reading or Gathering Content Phase of a Literacy Unit.
- **Shared Writing** The majority of this will take place during a Writing Phase of a Literacy Unit, but not exclusively. Teachers will model for children how to plan, write (step by step over several days), and edit pieces of writing. This will then form the basis of one of the extended pieces of writing completed independently by the children.
- **Spelling, Grammar & Punctuation** – these are taught at the beginning of every Literacy lesson. They are then shown how to apply these into their own writing through shared and guided writing. These lessons should follow the 'I Model.'

Cross Curricular Writing Opportunities:

Teachers plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. English will be taught in contexts that are relevant and meaningful to their learners.

Assessment:

Writing: Each piece of independent writing will be marked to inform the teacher's assessment. Progress of application and understanding of learning objectives will be highlighted on Target Tracker as shown through these pieces of writing.

Reading: Staff will gather information about a child's ability from a range of reading opportunities, the most detailed of which will be the KLIPs Group documents and LAPs documents used during the Guided Reading sessions.

More formal assessments are undertaken at specified points through the year.

In KS1 reading is assessed using PIRA tests and SATs.

In KS2 reading and GPS are assessed using a mixture of Headstart and Optional SATs tests.

Inclusion:

We aim to provide opportunities for all children so that they achieve as highly as they can in English according to their individual abilities. Children or groups of children underachieving are identified and then steps are taken to improve their attainment. If appropriate, children are set individual education programmes to work on with achievable targets. Teaching and Teaching Assistant support is planned into the timetable for these children. Similarly, gifted children will be identified and suitable learning challenges provided.

Equal Opportunities:

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Role of the Subject Leader:

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy through:

- Monitoring and evaluating pupil progress through analysis of data and pupil progress meetings.
- provision of Literacy (including Intervention and Support programmes)
- the quality of the Learning Environment
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent Literacy developments

The Governing Body:

Regular reports are made to the governors on the progress of English provision, attainment and progress across school.

Parental Involvement:

Parents are informed of their children's progress on a regular basis through home school reading records, written reports and Parents' Evenings.

Members of staff responsible: Rachel Hollas

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