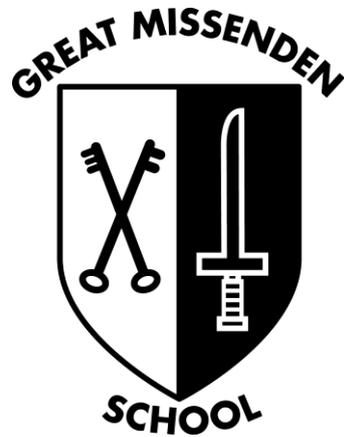


Great Missenden C of E Combined School Literacy Policy

February 2015



Review date: February 2017

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4. Monitoring, Evaluation and Review

This policy has been written taking into account the programmes of study as required by *The National Curriculum (NC)*, the *Primary Framework for Literacy (PLF)* and *Early Years Foundation Stage framework (EYFS)*.

1. Principles of language learning and use of language across the curriculum:

Beliefs

At Great Missenden School we recognise that Literacy is a core subject within the National Curriculum and our teaching aims to develop children's abilities to use language to think, explore, organise and communicate significant information, enabling every child to achieve and to develop self-esteem. We recognise the importance language plays in the social, emotional and imaginative development as it is used to make meaning of the complexity of human experience and communicate with the world at large.

Aims

Pupils will be given opportunities to learn and develop the literacy requirements across the curriculum, with varied opportunities to consolidate and practise taught literacy skills.

We aim to:

- enable pupils to read accurately and with understanding
- provide real contexts for language learning across the curriculum
- teach pupils to express themselves correctly and appropriately
- provide pupils with learning opportunities which integrate reading, writing, speaking and listening
- encourage pupils to have an interest in words and their meaning and to develop a growing vocabulary - this interest extends to technical and specialist vocabulary of all subjects
- develop the thinking skills of pupils to help them on the path to becoming reflective, independent learners
- provide opportunities for pupils to use ICT to facilitate and extend their learning in speaking, listening, reading and writing
- recognise the importance of having a consistent view of language learning across the wider curriculum.

2. Aims of the subject in terms of the 'Literate' pupil, covering Speaking and Listening, Phonics and Reading, Writing:

SPEAKING & LISTENING POLICY

Beliefs

An ability to speak and to listen is fundamental to language development, learning in school and social development; talk underpins learning and thinking and a richness and variety of talk is important to children. Therefore direct teaching of oracy skills needs to be fostered to enable children to develop confidence and a repertoire of talk for different purposes and audiences. Links between oral and written language need to be encouraged and built on.

Children for whom English is the second language need to have opportunities to work with good language models.

Aims

We aim to enable pupils to:

- develop confidence to speak aloud in a group or in front of an audience
- communicate effectively by speaking and listening with increasing confidence, clarity and fluency
- speak appropriately in a variety of settings for a range of audiences
- develop a wide range of speaking skills on increasingly complex subjects
- think carefully and organise thinking before speaking
- respond sensitively and reflectively to what has been heard
- reflect on their talk

The renewed PLF provides increased guidance and opportunities for speaking and listening.

It is important to distinguish between explicit 'speaking and listening' and opportunities for reinforcing the skills or using talk for other purposes. Speaking and listening skills need to be planned for and applied across the curriculum. This may include:

- speaking and listening as a focus for teaching where particular oral skills are being taught, although the subject matter may be related to any part of the curriculum
- curricular areas other than English may be the teaching focus but may be organised to help children reinforce oracy skills, e.g. investigating, evaluating and reporting work
- drama opportunities across the curriculum, including taking part in whole school assemblies, child led assemblies, class assemblies and church performances.

PHONICS POLICY

Beliefs

The processes by which children comprehend spoken language are the same as those by which they comprehend the words on the page; the difference being that the first relies upon hearing the words and the second upon seeing the words in written form. Obviously, in order to comprehend written texts children must first learn to recognise, that is decode, the words on the page.

Children at Great Missenden School will secure automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is to develop comprehension. To achieve this, staff are clear about teaching and learning strategies which help children to acquire word recognition skills and those which will help children develop high-level comprehension skills. CPD to support this process is sourced internally and externally.

