

LITERACY POLICY

Common Road Infant and Nursery School



Flying High Together

LITERACY POLICY 2020-21

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and 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 pleasure. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements, which underpin all aspects of spoken language across the six years of primary education, form part of the national curriculum. These are reflected and contextualised within the reading and writing domains that follow.

Reading

The programmes of study for reading at key stages 1 consist of two dimensions:

- word reading and comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing

The programmes of study for writing at key stage 1 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on [spelling](#) and on [vocabulary, grammar and punctuation](#) – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory [Glossary](#) is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Essential Characteristics of English Students

- fluency

- interesting detail
- vivid imagination
- highly developed vocabulary
- well-organised and structured writing, which includes a variety of sentence structures.
- excellent transcription skills
- well presented and punctuated, spelled correctly and neat.
- a love of writing and an appreciation of its educational, cultural and entertainment values.
- excellent phonic knowledge and skills.
- engage in meaningful discussions in all areas of the curriculum
- speak to small and larger audiences at frequent intervals.
- practise and rehearse sentences and stories, gaining feedback
- use of standard English.
- listen to and tell stories often so as to internalise the structure.
- debate issues and formulate well-constructed points.
- excellent comprehension
- motivation to read for both study and for pleasure

Teaching & Learning

From September 2018, we invested in **Read Write Inc** as a whole school initiative for the teaching of phonics and its application in reading, writing, spelling and comprehension. **Read Write Inc** is taught daily for one hour in Reception, Year 1 and Year 2, until the program is completed. Year 2 then move onto a bespoke program using elements of the **Read Write Inc** format to teach SPAG.

Read Write Inc. teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.

Reading -Children learn the English alphabetic code: first, they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.

They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases.

Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice

Writing - The children write every day, rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know.

They practice handwriting every day: sitting at a table comfortably, they learn correct letter formation and how to join letters speedily and legibly.

Children's composition (ideas, vocabulary and grammar) is developed by drawing on their own experiences and talking about the stories they read.

In addition to Read, Write Inc children also have daily lessons in writing, handwriting and guided reading. Long term literacy planning is linked to statutory requirements for each year group and is centred on interesting/thematic texts from a range of genres, providing clear purposes for writing. Medium term planning feeds into the LTP and teaching sequences are planned to address each unit. Teachers start with the intended outcomes and work back to ensure response to reading content is gathered and the writing is planned for with links to 'Talk for Writing'. There is an emphasis on stimulating children of all abilities to write with lessons planned to deliver 'awe and wonder'. Areas of provision are enhanced to further support planned outcomes.

See photographs below to illustrate the above.



Monitoring & Assessment

OTRACK software is used throughout school to document assessments and analyse attainment and progress of all groups (Disadvantaged/Boys/Girls/SEND/EAL) Read, Write, Inc assessments are completed half-terminly.

Assessment

Reading and writing summative assessments are inputted into OTRACK software each half-term. Pupil progress meetings are held half-termly where the progress of all groups/individuals are discussed and tracked. Actions will then be produced to support next steps in learning, which can include interventions, changes to the planning and regrouping children.

Progress Reporting to Parents

- Two termly consultation meetings
- End of year report, comparing their progress to the national expectations for literacy; this will be couched in terms of **Working Towards, Expected and Exceeding** learning across YEAR GROUP STATUTORY REQUIREMENTS, where appropriate individual targets will be given to parents/carers.

Whole School Development

The subject leader monitors the subject closely through monitoring planning, progress and attainment, work scrutiny, learning walks and observations.

The Senior Leadership Team, staff and governors will be consulted over any proposals before a plan is implemented.

Special Educational Needs/Inclusion

Provision for pupils is carefully planned to ensure all children have access to the national curriculum. Teachers are aware of individual outcomes from 'One Page Profiles' and consideration of these is made when planning.

Teachers ensure that the resources and scaffolds provided meet the needs of the individual child.

Equal Opportunities

All children are entitled to opportunities to develop their understanding of LITERACY, regardless of gender, age and faith.

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