



**Scotforth St Paul's**  
C of E Primary & Nursery School

Learning, growing and  
caring as part of God's family

"I am the vine, and you are the branches.  
If any remain in me and I remain in them,  
they produce much fruit." (John 15:5)

# English/Literacy Policy 2021-22

## INTENT:

Literacy is an essential tool for everyday life and involves many skills including speaking and listening, reading and writing. It is our aim at Scotforth St. Paul's to enable every child to develop these skills to the best of their ability and we encourage each child to develop a love and enjoyment of this subject.

English features in every area of the school curriculum and is therefore of exceptional importance. It is both a subject in its own right and the medium for teaching, so it is an essential foundation for success in all subjects, both at primary and secondary school. We follow the aims of the National Curriculum 2014 in wanting to "promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment."

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (published 31 March 2021 and statutory September 2021)

At Scotforth St. Paul's we aim to:-

- develop the children's ability to speak clearly and convey ideas confidently
- develop children's breadth of vocabulary and language structure, both spoken and written, in order to help them communicate
- develop a love and appreciation of reading, seeing books as both a source of information and of pleasure
- develop fluency, accuracy and understanding in reading
- develop research skills, including through reading and evaluating online resources, in order to promote further independence in learning
- develop an extended vocabulary including using dictionaries and thesauruses appropriately
- develop the ability to write clearly, accurately and coherently, adapting their language for purpose and audience
- develop each individual's use of correct grammar and standard English
- develop their self-editing skills
- develop the ability to spell correctly using aides appropriately
- develop neat, legible handwriting

By the end of the EYFS we aim for each child to achieve the Early Learning Goal in Literacy. They should use the correct punctuation of simple sentences using a capital letter and full-stop. They should be able to write some irregular words correctly and others that are phonetically plausible. They should be able to read and understand simple sentences and demonstrate when talking with others that they understand what they have read. They should know some and be able to retell some simple traditional stories or nursery rhymes. The children should express themselves effectively.

By the end of KS1 we aim for each child to be ready to "read to learn" as well as having learnt to read. They should know some stories and poems and be able to retell them. Their reading, writing and speaking should enable them to access the demands of the KS2 curriculum.

By the end of KS2 we aim for each child's reading and writing to be sufficiently fluent, accurate and effortless to access and manage the demands of the whole KS3 curriculum.

The teaching of Literacy crosses subject boundaries and will therefore be taught in many contexts, with a particular focus on using reading in different subject areas. However Literacy is time-tabled for every child in the form of a daily Literacy lesson in order to cover the 2014 Literacy curriculum.

### **Planning**

We plan from the National Curriculum, teaching through units of work which usually focus on a particular genre. More than one writing outcome may be covered within a unit, though there is usually a main piece of extended writing at the end of a unit. We often develop a unit based on a particular book or author. The texts should be both challenging and of interest to the children. They also cover the wide variety of text types in line with the National Curriculum.

## **IMPLEMENTATION:**

### **Speaking and Listening**

Aims particular to speaking and listening:

- develop the children's ability to speak clearly and convey ideas confidently
- develop children's breadth of vocabulary and language structure, both spoken and written, in order to help them communicate

Spoken language underpins the development of both reading and writing and so we aim to continually develop the children's confidence and competence in both speaking and listening.

The children learn to listen to both adults and other children and we often use "thinking partner" to develop their listening and speaking. We offer the children many opportunities to speak in front of a range of audiences both within class and the wider school. When we have a particular focus on performance poetry, we give the children opportunities to recite poems in front of an audience, or use ICT to film our performances. Children are also given the opportunity in KS2 to use the conventions of debate.

### **Vocabulary**

At Scotforth, we recognise the importance of developing a wide vocabulary for each child and are aware of how limiting a poor vocabulary can be for a child's educational success.

"Children who have good vocabularies at age 6 have been found at age 14 to be on average 5 years ahead in their reading comprehension compared to those who have poor early vocabularies."

*Jean Gross CBE, Primary Matters, Summer 2016.*

We focus then from the very early stages of a child's education in actively developing a child's vocabulary through discussion, early songs and rhymes, role-play, playing games etc.