Aims

- At Great Missenden we aim to deliver high-quality phonic teaching which secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically enabling them to concentrate on the meaning of the text.
- To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.
- To differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success.
- To give children word work strategies that will enable them to become fluent readers and confident writers.

Principles of high-quality phonic work at Great Missenden C of E School

The Rose Report (2006) makes it clear that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading. The progression of the Letters and Sounds programme used in school provides the structure for all phonics teaching.

Beginner readers should be taught:

- grapheme–phoneme correspondences in a clearly defined, incremental sequence.
- to apply the highly important skills of blending (synthesising) phonemes in the order in which they occur, all through a word to read it.
- to apply the skills of segmenting words into their constituent phonemes to spell.
- that blending and segmenting are reversible processes.

High-quality phonic work will be most effective when:

- it is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness.
- it is multisensory providing , encompassing activities to enliven core learning.
- it is time-limited, to promote confident readers by the end of Key Stage 1.
- it is systematic, that is to say, it follows a carefully planned programme reinforcing and building on previous learning to secure children's progress.
- it is taught discretely and daily at a brisk pace following the structure: revisit, teach, practice , apply from the Letters and Sounds programme.
- there are opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as independent, shared and guided reading and writing

Organisation of Phonics

Generally, phases 2-6 from Letters and Sounds are taught within Foundation and KS1. Occasionally, some children may require further developmental input from the aspects of learning in phase1. Phase 6 from the Letters and Sounds programme is used alongside the Support for Spelling materials in Year 2.

Foundation Stage

In Foundation Stage children have a daily discrete phonics teaching input lasting approximately 15 minutes. During the first half of the autumn term, children's phonic abilities are assessed and they are grouped according to the acquisition of these skills. The areas of provision provide opportunities for children to consolidate and apply phonic skills taught. 1: 1 and small group reading sessions are used to reinforce these skills.

Key Stage One

Children in Key Stage One are grouped according to their phonic needs. They receive a structured daily programme lasting for approximately twenty minutes. It is our aim that most pupils will reach phase 5 by the end of Year 1. Pupils who are working at phase 5 + in Year 2 will also be taught the skills set out in the Support for Spelling programme for their year group. This programme will also be reinforced within elements of their main literacy lesson.

Key Stage Two

Children in Year 3 continue to receive further phonic input and we aim to deliver phonic sessions to address the needs of these pupils. This is discussed in conjunction with the class teachers and Inclusion Co-ordinator. Pupils are usually grouped according to their requirements. The progression and teaching approaches from the Support for Spelling materials are used here and throughout Key Stage 2.

Planning

In order to deliver clearly structured sessions which directly link into the Letters and Sounds progression and its procedure of: revisit, teach, practice, apply ; Phonics Play planning is used. This is a useful structure for all teaching and support staff.

Resourcing

The following resources are used for children to develop and apply their phonic skills and word recognition skills.

Jolly Phonics used in Foundation Stage

Phonics Play: interactive games , resources , elements accessible from home

Phonic Bug 100% phonically decodable texts

100% phonically decodable texts and book banded Rigby Star to assess mixture of reading skills and book banded

Assessment

Assessment should follow the **phonics assessment and tracking guidance** (DfES 2009). All Teachers should ensure that they are aware of individual children's needs through formative assessment. For EYFS, assessment formats are provided by the EYFS Leader.

All teachers should formally assess their children's progress at the end of each half term in order to inform the new terms planning. Assessment takes the form of a phonics check where the teacher will be able to assess the children's understanding of:

- grapheme to phoneme correspondence.
- the ability to blend real and pseudo words.

Assessment formats from Phonics Play are used as they link in directly to Letters and Sounds and provide a clear indication of the above skills linked directly to each phase.

At the end of Year 1 there is a statutory assessment - **Year 1 Phonics Screening Check** (*Standards and Testing Agency 2012*) which takes place in June of each year.

In Year 2, children who did not reach the required standard for the Year 1 Phonics Screening Check will need to be re-assessed. These children will then be required to retake the test in Year 2 during the following June testing period. When children arrive in Year 2, they will be placed within a relevant group to support and accelerate their phonic skills.

