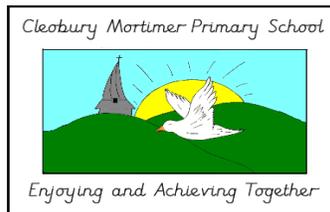


Cleobury Mortimer Primary School



Literacy Policy

June 2020

To be reviewed July 2021

At Cleobury Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

Rationale:

In September 2014, a New National Curriculum was put in place. The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At School we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant throughout school life

and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

We are an inclusive school - we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one-to-one support, small groups and cross-phase work to help with this. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13)

At the heart of our English teaching is the Pie Corbett 'Talk for Writing' approach to teaching. Talk for Writing enables children to imitate the key language they need before they try reading and analysing it. Through fun activities that help them rehearse and tune into language they need, followed by shared writing to show them how to craft their writing, children are helped to write independently in the same style. As a result, they rapidly develop their reading, writing and language skills. **(See appendix 1 for the Talk for Writing approach used in school)**

1. Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10) They should:

- Use talk for writing approaches including imitation.
- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach the children to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature including participating effectively in group discussions helps them to obtain the oral skills they will need as they grow up.

Ways in which we support this include:

- Talk for writing activities, which are planned to encourage full and active participation by all children, irrespective of ability and age.
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate.
- Encouraging talk-time at home.
- Poetry recital
- School Performances
- Class debates
- Class assemblies
- Events within the community
- School Council
- Talk partners
- Book talk sessions
- Drama / role play
- PSHE and circle time

2. Reading:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as 'extreme importance since through it pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13) Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13). Schools are expected to have access to library facilities and support and encourage reading at home.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a

developmental process and part of life-long learning and we encourage and praise children at every stage of it.

2.1 Our aims and connected provision

- Pupils learn to read easily and fluently through daily phonics in EYFS and Key Stage One, regular reading to adults in school, reading partners and incentives to read at home.
- The regular phonics sessions in EYFS and KS1 follow the Letters and Sounds programme.
- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time, listening to an adult read and the various methods outlined above.
- Pupils also need to read to find information in all lessons and comprehension is assessed in a formal way as per our assessment cycle.
- Pupils are exposed to a range of texts during their school career (see the CMPS reading spine) and as a result of the Talk for Writing process, they will learn a range of texts orally as well as reading them.
- Whole class guided reading sessions occur weekly based on the Talk 4 Reading approach. Reading journals are used in conjunction with this.
- Key Stage Two pupils, who are struggling with reading or making slow progress, are given accelerated reading support during daily interventions. We also participate in the Beanstalk reading programme where children get to work with one of their trained volunteers on a weekly basis.

Reading in EYFS

Questions to Reception Teacher:
1. When do you start to teach children letter-sound correspondence?
2. How many sounds will your children be able to read at the end of each term?
3. We are now 3 weeks into Autumn Term – where are children at currently in their phonics progression?

Phonics in Nursery

In Nursery, we cover phase one of the Letters and Sounds phonics programme with the children and ensure that they have a thorough understanding. If we feel they are ready, we then start to introduce some phase two sounds. Staff then liaise with each other as part of the transition from Nursery to Reception Class to ensure their needs are picked up at the start of the new year.

Phonics in Reception

As we receive children from a variety of pre-school settings, the teaching of individual grapheme/phoneme correspondence varies dependent upon the completion of an initial assessment of children's phonic skills. However, we aim to start teaching individual grapheme/phoneme correspondence in the autumn term, usually just before half term. Depending upon the length of each term and the needs of the children, we aim to teach all 23 sounds found in phase 2 Letters and Sounds phonics programme by the end of the autumn term.

The 26 sounds from Letters and Sounds Phase 3 are taught during the spring term. During the summer term, children are taught to further manipulate the phonemes and graphemes they have already learnt. As many of the words children explore in Phase 2 and 3 are monosyllabic (words of one syllable), Phase 4 allows children to read more polysyllabic words (words containing more than one syllable). In Phase 4 most children will learn to blend an increasing number of sounds together. However, during this time, some children will continue to work within Phase 3 to further develop their phonic skills.

Ongoing assessment is vital to ensure that children can develop comprehensive knowledge of grapheme/phoneme correspondence and blending skills. Daily assessment is completed to identify the individual learning needs of children. Targeted children are identified, and opportunities are provided for the pre-teaching sounds and for children to practise sounds through their play.

During the initial 3 weeks of the autumn term, baseline assessments are undertaken, and children will complete activities around General Sound Discrimination - Instrumental Sounds - with the main purpose being to experience and develop awareness of sounds made with instruments and noise makers and to listen to and appreciate the difference between sounds made with instruments.

Reading Books

Every child is given a reading book which is closely matched to their current phonic level as this will allow them to practise the sounds which they are currently working on. We listen to all children at least three times a week although some children are heard daily if they need more support due to them struggling with phonics or not being heard at home. All reading should be recorded in the child's yellow, reading diary. We also keep a summary of how often the children are heard by an adult (at home or school) so each child gets the same entitlement and is not disadvantaged by not reading at home.