This continues throughout the school with a focus on both subject specific vocabulary and wider "literary" language that children encounter through books.

Techniques for developing vocabulary:

- exploring new words from stories, poetry, non-fiction
- pre-teaching more complex words before a text is read in class
- reinforcing words encountered previously in class through games e.g. BINGO, Articulate,
- use of word banks and dictionaries
- wide use of thesauruses from Year 3
- discussion of shades of meaning between synonyms (upper KS2)
- developing knowledge of word roots to develop "word families" (linked to spelling objectives)
- displays of vocabulary (both subject specific and literary/wider vocabulary)
- explicit discussion of vocabulary choices when modelling writing
- WOW words on working wall

## Drama

Every pupil will use drama across a range of subjects. It is often used to explore different responses to books and to develop ideas for writing, with activities such as freeze frames and hotseating. Children also have the chance to see drama live and to take part in productions themselves, particularly in Y2 and 6.

## Reading

Reading "feeds pupils' imaginations and opens up a treasure house of wonder and joy for curious young minds." *National Curriculum 2014.*

We do all that we can at Scotforth to teach both reading fluency and to promote a love of wider reading.

Aims particular to reading:

- develop a love and appreciation of reading, seeing books as both a source of information and of pleasure
- develop fluency, accuracy and understanding in reading
- develop research skills, including through reading and evaluating online resources, in order to promote further independence in learning

## Reading for Pleasure

We develop a love and appreciation for reading in many ways:

- Reading high quality texts to the children regularly, usually daily, in class
- Timetabling regular time for children to read independently
- Attractive reading areas for every class (regularly supplemented and updated with fiction, non-fiction, poetry, annuals and comics)
- Planning linked to quality texts (sometimes using Power of Reading resources as a starting point)
- Reading competitions and challenges
- Celebrating World Book Day/National Poetry Day
- Author visits
- Whole class novels/poems/short stories
- School theatre visits
- Library Club (regularly at lunchtime with generally one class at a time, or infant children with their buddies. Run by Y6 librarians)
- Outdoor reading - Year 5 Reading Buddies with KS1 children
- Reading with buddies half-termly (Y5 children with Reception children, Y6 children with Y1 children)
- Book Cafes

- Timetabled opportunities for parents to come in and read with their child's class take place at least twice a year.
- The Brilliant Book Award in Y2

Reading is taught in many different ways, which may change as the children progress through the school including:

- Daily structured phonics sessions in Reception and KS1 (see below)
- Shared reading - the whole class sharing and discussing a text
- Guided reading in ability groups
- Whole class guided reading
- Reading class novels regularly
- 1 to 1 reading
- Phonics and reading intervention groups

In nursery, music forms an essential part of the early phonics curriculum, and the children take part in daily phonic sessions. Children learn to discriminate sounds, listen carefully and rhyme.

From September 2019, we moved to use the Jolly Phonics and Jolly Grammar scheme, which is a detailed and systematic program for teaching phonic skills using a multi-sensory approach, with the aim of each child becoming a fluent reader by the end of KS1. Due to lockdowns in 2020/21 we are revisiting the Jolly Phonics Year 1 and Year 2 scheme with an aim that by the September 2022 children will have completed the scheme and move up to Year 3. Home school reading books are drawn from the Jolly Phonics scheme initially and then broadened with a range of phonetically decodable texts from other publishers.






In Reception, each child has a sound book which they take home along with phonic games and cards. This pack states the new sound that they have learnt for them to practise at home. When children can blend 3 sounds in Reception, they take home books from the book scheme, based on the sounds within the phonic stage they are working at. This continues throughout KS1 with the aim that children will be able to access short chapter books by the end of Year 2.

In KS1, children are encouraged to take home a second book called a "**Reading For Pleasure**" book. This is to share with an adult or older sibling and it is not fully phonetically decodable. The children are **not** expected to read words beyond the phonics level that they are working at (and in fact can lose confidence if expected to) but these books are to enjoy the richness of language and fun of stories that they could not otherwise access through their own reading. As such, we would expect parents to read these books alongside the child and they are to promote enjoyment, discussion and the introduction/reinforcement of new vocabulary.