Intervention /SEN

Any child who is not making expected progress is discussed with the Inclusion Co-ordinator, class teacher and Year Group Co-ordinators. Relevant actions are made to address these concerns and any intervention work undertaken is tracked.

Equal Opportunities

At Great Missenden we believe that all children regardless of their gender, age ethnicity, academic or physical ability are given equal opportunities to reach their full potential successfully and confidently.

We ensure equal access in a variety of ways e.g:

- Displays and resources reflect the above as positive role models
- The content of what is planned reflects our diverse society
- Where appropriate children are grouped flexibly to promote confidence and social skills.
- Appropriate structures/resources are in place so that children can access the curriculum.

READING POLICY

Beliefs:

Reading is a complex accomplishment, dependent on a range of different factors to do with reading readiness, cultural attitudes, and a variety of teaching methods.

- A reader is aware that learning to read is a life-long, continuous process
- A reader knows that reading is a complex, intellectual endeavour, requiring him/her to draw on a range of active meaning – making skills.
- A reader deploys previous knowledge of other texts to enable the effective reading and further meaning-making of the text being read.
- A reader knows how to interact appropriately with a variety of text types/genres for particular purposes.

Aims

In this school, we aim to enable pupils to:

- enjoy reading!
- develop confidence in themselves as readers
- make progress as readers
- develop key skills (semantic, syntactic and grapho-phonetic) in order to read with fluency, accuracy, understanding and enjoyment
- develop knowledge of and familiarity with range of children's literature, both narrative and non-narrative
- develop the ability to talk about characters, events and language in texts
- respond to the texts they read in a thoughtful and imaginative way, using all forms of language
- develop the ability to use information texts and locate, extract and use relevant information
- become increasingly reflective about their reading development

Reading experiences include:

- reading to pupils
- modelled reading
- shared reading
- guided reading
- paired reading
- performance reading
- independent reading (and extended reading)
- cross-curricular links

Time Management of Reading

Guided Reading sessions take place across the whole school each week. In EYFS and KS1 every child will experience a guided session once a week, whereas in KS2 every child will share a guided reading session once every two weeks, in groups of between four and six children. The Rigby Navigator Scheme (RNS) is used across KS2; KS1 and EYFS (if appropriate) use banded schemes from Oxford Reading Tree (ORT) and RNS.

Daily DEAR sessions (Drop Everything And Read) sessions take place as an opportunity for independent reading.

In EYFS (if appropriate) and KS1 children read to a member of staff at least once every half term. This also applies to children in KS2 choosing books from the School's banded scheme. Children are reminded to change their reading book regularly and are encouraged to borrow books from the School Library during class library time. Adult helpers (usually parents with a DBS check) are invited into school to hear children read as often as possible.

WRITING POLICY

Beliefs

This school believes that:

- writing is closely linked to reading; pupils draw upon a range of reading experiences and use them as models for writing
- speaking & listening and drama is a necessary prerequisite for young pupils who need to put into words what they are thinking of writing
- the process of planning, interaction, collaboration, support and feedback helps a writer to move forward through the process of writing
- an extensive range of purposes, forms and audiences for writing need to be created so that pupils understand the choices facing a writer and how to make appropriate choices
- the teacher plays a crucial role in the development of writing through modelling the writing process and teaching at the point of writing (guided writing)
- writing workshops can help develop extended writing and creativity beyond the scope and purpose of designated literacy lessons.

Aims

In this school, we aim to enable pupils to:

- know, understand, and be able to write in a range of genres and text types
- write for real or imagined purposes
- plan, draft, discuss, revise and edit their own writing in order to develop into reflective writers
- know that the written language is often different from the spoken
- recognise that writing should have a clear purpose and audience
- develop understanding that writing is both essential to thinking, investigating, organising and learning, and enjoyable in its own right
- make connections between pupils' reading and writing so that they have clear models for writing
- develop their powers of imagination, through reading and writing, to develop inventiveness and critical awareness
- have fluent, legible and joined handwriting
- use punctuation correctly.

