



Elton Primary School & Nursery

Literacy Policy

In our school, the wellbeing and education of all our children comes first

Reviewed	Summer 2021
Review	Summer 2023

Aims:

The aims of teaching literacy at Elton Primary School are that every pupil should have the opportunity to:

- 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.

National Curriculum for English 2014

Reading:

Read Write Inc.

Phonics is taught using the Read, Write, Inc. scheme from Nursery onwards, where pupils are taught to discriminate between different environmental sounds in readiness for reading. In the spring term of Nursery, children are introduced to Set 1 letter sounds from (the sounds of the alphabet). Throughout Reception and Year 1, pupils are taught Set 2 and 3 sounds (consonant digraphs, vowel digraphs and alternative vowel digraphs) and high frequency words through daily, 30- minute Phonics lessons. They then have a Guided Reading lesson using books that match the sounds taught in that session. Once children can decode reliably, the teaching of Reading is focused on comprehension. Comprehension skills are developed 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. Pupils are 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.

The yellow *Home Reading Diary* is a book that is taken home and used to record all the titles of books an individual has read. In addition, the qualified member of staff, parent or child signs to say the child has read.

Pathways to Read

The children not following the Read Write Inc. Phonics Programme, will have daily Pathways to Read lessons. These sessions feature high-quality texts and are engaging and purposeful, equipping the children with the key skills to move them through the reading process towards becoming competent and fluent readers. The programme follows a mastery approach in which

children will learn the key skills of prediction, vocabulary development and retrieval. The scheme serves to promote a progressive development of reading skills across the school.

Each unit is linked to our Pathways to Write sessions and consists of six whole class reading sessions following the four-part structure:

- Predict
- Clarify vocabulary
- Read and retrieve
- Read and explain

Grouped reading sessions follow each whole class session with a mastery focus, with a specific focus on the mastery learning and providing pupils with the opportunity for discussion in smaller groups with an adult.

Follow on activities are provided following each grouped session for pupils to complete independently.

Writing

We teach English using Pathways to Write, a scheme built around units of work which develop vocabulary, reading and writing skills through the mastery approach. The units are used from EYFS to Y6 and provide detailed lesson plans and resources, linked to high-quality texts to ensure engaging and purposeful English lessons. Effective teaching strategies to challenge greater depth writers are also included within each unit of work. In writing, we use two main components: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, pupils are taught how to plan, revise and evaluate their writing. At Elton, we aim to provide opportunities for children to write as frequently as possible in other areas of the curriculum as well as opportunities for extended writing.

Spelling, Grammar and Punctuation

Pupils are taught age- appropriate spellings regularly throughout the week following the spelling guidance in the new National Curriculum. The teaching of grammar and punctuation is taught through the Babcock spelling programme from Year 2 through to Year 6.

Spoken Language

Spoken language features heavily in our school curriculum. Opportunities to develop understanding through listening and responding are planned into all lessons and are explicit on our medium and short term planning. All staff are trained in 'Philosophy for Children' (P4C) and therefore are given regular opportunities to speculate, hypothesise, discuss and explain their ideas with their peers.

Presentation

Pupils from Y1-6 are taught to join their handwriting using cursive script and from Y2 upwards, are expected to join their writing at all times. The English exercise books in years 1-6 all contain handwriting lines. Children will use these books until their teacher feels their cursive handwriting is of a good standard, they will then use lined exercise books. From Y4, pupils are expected to write using a pen. Some children in Y3 are permitted to use pen if the Y3 Teachers deems their handwriting to be at an appropriate standard. All children must set out their work using the presentation method referred to as 'DUMTUM' (date, underline, miss a line, title, underline, miss a line).

Digital Literacy

Pupils are given regular opportunities to present their writing using digital technology. All staff have been trained in using a variety of programmes to support all elements of writing such as presentation, storytelling and movie making.

Assessment

Assessment takes place through teacher assessment and through the use of Target Tracker. In year 2 and 6 the national assessment framework is also used. In addition, we use PM Benchmarking to ascertain the reading levels, NFER tests, Pathways to Read assessment grids, comprehension tests and phonics assessment sheets. Please see the Assessment Policy for an up-to-date picture.

Intervention

Intervention is provided for children who are achieving 'below' and 'well below' national expectation according to school attainment grids following assessment. All class teachers, with the support of the SENDCo arrange for intervention to support children in their class in Literacy.

Inclusion

Inclusion involves the identification and minimisation of barriers to learning and participation, and the maximising of resources to support learning and participation. We believe in giving all children strategies to be successful because at Elton Primary School every child matters. This includes those children for whom English is an additional language, children with Statements of Educational Needs and children identified as working at Greater Depth.

The needs of such children are met by providing tasks that:

- Are visual, auditory and kinaesthetic.
- Contextual, with a 'real life' purpose.
- Provide the opportunity for reading at a higher level and extending the scope, language and idiom of writing.
- Are separate challenging tasks linked to a common theme.

Role of the Co-ordinator

The co-ordinator is responsible for over-seeing the development of literacy across both key stages. The co-ordinator is also responsible for maintenance of resources and for in-service training and the production of an annual literacy action plan. The co-ordinator is involved in the monitoring and scrutiny of planning and children's work. Interviews are held with the children and then planning and work are matched and evidenced. An annual self-evaluation takes place to identify strengths and areas for further development.