Extra intervention is provided quickly for children in order to make sure they are able to learn and use the sounds that have been introduced each week. We have also used Catch-up funding to provide extra phonics interventions for children identified as falling behind due to COVID. We screen children when they enter KS2 for phonic knowledge and support children with extra phonic input as necessary in order for them to become secure and fluent in decoding. Teaching Assistants are used to either support children in class or take out a small group to reinforce sounds.

From Easter in Reception, and throughout Year 1 and Year 2, the children have a weekly guided reading session which focuses on both decoding and discussing the texts within a small ability group. All guided reading books in the early stages include words that are either fully decodable or are the tricky words from the appropriate phase. Some children may use a big book as the shared text in a session. Towards the end of KS1, as the children become more secure with accurate decoding, and fluency, we start to use the terminology of the 5 reading roles (see diagram) based on the 5 reading content domains in preparation for KS2. These help to inform the types of questions that we ask when discussing texts with the class or a group and each teacher has a list of question stems linked to these roles.






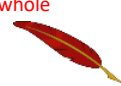


## KS1 Reading Roles

<p><b>TRANSLATOR (1a)</b> give/explain the meaning of words in context</p> 	<p><b>REPORTER (1b)</b> retrieve and record information / identify key details from fiction and non-fiction</p> 	<p><b>EDITOR (1c)</b> summarise main ideas from more than one paragraph</p> 	<p><b>DETECTIVE (1d)</b> make inferences from the text/explain and justify inferences with evidence from the text</p> 	<p><b>WEATHER FORECASTER (1e)</b> predict what might happen from details stated and implied</p> 
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These roles are taught more explicitly to the children and put on display in upper KS2 where there are 8 reading roles (see below).

In KS2, the children have regular whole class guided reading sessions where a text is read and discussed together, often with a focus on a particular reading role. We actively teach new vocabulary (often pre-teaching it before it is encountered in a text) and look for opportunities to reinforce new vocabulary in discussions, activities and games as well as during writing lessons. Whole class guided reading lessons in KS2 often focus on the class novel but can also include extracts from books, newspaper articles, magazines or poetry. We use shared reading and smaller guided reading groups where necessary.

## KS2 Reading Roles

<p><b>TRANSLATOR (2a)</b> give/explain the meaning of words in context</p> 	<p><b>REPORTER (2b)</b> retrieve and record information / identify key details from fiction and non-fiction</p> 	<p><b>EDITOR (2c)</b> summarise main ideas from more than one paragraph</p> 	<p><b>DETECTIVE (2d)</b> make inferences from the text/explain and justify inferences with evidence from the text</p> 	<p><b>WEATHER FORECASTER (2e)</b> predict what might happen from details stated and implied</p> 	<p><b>AUTHOR (2f)</b> identify / explain how information/narrative content is related and contributes to meaning as a whole</p> 	<p><b>INTERPRETER (2g)</b> identify / explain how meaning is enhanced through choice of words and phrases</p> 	<p><b>LIBRARIAN (2h)</b> make comparisons within the text</p> 
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In KS1, weekly guided reading records give brief comments on the children's skills linked to the focus of the session. Across the school we assess using class grids with objectives linked to word reading and fluency as well as the reading roles. Following the COVID school closures in 2020-21, as a staff we highlighted which reading skills were high value/high impact and have adapted our focus in lessons accordingly.

Across both key stages we stress the importance of Home-School reading where pupils take home an appropriately levelled book to share or read with someone. Each child has a reading record and we expect parents to listen to their children and fill this in regularly. We expect the children's reading record to be filled in regularly, either by someone hearing them read at home or, increasingly in Years 5 and 6, by the child themselves, although we would still expect to see a parent's signature to confirm that the child has read. From October 2021, we are encouraging children to read at home across the whole school through "The Scotforth Karate Reading Challenge", where children gain different coloured "belts" (actually wrist bands!) according to how often they read at home.