Time Management of Writing & Grammar

Literacy Planning:

Literacy is taught five times a week and is planned according to the *PLF*. Four of these lessons are 'Curriculum' lessons, the fifth lesson is a stand-alone Grammar session specialising in spelling, punctuation and knowledge of the English language. Handwriting lessons take place once a week in KS2 and more frequently in KS1 and EYFS (meeting the word and sentence level objectives of the *PLF*.)

Teachers use the VCOP Pyramids (KS2) and DCSF documents Grammar for Writing (KS2) and Developing Early Writing (KS1, EYFS) to support and structure planning of these lessons. Time is given in lessons to review feedback from Teacher's S.I.R. marking (see Marking Policy) and review previous work; self and peer assessment can take place in this time also.

Spellings:

Spelling strategies are taught and key spellings are given to learn on a weekly basis, beginning with high and medium frequency words, key words related to topic work; up to ten spelling words are sent home each week in KS1 to be learned. Phonics is taught daily in KS1 and EYFS following the 'Letter & Sounds' six phases of phonics scheme.

In accordance with the School's Marking Policy, up to three mis-spelled words per page are corrected and then practised during feedback time. Furthermore, teachers employ a wide variety of opportunities to test spellings within the context of the children's work. Spellings are consolidated

through learning logs, handwriting and dictation style exercises in Grammar lessons and across all areas of the curriculum.

Handwriting:

This school uses 'Penpals Handwriting' programme to teach letter formation. All children are taught in the cursive style and children in KS2 are introduced to writing in pen; much store is laid in achieving a Pen Licence in Year 3, unless there are specific fine motor skills issues.

Writing Journals:

Time is set aside two to three times a week for a twenty minute free writing session in which children are able to write in a journal on any subject matter that they feel moved to write about, comment on or explore. The opportunity to extend ideas is enjoyed and shows how much the children value the responsibility of creative independence.

3. The overall management of Literacy as a core subject:

a) Planning

Teachers work together to plan the overall English literacy programme, ensuring balance and progression across the key stages, using the *PLF* and the *EYFS framework* as the core schemes of work. Staff meetings are used to discuss the Literacy curriculum and to ensure consistency of approach, standards and expectations.

Planning for Literacy is carried out on a half-termly basis, covering the literacy units of the *PLF*. Medium term planning is undertaken by class teachers; where there is more than one teacher in a year group, this planning is shared and discussed, with guidance from the Literacy Co-ordinator if necessary. All class teachers are responsible for weekly planning, based on the agreed medium term plans. These plans identify appropriate teaching and learning strategies required to cover the teaching objectives and ensure that the needs of all pupils are met through appropriately differentiated tasks. Each class teacher is responsible for personalising the weekly / daily plan to suit the needs of their own class and own teaching style. Regular assessment and evaluation also influences planning and ensures progression. Plans are saved on the school network for reference by all staff.

b) Teaching Strategies and Learning Styles

Pupils are taught as individuals, pairs, in groups and as a class. We recognise that pupils have a wide range of preferred learning styles and that, in line with the *PLF* suggestions. The teaching provided is challenging, interactive and develops thinking skills.

c) Inclusion/SEN

All pupils will cover the content made statutory by the Programmes of Study within the National Curriculum. All pupils with specific educational needs have differentiated planning to enable access the curriculum at the appropriate level for their specific needs, ensuring progress. Children are actively encouraged to use a wide range of material, including a variety of genres from different cultures and countries as well as their own; different types of family life, traditions and disabilities are used as an integral part of our reading schemes. All literacy resources are checked for race, class, gender or ability stereotypes in terms of illustration or text. We ensure that girls and boys have equal access to the curriculum and we encourage family involvement in reading. We aim to enhance children's understanding and foster interest in others on a social level and aim to motivate children by giving them a rich variety of literacy resources.

In line with the SEN Policy, the class teacher ensures that pupils will have work planned to their individual needs. Teachers plan for Learning Support Assistants (LSAs) to support across the class, by delivering both group and individual intervention. Pupils with significant literacy weaknesses have specific literacy targets recorded on their MAPPs and are given tasks to meet these objectives. Suitable resources and learning environments are used to enable pupils to access the learning requirements. The School's policy of 'challenge for all' ensures that all children stretch and challenge themselves.

