



Squirrel Hayes First School

Policy Reviewed on	Feb 2017	Feb 2018	Feb 2019	Feb 2020	March 2021	March 2022	March 2023	March 2024
Policy Owner Signature	Mrs A. Harris	Mrs A. Harris	HJA	HJA	HJA	HJA	HJA	HJA
Policy adopted by the Governing Body on	March 2017	March 2018	March 2019	March 2020	March 2021	March 2022	March 2023	March 2024
Policy Reviewed Date	Feb 2018	Feb 2019	Feb 2020	Feb 2021	Feb 2022	March 2023	March 2024	March 2024
Version	09	10	11	12	13	14	15	16

Literacy Policy

This school is committed to safeguarding and promoting the welfare of learners and young people/vulnerable adults and expects all staff and volunteers to share this commitment.



Member of staff responsible: Helen Johnson-Allen

Date policy reviewed: Feb 2021

Squirrel Hayes Literacy Policy

MISSION STATEMENT

We are a school that is committed to improving and raising attainment of all learners, reflecting the all-round development of each child according to their age and ability.

We pride ourselves on caring for the emotional well-being of every child and we raise self-esteem through an atmosphere where learners are happy and self-confident.

We encourage learners to develop a caring and thoughtful attitude to their peers and to the environment, helping them to become reliable, responsible members of society.

We foster partnership between home and school and the wider community and increase understanding by sharing and celebrating achievements.

INTENT

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to practise and apply the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Squirrel Hayes First School we strive for learners to be confident and capable with reading, writing and speaking and listening.

We want the learners to leave Squirrel Hayes First School with the ability to:

- Read and write with confidence, fluency and understanding; and to develop a range of independent strategies to self-monitor and correct.
- Have an interest in books and read for knowledge and enjoyment.
- Write with a growing awareness of the reader and how to make this writing appealing to others.
- To use language to describe and paint a picture in the mind of the reader.

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- To confidently combine the many skills involved in writing including punctuation, exciting content, structure and spellings.
- To write for different audiences and purposes.
- Have an interest in words, their meanings; developing a growing, more sophisticated vocabulary in spoken and written forms.
- Take a sense of pride in their ability to spell words accurately and be able to draw on a range of strategies.
- Understand and apply grammar rules.
- 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.
- Speak with confidence in a range of different situations and take on different roles.
- Understand talk and how talk can differ depending on the situation and the person.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and Statutory Framework for the Early Years Foundation Stage (2012)

In the Foundation Stage (Nursery and Reception)

In Early Years we foster and capitalise on children's instinctive need and desire to communicate by :

- Role modelling the qualities and characteristics of an exemplary communicator
- Immersing children in a rich environment of words, sounds, rhythm, verbal and non verbal expression
- Engaging children in conversation
- Providing genuine reasons, irresistible provocations and a real purpose to listen and talk.
- Valuing the different ways and means that children use to communicate

At Key Stage One (Years 1 and 2), learners are supported to develop their language skills, to speak confidently and listen to what others say. They read and write independently developing their knowledge of stories and an increasing range of non-fiction genres. They learn to develop phonetical spelling, spelling of common exception words and suffix rules as outlined in the National Curriculum 2014. They develop handwriting through shape, relative size and then through taught joins. They use language to explore their own experiences, imaginary worlds and to communicate for a purpose.

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At Key Stage Two (Years 3-4), learners learn to adapt their language for different situations, purposes and audiences. They read a wide range of texts and respond to different layers of meaning in them. They continue to develop their knowledge of suffixes, prefixes and common words as outlined in the National Curriculum 2014. They explore the use of language, structure and purpose of texts in greater detail.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our Literacy Governor.

This policy will be reviewed regularly or in the light of changes to legal requirements.

Implementation

Delivered through broad skill-based objectives taken from learning outcomes in The National Curriculum 2014. They are planned for with highly personalised outcomes, teaching and resources for the needs and level of challenge to enable learners to make progress in their acquisition of key skills.

Reading Objectives

- To understand texts
- To read words accurately

Writing Objectives

Transcription

- To present neatly
- To spell correctly
- To punctuate accurately

Composition

- To write with purpose
- To use imaginative description
- To organise writing appropriately

Analysis and Presentation

- To analyse writing
- To present writing

The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

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Literacy is taught every day at Squirrel Hayes First School. This consists of:

Learners working in the EYFS

- A 30 minute Read Write Inc. (RWI) combined phonics, reading and writing lesson

Learners working within KS1 phonics and reading skills

- Daily sessions of RWI - phonics based reading and writing lesson.
- A daily hour of Literacy incorporating personalised genre specific and cross-curricular opportunities to develop and apply presentation, grammar, spelling and genre skills

Learners working within KS2 reading skills

- Guided reading session- Tailored, small group sessions and Whole class guided reading of the same text.
- 15 minutes of daily handwriting
- A daily hour of literacy incorporating personalised genre specific and cross-curricular opportunities to develop and apply presentation, grammar, spelling and genre skills.

In addition to focused morning Literacy lessons, Literacy skills will be applied across the curriculum through discussion, note making and planning in preparation for learning in humanities, science and art and design. Purposeful writing opportunities can be planned for in application of knowledge of the world through non-chronological reports, instructions, newspaper reports, recounts, stories, letters etc. Although these opportunities will provide contexts, purpose and where possible an audience for writing, the acquisition of basic skills will be a priority.