In KS2, many children move onto free readers, where they can choose to read age appropriate books/newspapers/comics from either their class book corner, home or the library. It is important that each teacher checks that these are at the right level for the child, especially for those children who were not fully secure in phonics at the end of Year 1. We have a set of age appropriate phonetically decodable books for children not decoding fluently and accurately when entering KS2 and we ensure we assess children when they start Y3 to check that they are secure with phonics and reading the correct level books.

Each KS2 class also has a dedicated set of Barrington Stokes "Super Readable" books, which can be directed particularly towards less fluent readers or more reluctant readers. These are dyslexic friendly but still at an appropriate interest level for older children.

In KS2, each child is given a booklist of "Recommended Reads" which is stuck in their reading record at the beginning of each year as well as being displayed in class. This is not an obligatory list, but a mixture of books suitable and challenging (either in terms of language complexity or subject matter) for each year group. It is created by the subject leader and class teacher and adapted each year. These are recommended for the children to read independently or share with an adult at home. Copies of most of these books are found within the class reading area and are marked with yellow stickers.

We encourage the children in upper KS2 to make peer recommendations of books.

Possible methods for this include:

- Book Café times (when children discuss books over drinks and snacks),
- "Tweet" style book reviews
- Regular times for discussing what the children are reading

## Writing

Aims particular to writing

- develop the ability to write clearly, accurately and coherently, adapting their language for purpose and audience
- develop an extended vocabulary including using dictionaries and thesauruses appropriately
- develop each individual's use of correct grammar and standard English
- develop their self-editing skills
- develop the ability to spell correctly using aides appropriately
- develop neat, legible handwriting

In EYFS & KS1, pupils should be encouraged to enjoy writing and use it to communicate and express themselves. The pupils write both narrative and non-fiction texts and start to recognise the importance of correct spelling, grammar, punctuation and presentation. The 2014 curriculum has spelling, grammar and punctuation objectives that are statutory in Y1 and Y2.

During KS2, pupils should experience writing as both enjoyable and as an essential tool for thinking, learning and communicating. They learn the main rules and conventions of standard English and explore the many ways that language can be used to express meanings and feelings. From 2014, there are statutory objectives to be taught for spelling, grammar and punctuation.

In both key stages, extended writing is undertaken on a regular basis and we recognise the importance of building the stamina and skills to be able to write at length. Following the COVID school closures in 2020-21, as a staff we highlighted which writing skills were high value/high impact and have adapted our focus in lessons accordingly.

As stated in the National Curriculum 2014, we teach the children to write narrative, explanations, descriptions, comparisons, summaries and evaluations. The KS2 'Reading and Writing Genre Coverage Grid' shows our coverage and which books we will share with the children.

When teaching the children to write in a particular genre, we generally follow a basic teaching sequence:

- Reading response and analysis (looking at examples of good quality texts within that genre, enjoying them as a piece of writing and then analysing how they are constructed in terms of vocabulary, layout and grammar)
- Gathering content (this may include research, drama etc.) and planning. We look for lots of opportunities for short writing in order to explore ideas and practise skills that will be used in the extended write
- Writing (often initially modelled by teacher and taking place over a number of days)
- Editing (this becomes more thorough in KS2, with the use of editing stations in Year 5 and 6)
- Evaluating

A unit following this may take several weeks to complete. In Years 5 and 6 the children write in a wider variety of genre, recapping work done previously and applying it to new topics and contexts, often linked to the class novel/topic.

We mark written work using agreed symbols (see the Learning through Feedback policy) and generally focus any comments on the particular learning objective, spellings which should be known or have been recently taught, or a target for a particular child (e.g. punctuation).

### **Grammar**

We follow the National Curriculum English Appendix for Vocabulary, Grammar and Punctuation, specifying the grammar to be taught in each year group. Our SPAG Coverage document shows the sentence structure, punctuation, word classes and spelling terms which should be both reinforced and covered from Year 1 onwards.

In KS1, we use Jolly Phonics Grammar books in Y1 and 2. We also use character cartoons to introduce the different word classes and these are consistent across the school and on display in the classrooms.