In Reception Class, we aim to teach the children the necessary skills in order to develop their own love of books and reading. To do this, we listen to children read regularly and

also encourage children to choose books that appeal to them from the class library, from Cleobury Mortimer library or from home. This book will not be phonetically decodable and is taken home to be shared with a family member in addition to their phonics book.

Reading in KS1

Can you tell me how the Y1s did in the Phonics Screening Check? I'd like to explore how your programme enables you to achieve this year after year. What plans do you have to improve the score?
How do you ensure that children remember the sound for letters, digraphs and trigraphs, blend sounds into words, read exception words, learn correct letter formation and learn to spell?
Could you tell me how you break down your phonics curriculum?
What phonic knowledge do you want your children to have by the time that they finish Year 1?
What do you do to ensure that children continue to make progress in reading accuracy and fluency in Year 2?
How does this set them up for the next stage in their learning?
How do parents listen to their children at home?
How often do children change their reading books?
How do you know which children are not keeping up?
What systems do you have in place to quickly spot children that fall behind? What provision is put in place for them?

Phonics

The children have a daily phonics lesson based on the Letters and Sounds Programme: phase 2,3&4 in Reception, recap of 2,3&4 for Yr1 before introducing phase 5. Recap of phase 5 in first half term of yr 2 before introducing phase 6. Phase 6 is then linked with Not as You Know It spelling programme and the phonics play interactive programme. By the end of Yr1 we aim for all children to be secure in phase 2,3,4&5. Then we have transition meetings between Yr1&2 teacher to identify what areas they need to work on in September.

To ensure that the children are secure and don't fall behind we have regular 1:1 monitoring of progress and help for those identified as not being on track. Their progress is recorded on our phonics tracker.

- To ensure that children meet the expected standard by the end of Yr1 we have a range of strategies in place:
- Children also have regular recapping throughout the day especially when introducing new sounds and link to other areas of the curriculum where possible.
- Daily reading for those who are falling behind to practice blending and segmenting.
- Skilled TA to support Yr1 teachers and work with pupils
- When introducing a new sound, we link it to words children know and make a sound poster.
- Regular segmenting and blending of those words during phonics session
- Encouragement of writing and applying phonics during early work / English lesson
- Handwriting sessions to develop letter formation
- Designated lesson per week for common exception words and also as a starter for phonics.

Spelling: teachers regularly model segmenting into sounds and encourage children to use their phonics mat to choose the correct sound. We also use sound buttons when learning new words to help the children to identify single sounds, digraphs, trigraphs and split sounds. We encourage phonetically plausible attempts and praise the children for this in class. If they get the sound completely wrong, this then feeds into their phonics work. Also, in the reading books there are words that are highlighted in red and these are the tricky words/ high frequency words that the children should be practicing at this stage. It might just help parents to understand that when the books are sent home. Their spelling test each week is often based on common exception words

Reading books

Year 1 - children are given a book based on the phonics sound they are working on. They are asked to read it twice with an adult so the book is changed usually every other day. If they are still not mastering the sound, the book is changed to a book with the same sound but different story. If they still don't master it, then this is noted and the child practices this sound regularly until they achieve it. In Year 1 we also have a volunteer who listens to half the class read each week. There are also words that are highlighted in red and these are the tricky words/ high frequency words that the children should be practicing at this stage.

In year 2, once they have worked through the phonics schemes, they go onto age appropriate chapter books. Some will have phonics books and others will be on chapter books depending on where they are on the phonics tracker. Chapter books are monitored by listening to them read but also questioning them about what they have read to check understanding. If they are struggling, the teacher chooses a new book with the child (does not happen too often as books checked on choosing). Books are changed usually twice per week. Children are also encouraged to take home a reading for pleasure book and is often changed 2 or 3 times a week.

In year 2, the following reading schedule is in place:

Below expectation - daily reader (plus children who regularly don't read at home)

Expected readers - 3 x a week M/W/F

Great Depth Readers - 2 x a week T/Th

If a child hasn't read the night before, Yr2 ensure they are listened to the following day.

The teacher ensures they listen to each child read at least once a week but this is often more.

Children are encouraged to read each day and given incentives in EYFS, KS1 and KS2.

Children are monitored using the phonics tracker and also their reading diary (plus phase and level of book) to see how often they read at home, school and when the book is changed. If they are not being heard at home, then we ensure they are heard in school so each child is heard by an adult the same amount of times.

Reading in KS2

In KS2 we expect the children to read age appropriate texts with fluency. We monitor their reading age each term and those who are below our expectation are monitored: to help them children are given extra reading sessions with adults to ensure they catch up to the age expectation for their year group. Some children will need regular phonics work which will be delivered in small groups or on a 1:1 basis.

The children have a reading record where they record what they have read and rewards are given for those who read regularly.

We hear the children read at least once every two weeks using our 3 minute guided reading sessions which assesses and focuses on a key skill. For those who don't read outside of school and are behind age expectation, we hear them 4 times per week with small group interventions.

Each class has its own mini library which was updated in 2020 with new books chosen by their teachers. Classes also visit the local library each half term to enable them to access an even wider range of texts and to promote the children's love of reading.

3. Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Our aims and connected provision

- Talk for Writing (T4W) is at the centre of our provision in school.
- We teach grammar during a skills session each day.
- The writing progression document links with the Pie Corbett T4W programme. (See Appendix 2 attached)
- We correct grammatical errors orally and in written work (where appropriate)
- We have a systematic approach: we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling.
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice as part of the T4W process.
- To ensure high quality texts are used, there is a whole school reading spine.
- We provide writing frames and or images to support the least confident.
- We provide time for planning, editing and revising
- We mark extended pieces of work in-depth and set targets with and for the pupils.
- We use success criteria checklists for pupils to self-assess or peer assess, when appropriate, so they can evaluate effectively.
- We encourage joined handwriting to support spelling and speed.
- We use drama and hot-seating to help pupils to think about another point of view.
- Support for pupils with learning and motor difficulties
- Meetings with parents to help them support their child

4. Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in examinations
- Subject specific- accurate mathematical and scientific words
- Strategies to help children clarify meaning.

4.1 Our aims and connected provision:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- A daily spelling session following the No-Nonsense Spelling Programme.
- Spelling lists/ key words to take home and learnt
- Word checks when introducing new texts
- Display of key words on the working walls
- Using the correct vocabulary orally
- Using dictionaries, thesaurus and similar programmes
- Carrying out systematic testing and providing feedback to pupils
- Targeted one to one/ small group support, where appropriate

5. Marking, Planning and Assessment:

Planning:

- Long term overviews and long-term plans are produced at the start of a year.
- Pupils are taught mostly in single age classes but some classes are mixed age so planning shows differentiation by age and ability.
- Medium term (half -termly) planning is produced as a sequence of learning.
- English is planned for separately to other subjects using the key T4W headings at the end of appendix 1.
- Schemes of work for phonics, grammar and spelling are used to ensure developmental learning building on prior knowledge.
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions.
- Pupils may be streamed by ability for some sessions/ types of homework/ support.
- Pupils identified in pupil progress meetings who are falling behind, will receive intervention through either quality-first teaching or small group interventions with a TA.
- Pupils with EAL will be given additional English support. This is monitored during PPMs.

Marking

Marking is used as part of our formative assessment to inform planning as well help the children to improve their work. Work is marked using a two colour system. Green pen is used to pick up the good work children produce that meets the learning objectives. Pink pen is used for closing the gap comments, which help the children to improve. In this way, our improvement marking is often a 'doing' comment and we allow the children time in lessons to respond to their comments. For extended pieces of writing, the children use a double page in their books. They write on one side and

their teacher gives them a moving on comment on the opposite page, where the children can respond to it underneath. (For further information see the school's marking policy.)

Assessment:

- Staff assess pupils learning during and as part of every session, they adapt their practice accordingly
- Formal assessments of reading, writing and spelling are carried out in both Key Stage 1 and 2 as part of a twelve weekly assessment cycle. The results are analysed and inform reports to parents, target setting for children and a teacher's future planning.
- Writing is assessed using the new NC descriptors-these are tracked using the 'Not As We Know It' assessment system.
- All staff attend moderating sessions within school and some staff attend external moderation sessions.
- Children's progress in English is assessed using nationally prescribed tests with the Phonics Screening test taking place at the end of Year 1 as well as the end of Key Stage 1 and Key Stage 2 SATs.
- End of Key Stage Assessments are analysed by the Co-ordinator and Head teacher and feed into the school SEF, development plan and performance management.

6. Professional development:

- The English Co-ordinator attends termly training within county and reports back to all staff.
- The coordinator has given staff training in the T4W and T4R approach to raise attainment and progress in writing. All staff received phonics training in 2016.
- Staff are expected to attend relevant courses during the school year.
- Moderation takes place in house and within the cluster. National standards files are used as a reference to guide levelling.
- Evidence of moderation is kept by the subject leader and teachers.

7. Specific groups:

- Analysis of English achievement is carried out termly, pupils who are slow moving or making little or no progress are discussed in PPMs and plans made.
- Pupils with EAL are given additional support in all aspects of English.
- Pupils who are gifted and talented receive additional support, differentiated curriculum.

- Pupils with SEN will have English based targets on their provisional map. These are reviewed termly.

Appendix 1

A summary of the Talk for Writing Stages

Talk for Writing, developed by Pie Corbett supported by Julia Strong, is powerful because it is based on the principles of how children learn.

Talk for Writing enables children to imitate the key language they need before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style.

Talk for writing is taught in 3 stages called the 3 I's, imitation, innovation and invention. The stages are explained below:

Step 1 - Elicitation activity:

This is vital to show progress during the unit of work and informs your planning.

The imitation stage

Step 2/3 - Text mapping

Step 2/3 - Warming up to the tune of the text (internalising language patterns)

Continue to build these in as short daily activities.

Step 4 - Reading as a reader

Step 5 - Reading as-a-writer activities.

Step 6 The innovation stage 2

The invention/independent application stage 3 (good assessment opportunity to produce a high quality piece of writing).