



All Saints' CE Primary School

Literacy Policy July 2023

VISION

Reading, writing and oracy are fundamental life skills. At All Saints' CE Primary School, development of these skills is integrated into our whole curriculum to enable our children to grow as Global citizens as they learn about the World around them. We aim to inspire our children through exposing them to a wide range of literature and seizing frequent enrichment opportunities to extend their learning and provide new experiences. Through our carefully planned Literacy curriculum and quality first approach to teaching, we intend for all children to feel supported and embrace challenges as they engage in a broad spectrum of meaningful activities. From EYFS to Year 6, a clear pathway of progression allows our children to securely develop knowledge, skills and vocabulary that will enable them to succeed in their bright futures.

NATIONAL CURRICULUM AIMS AND OBJECTIVES

The school will follow the statutory requirements for the teaching and learning of English as laid out in the National Curriculum English Document (2014) and in the Communication and Language Development section of the Early Years Foundation Stage Profile (2019).

In the Foundation Stage children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

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.

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.

CURRICULUM OVERVIEW

Planning covers a range of fiction and non-fiction units of work. Each unit covers a specific text type and follow high quality texts that are carefully selected to ensure the children develop knowledge and understanding of a variety of genres and authors. In non-fiction units, the Alan Peat framework is used to support planning. This comprehensive structure ensures the children are able to apply the processes and language features of the text type being covered in their independent writing. In Key Stage 2, "cold" independent writing is completed at the beginning of each unit to provide a benchmark for progress throughout the unit. All year groups complete each unit with a "final" assessed piece of writing.

Guided reading takes place daily and a range of genres are covered, with selected texts being suitably challenging for the children.

Fundamental handwriting, spelling, punctuation and grammar skills are taught discretely, enabling children to develop conceptual understanding. They are able to focus on practicing these core skills and then apply them in context.

All children in Year 1 – Year 6 are expected to engage in reading daily in order to allow the children ample opportunity to develop and consolidate these vital skills. In Key Stage 2 (and for some children in Year 1 and Year 2), Accelerated Reader is used to engage the children with regular independent comprehension quizzes based on suitably challenging texts.

Both formative and summative assessment is used effectively to continually monitor children's progress and attainment. Next steps are frequently identified within the lesson, or within marking. Where necessary, targeted interventions (including same day intervention) are used swiftly and effectively to prevent gaps and accelerate progress.

For information regarding Phonics, please see separate Phonics policy.

SEND

All Saints' aims to swiftly identify those children who are having, or are likely to have, problems with literacy. This is done through regular Pupil Progress Meetings.

Where concerns are present, children in Reception are screened using the COP's test allowing us to identify specific areas of difficulty and swiftly implement intervention strategies to address them.

Additional support is provided for children who experience difficulty. This support for children can be within small groups or one-to-one.

MONITORING AND EVALUATION

The quality of Literacy teaching and learning will be monitored, evaluated and reviewed both day-to-day and more strategically:

On-going monitoring:

- Lesson observations
- Sampling of students' work (book scrutinies)
- Discussions between members of staff
- Feedback from pupils (pupil voice)
- Student progress in lessons
- Student progress in targeted interventions

Strategic monitoring and evaluation:

- Pupil progress meetings are held termly with each class teacher.
Schemes of Work are reviewed routinely.
- Annual analysis of student summative assessment data

ASSESSMENT AND TRACKING

Good assessment practice involves a variety of methods in order to make judgements about progress.

Informal assessment:

- Observation within lessons.
- Effective questioning of children within lessons.
- Marking (in line with marking policy).

Formal assessment:

- Teachers will record assessment in SIMs termly
- Brick wall tracking is completed half-termly.
- Nursery records assessment using Tapestry.
- Standard Assessment Tests detailed by DFE are used at the end of each Key Stage in reading and SPaG.
- Independent writing assessments are completed at the beginning and end of each unit of work in Literacy.
- Assertive Monitoring is used to assess reading in Year 1 and Year 2 half-termly.
- STAR reading tests are used in Year 3-Year 6 half-termly.
- NFER assessments for reading and punctuation, grammar and spelling, are used in Summer term in Year 3, Year 4 and Year 5.

HOMEWORK

Children are expected to read each day. In Year 1 and Year 2, Oxford Reading Tree is used to provide suitably challenging texts for the children to read in school and at home. In Year 3 - Year 6, Accelerated Reader is used to provide suitably challenging texts for the children to read in school and at home.

Spelling lists are taken home each week (on paper or electronically) and the children are expected to practise these regularly throughout the week.

Additional homework tasks may be given at teachers' discretion.

RESOURCES AND RECORDING

There is a range of resources to support the teaching of Literacy across the school. All classrooms have a variety of age-appropriate equipment. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computers. Access to the Internet is also available in the ICT suite. The school library contains a range of books to supplement the classroom libraries. Resources are reviewed and updated regularly.

Literacy learning is to be recorded in a lined exercise book. All work must be dated and have an 'I can' statement detailing the lesson outcome.

Each unit of work should be introduced with a title page in exercise books. A summary of units of work should be stuck on the inside cover of exercise books.

LITERACY IN OTHER CURRICULUM AREAS

Although Literacy is taught as a discrete subject, it is fundamental to all other curriculum areas. As such, high standards of Literacy are an expectation in all lessons. All Saints' provides a vocabulary rich curriculum and frequent opportunities to develop speaking and listening, reading and writing are evident across the curriculum.

ENRICHMENT OPPORTUNITIES

The Literacy curriculum is enriched by a variety of meaningful opportunities that extend the children's educational experience - they motivate, challenge and inspire them.

EQUAL OPPORTUNITIES STATEMENT

All Children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. All Saints' is committed to creating a positive learning environment. Literacy teaching involves whole class groups, where adaptive teaching ensures all children are appropriately supported with suitably challenging tasks by the teacher or teaching assistants, in order to access the learning objective.

ROLES AND RESPONSIBILITIES

Head Teacher and Governing Body

- To support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching.

Literacy Co-ordinator

- Have an impact on raising standards of attainment of Literacy across the whole school

- Ensure the effective implementation of the Statutory National Curriculum for English
- Adapt and use the Primary Framework for Literacy across the whole school that meets the needs of our children
- Monitor whole school and individual needs to be able to assess and provide suitable professional development opportunities
- Maintain the availability of high quality resources
- Maintain an overview of current trends and developments within the subject
- Work closely with other subject leaders to ensure literacy standards are upheld across the curriculum.
- Ensure, together with the Head Teacher, a rigorous and effective programme of subject monitoring
- Ensure there is regular reviewing and monitoring of whole school priorities.
- Effectively manage any funding designated to Literacy

Class Teachers

- Ensure the effective implementation of the Statutory National Curriculum for English
- To ensure age-appropriate National Curriculum objectives are accessible for all children to make progress and achieve good outcomes
- Make effective use of assessment within Literacy
- Swiftly implement interventions where children are at risk of falling behind.

Teaching Assistants

- To support the class teacher in the effective implementation of Literacy

Parents / Carers

The school values the importance of parental contribution and support in its teaching of Literacy. At Early Years Foundation Stage and KS1 parents are requested to share books or play literacy based games with their children on a regular basis and record their observations in their child's reading record or liaise with the Class Teacher. At KS2 we expect the children to continue to read with more independence and parents are requested to sign their child's reading record on a regular basis.

LINKS WITH THE COMMUNITY

Volunteers read with a number of pupils individually on a regular basis from different classes around school.

This policy will be Reviewed in Spring Term 2026.

Signed:

Mr A Ryan

Subject Leader in Literacy.

Monday 3rd July 2023.