Whenever possible we teach SPAG within the wider writing lessons e.g. cohesion through a non-fiction writing unit, fronted adverbials when teaching a narrative unit. However we also have some stand alone lessons to teach a skill before it is reinforced through our writing. We also will adapt our planning to respond to particular weaknesses identified in children's writing, e.g. use of apostrophes.

### **Spelling**

We follow the National Curriculum 2014 English Appendix for Spelling, which specifies the different spelling patterns to be taught in each year group. There are also wordlists for Years 3-6 and we have adapted these to create individual lists to be taught in each KS2 year group. In KS1, spellings are taught through phonic sessions (including "Tricky Words"). In KS2, the children have a weekly spelling lesson focusing either on a pattern or on words from their year groups' wordlist. We regularly test the word lists during the year and send the KS2 lists home for the children to practise. In KS2, classes we use resources such as Squeebles spelling program for certain children to practise spellings regularly.

### **Cross-curricular Literacy Opportunities**

Teachers will take advantage of opportunities to make cross-curricular links, particularly focusing on reading within different subject areas. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.



## **IMPACT:**

### **Assessment**

Reading grids are filled in (linked to word reading, fluency and the reading roles) and discussed at each tracking meeting with the subject leader as well as any results from reading comprehension NFER tests appropriate to each year group. We also assess SPAG during our termly assessment weeks using NFER or SATS papers.

Writing grids with objectives specific to each year group are filled in following assessment week and reflect what a child can do independently according to the guidelines for assessing writing in Y2 and Y6. We use our knowledge of the children's writing in class as well as a specific piece of independent/unscaffolded writing to inform the level. Teachers can fill in the writing sheet more regularly if necessary to come up with an accurate level.

Each February, in KS2, we assess the children using a reading and spelling test which gives a spelling and reading age.

### **SEN/D Support and Inclusion**

We aim to provide for all children so that they achieve their potential in English. Teachers meet termly with the subject leader to discuss which pupils or groups of pupils are under-achieving and what steps are being taken to improve their attainment. We focus particularly on Pupil Premium children, vulnerable children, EAL children and the lowest 20% in each class (particularly in reading). We use provision maps to show what extra provision is given for particular needs, including the more able. We aim to diminish the difference in attainment as far as possible and our intervention groups from April 2021 have been planned and structured to focus on this.

Progress in Literacy is essential for children with SEN/D. ILPs are drawn up and monitored by the class teacher/s with assistance from the SEN/DCO. The children and parents are involved in reviewing and setting targets on their ILPs and are aware of their progress and successes. Wherever possible, pupils with SEN/D are included in all literacy activities, given work at their own level as appropriate, and extra assistance if appropriate and possible. We use resources such as coloured paper, coloured overlays, Squeebles spelling app, spell checkers and reading books targeting dyslexic children. The SEN Code of Practice and Disability Discrimination Act is followed.

### **Parental Involvement**

We ask that parents actively support their child/ren in literacy in a variety of ways:

- Reading daily/regularly with their children (even when they can read independently)
- Rec & KS1 parents to share the "**Reading for Pleasure**" book with their child (see earlier paragraph under Reading)
- Completing and checking reading records (ideally daily)
- Supporting children with set homework e.g. learning spellings
- Involvement with book week
- Timetabled opportunities for parents to come in and read with their child's class
- Attending ILP reviews

Parents are kept informed of children's progress at termly achievement evenings. At these evenings next step targets are shared. Parents can write in a child's reading record book if they have any concerns or comments and these will be replied to by an adult in school.

In the Autumn term, parents of new Reception children and those in KS1 are invited to an early reading/writing/phonics evening. Jolly Phonics is introduced alongside strategies to help a child at home to sound out words and begin to recognise the tricky words.

Parents are encouraged to come in and hear readers across school. We particularly try to encourage Dads during book week so that children get an opportunity to see males reading for pleasure.

All parents have a class teacher email address if they would like any further support.

### **The Governing Body**

Three reports annually are made to the governors through the Curriculum Committee on the progress of English provision. The literacy subject leader also meets with the literacy governors who are currently Mrs Miller and Mrs Stevens (who has a particular focus on reading).

This policy will be reviewed in the early Autumn term bi-annually, or earlier if necessary, including if there are any changes to legal requirements.