



Jarrow Cross Church of England Primary School

Literacy Policy

MISSION STATEMENT

Jarrow Cross Church of England Primary School provides a caring Christian environment where EVERYONE is welcome and given the opportunity to develop their full potential.

In the context of this document the term "literacy" is used to embrace all aspects of language development - reading, writing and speaking and listening.

AIMS

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school. Literacy underpins the school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. Helping students to express themselves clearly orally, and in writing, enhances and enriches teaching and learning in all subjects. All teachers and staff have a crucial role to play in supporting students' literacy development.

At Jarrow Cross Primary School, we strive for children to be a 'Primary Literate Pupil'.

Children are expected to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.

- have a suitable technical vocabulary to articulate their responses.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Programmes of Study (September 2013) and in the Statutory Framework for the Early Years Foundation Stage (updated September 2023).

In the Foundation Stage (Reception) children should be provided with communication and language activities and experiences which:

- give children opportunities to experience a rich language environment;
- allows them to develop their confidence and skills in expressing themselves;
- speak and listen in a range of situations
- link sounds and letters and begin to read and write
- give access to a wide range of reading materials to ignite their interest in reading

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds. They will cover statutory spelling requirements as identified in English Appendix 1.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works. They will cover statutory spelling requirements as identified in English appendix 1.

SUBJECT ORGANISATION

The English Curriculum is delivered using the National Curriculum alongside our creative curriculum plans, plus long term and medium term plans. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National

Curriculum. Our EYFS to KS1 bridging document identifies clear KS1 readiness objectives.

Termly topic plans, which can be amended to suit changing circumstances or opportunities, work in tandem with cross curricular topics to create a lively and stimulating literacy curriculum. These medium term plans will be used to inform lesson planning which is completed daily in order accurately and effectively use assessment for learning. Daily plans should demonstrate appropriate progression across days and weeks and will be monitored regularly (by the SLT), along with pupils' books and teachers' marking and assessment.

Planning will also identify the use of support from TAs, and any other specialist support, and will include daily feedback on any activities undertaken. Teachers will identify any differentiated activities and reflect on the needs and outcomes of individuals and groups.

APPROACHES TO SPEAKING AND LISTENING

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p11). Statutory Requirements will be followed and identified in plans and lessons. The content will be taught at a level appropriate to the age and ability of the pupils. Pupils will build on the oral skills that have been taught in the preceding year.

They should:

- 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

Ways in which staff support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability

- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- School Plays
- Class debates
- Assemblies and worship
- Events within the community
- School Council
- Talk partners
- Talk for writing
- Book talk sessions / 1:1 reading
- Drama / role play
- PSHCE

APPROACHES TO 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 of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p14). Our long-term reading plans for KS1 and KS2 support all class teachers in delivering the statutory curriculum objectives for reading.

Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p14). At Jarrow Cross C of E Primary School, we follow the Read Write Inc. phonic scheme. In Reception our phonic skills begin with speaking and listening. Through various fun and engaging activities the children are taught how to identify sounds at the beginning, middle and end of words. The children are then encouraged to blend these sounds together verbally to make words. During the autumn term, we introduce set one sounds of our phonics programme. Children learn the sound, the letter name and the formation of each letter at the same time. As the children become more confident, they are taught how these single sounds, when put together, make words (blending). Children are given regular opportunities to read and write these words on a daily basis in a range of fun and interactive activities. Correct letter formation is reinforced as this is fundamental to eventually using a cursive handwriting style which is taught from Year 1. Common exception, 'tricky' words are taught alongside our phonics scheme. These words need to be learned by sight as they are not phonetically decodable.

On entry into Reception, all children receive a reading book with pictures only. This promotes children's understanding of story structure. Once children are confident with some sounds, children will receive a reading book with words. These books are taken home and children are encouraged to read these at least three times a week. Children's home/school reading books are changed weekly and will include new sounds once the child has learned these and can blend confidently. The children are encouraged to develop fluency and expression, within their reading, with regular, in school, one-to-one reading sessions.