Excellent differentiation is imperative to meet the needs of every pupil. Each child is aware of their literacy target which is assessed and updated half-termly; there is a record of this target at the front of each child's Literacy book. Children have these targets explained to them individually and are shown ways to achieve it and to progress from it. As they mature children are able to make their own informed choices about which steps they need to take to make good progress academically. Targets are communicated to parents at two parents' consultation evenings.

d) Cross Curricular Opportunities

Literacy is linked in all other subject areas of the School's Creative Curriculum. Therefore, the principles of teaching Literacy can be applied to the teaching of other subjects; i.e. through group discussions, the use of writing frames for certain of the humanities topics, reading for understanding strategies, communication and using ICT and medium term planning makes clear links between literacy and other subject areas.

e) Resources

The Literacy Co-ordinators control the budget for resources; amounts are decided upon on a yearly basis and is dependent on the priorities in the school improvement plan, and on NLS funding. Each classroom has an identified reading area, access to an interactive whiteboard, data projector and accompanying software. All key stages use colour banded reading books which are kept in central locations to support and extend the reading of all children from EYFS to Year 6. There is also a well-stocked library and ICT suite.

Every child has access to reading books from the reading scheme and their reading progress is monitored by class teachers and LSAs. Children are also encouraged to read widely using a variety of genres across fiction and non-fiction types. EYFS, KS1 and Year 3 teachers have access to centrally located Big Books to support some topics. There are sets of books for group and guided reading for use across the school, catering for a wide range of interests and abilities. There are a variety of learning resources including play scripts, poetry books, some audio tapes and teacher's resource books.

f) Assessment and Recording

Day to day formative assessment of children's literacy is recorded by Teachers and LSAs and children are regularly informed of their progress through S.I.R. marking. Half-termly summative assessments are recorded and used to inform planning and grouping for differentiation.

Teachers assess children's work against the level descriptions at the end of each school year using SATs, APP grids (teacher assessment), optional SATs, the EYFS Profile and combined professional judgement. At the start of each academic year children's reading and spelling ages are assessed using the BSTS and SRS2 tests; results are used to inform literacy intervention provision.

Formal summative assessments are carried out at the end of Key Stage 1 and Key Stage 2 in line with National Curriculum assessment requirements. Parents are provided with annual written reports in line with DFES statutory requirements to ensure that all parents are not only well informed of their children's progress, including strengths and weaknesses, but also to enable them to be partners in their child's education.

g) Monitoring, Evaluation and Development

School self-evaluation is a necessary prerequisite for school improvement and high importance is placed on our monitoring and evaluation procedures. The class teacher, the Literacy Co-ordinator and the Head Teacher monitor the approaches outlined in this document, in line with school policy. Monitoring includes lesson observation, work sampling, writing moderation, samples of planning, paired teaching, interviews and data analysis. This informs Teachers and the Co-ordinators about future planning, enabling teaching to be relevant to the individual needs of each child.

h) Related Policies

Marking Policy
Handwriting Policy
Library Policy
S.E.N. Policy
Arts Policy
Assessment Recording and Reporting Policy

i) Resource List

Early Years Foundation Stage framework
Progression in Phonics – Letters and Sounds
Support for Spelling
NLS Word Bank
Jolly Phonics
The Oxford Phonics Kit (KS1)
The Oxford Phonics Kit (KS2)
The Oxford Spelling Kit (KS2)
Penpals Handwriting
Writing Improvement Pyramids
Reading scheme books, banded according to the Institute of Education – Bridging Bands publication, uses a variety of publishers, mainly Oxford Reading Tree schemes but also Ginn, Collins Pathways and Jumpstart and also Big Books.
Guided Reading Books for KS1 and KS2 – Rigby

4. Monitoring, Evaluation and Review

The school will review this policy every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Date of Policy: October 2013

Written by Kate Wilson and Beth Cartwright (Literacy Co-ordinators)

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