In Year 1 the children continue to follow the Read Write Inc. Phonics scheme where, the good practice embedded in Reception, is reinforced. Our home/school reading scheme, which is based on Oxford Reading Tree but more importantly at this stage, tightly matched to the sounds children have been taught, continues in the same fashion with children reading one-to-one at school and with a parent or guardian at home, this is maintained throughout their time at Jarrow Cross. Again these books are carefully matched to their individual phonological knowledge. Starting in Year 2, and continuing throughout the school, children follow the Read Write Inc. spelling programme which builds on their prior phonological knowledge and introduces them to spelling rules and patterns. Common exception words are also taught alongside these rules and patterns in every year group. We have found that the Read Write Inc. scheme ensures a full coverage of phonic sounds and skills. The ongoing enhancement activities provided, allow the children to apply and consolidate their knowledge in a variety of contexts. This then allows them to link phonic rules and spelling strategies to their reading and writing tasks more effectively.

We promote a love for reading in every year group through various strategies.

These include: - reading for pleasure - class libraries - regular visits to the local library - fun and engaging phonics lessons - guided reading - one-on-one reading with every child - engaging class texts - reading for the wider curriculum (topic related) - topic and vocabulary walls in every classroom - theatre visits - daily story time - children choosing class texts - World Book Day - Children's Book Show visits - Summer Reading Challenge - My First Riddle - First News - Work with SAFC - challenging texts - reading and poetry spines for all year groups - 'book club' story sessions.

Our school website provides a 'Reading for Pleasure' section which offers access to Year Group Reading Spines which staff use for class readers and which may support parents in selecting books for their children. Furthermore, the website provides a link to 'The School Reading List' which displays recommended reading for each academic year and is regularly updated.

Opportunities to support parents in educating their children are valued and distributed such as grammar training workshops run by external services.

APPROACHES TO 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

- We use a LA provided 'text progression document' to support teaching and learning of extended writing and the yearly objectives for different genres
- We provide 'free writing' opportunities to promote independence, confidence and stamina from the earliest opportunity.
- We teach grammar as a separate lesson where appropriate but reinforce and consolidate using the texts we are reading.

- 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
 - We encourage and promote 'talk for writing'
 - We provide writing frames to support the least confident
 - We provide essential time for planning, editing and revising
- We encourage the use of class marking sheets to provide quick and relevant feedback
- We use 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 other points of view
 - Support for pupils with learning and motor difficulties
 - Meetings with parents to help them support their child

APPROACHES TO VOCABULARY

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p12) 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

Our aims and connected provision:

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

- Key vocabulary lists to learn related to class novels
- Key subject specific vocabulary identified in knowledge organisers
- Spelling lists/ key words to take home and learn
- Interactive SPAG activities from Y1 to Y6
- Whole class guided reading / vocabulary sessions

- Display of key words linked to topics and subjects
- Read, Write Inc Spelling programme followed in Years 1-6
- Using the correct vocabulary orally
- Word based activities looking at patterns
- Using dictionaries, thesauruses and similar resources and programmes
- Targeted one to one/ small group support, where appropriate

ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy. Pupils' progress will be monitored and analysed termly. Individual targets will be provided in pupils' books and updated as they progress. Termly summative assessments support teachers with this.

INCLUSION

We aim to provide for all children so that they achieve their potential in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Challenge and extension are activities are promoted such as providing opportunities for pupils to choose their writing genre, peer-collaboration and moderation work with staff to improve understanding of the highest expectations.

INTERVENTION PROGRAMMES

Intervention programmes are flexible and are used to target individuals and groups based on need. Progress is closely monitored during pupil progress meetings and assessed for impact. The SENCo and Pupil Progress Co-ordinator will maintain an up to date register of pupils and groups taking part in any intervention and this information is then passed onto SLT.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and twice-yearly meetings are held with our Literacy Governor Elaine Falconer.

This policy will be reviewed every three years or in the light of changes to legal requirements.

Approved by Governors September 23