SPEAKING AND LISTENING

Although speaking and listening is not a separate area of study in the new curriculum, it remains an important focus for our school and is taught and assessed in Literacy lessons and throughout the wider curriculum.

Learners are supported to develop effective communication skills in readiness for later life.

Speaking and listening skills are taught throughout the school. Each teacher provides daily opportunities to practice speaking and listening skills using 'talk partners' and provides regular opportunities for role play, drama and talk for learning. We particularly highlight the importance of active listening.

We assess learners using the British Vocabulary Picture Scale and WellComm. Interventions are then put in place for learners where they are needed.

To enhance and widen vocabulary for all learners across the school, we use story time and star words.

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READING

While learners are developing early reading skills there will be an emphasis on decoding, then retrieval, understanding and use of expression and intonation following the RWI programme.

When learners are confident in decoding and can fluently blend and segment the 44 phonemes, they will develop their reading through explicitly taught Guided Reading and comprehension.

Learning objectives are carefully planned in response to assessment for learning. This enables teachers to personalise the learning experience to meet their individual needs. Learners are also presented with the opportunity to discuss the texts with peers and adults and participate in shared learning.

Learners that have progressed from RWI take home a reading book from the school's banded book scheme.

Learners who are following RWI access online, tailor made books for their stage. Parents are encouraged to share their enjoyment of their child's effective reading skills and celebrate their learning with them.

Reading Logs have been provided for each learner so that parents can communicate what reading their child has done this week.

Learners are encouraged to read at home with an adult daily, but to also supplement this with a variety of other reading materials (such as newspapers, instructions, library books, magazines etc) to widen their experience of literature and language. Reading books are changed regularly, depending on the length of the text as children move into KS2. In guided reading, learners read a book that is just above their reading level to teach them strategies to decode and understand books at a more challenging level while being supported.

Squirrel Hayes children also have access to online, year group specific books through Bug Club! These books are also used for guided reading sessions.

Access to additional reading books can be gained through the school's 'community library'.

WRITING

Learners who are following RWI will access multi-sensory spelling and handwriting support linked to their phonetic ability.

In daily literacy lessons learners will have the opportunity to learn spelling and grammar rules and to write in narrative and non-fiction genres as well as poetry. Where possible these should be linked to topical themes for purposeful learning. Learners who have developed skills in a range of genres may also have to opportunity to present the same theme in different genres or choose the genre. This will inform planning in addition to independent writing 'Learning Missions' which will inform assessment.

Learners in the Foundation stage are encouraged to use emergent writing which is the very early stage of writing. Over time the learners then build their phonic knowledge and they use more sounds within their writing and make more attempts to spell words using the correct letters.

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Learners in Nursery join the RWI programme when they are developmentally ready for more formal learning.

Learners in Reception access RWI and are grouped with other learners according to their reading ability.

8. SPELLING

Learners are taught phonetic spelling rules through the RWI programme. Each day part of the lesson focuses on explicit teaching, practice and application of phonetic spelling. From Year 1 to Year 4 learners are given between 5 and 10 common exception words, suffix, prefix or spelling rules to learn. Learners are assessed each week and opportunities are provided for additional practice if necessary to ensure that learners do not fall behind. Partnership between home and school is highly valued to ensure that learners have support in learning their spellings.

Where possible, learners are given spellings in their year group. When all the common exception spellings are secured, learners will move on to learning suffix, prefix and spelling rules for their year group. Learners who are working within a lower year group's skills will secure those spellings before moving onto their year group. Learners with additional needs may be given fewer spellings a week to learn. Learners who are working at greater depth may move onto the next year group's spelling once fully secure with all suffix and prefix rules from their own year group.

Learners who work beyond RWI will investigate spelling rules and how prefixes and suffixes change the function of words.

Class teachers may identify up to three previously taught spellings in learning for remedial practice with an expectation that they will be corrected and spelt correctly in future learning.

All learners are encouraged to become independent in their strategies for developing spelling. Class teachers will provide word mats for topical words to support learners to use their reading to support their spelling. Class dictionaries and thesaurus are available in classrooms.

HOME-SCHOOL PARTNERSHIP

As part of the school's home-school learning partnership, part of the homework is based on speaking and listening and cultivating a purposeful dialogue between parent/carer and child. Each teacher carefully designs the discussion prompts based on what is being learned at school. The learners then tick/circle the smiley faces based on how this discussion went. [This homework is provided on a weekly basis on Google Classroom.](#)

CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make links with literacy through all learning opportunities. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

ASSESSMENT AND TARGET SETTING

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Learners will be assessed on a regular basis including daily teacher assessment and assessment during star week where they are formally assessed.

INCLUSION

We aim to provide for all learners so that they achieve as highly as they can 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. Learners with Special Educational Needs will be appropriately challenged and supported during all Literacy learning in accordance with Dyslexia friendly strategies, their own interests and their Individual Educational Plans.

INTERVENTION PROGRAMMES

Current Intervention programmes

- 1-1 RWI lessons
- 1-1 interventions with TAs to support underperforming learners.

EQUAL OPPORTUNITIES

All learners are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity, disability or home background.

IMPACT

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

We hope that as children move on from Squirrel Hayes to further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

ROLE OF SUBJECT LEADER:

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating Literacy:-

- pupil progress
- provision of Literacy (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff
- strategic improvement within Literacy throughout the school

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- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent Literacy developments

14. CONCLUSION:

This policy should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment Policy

Marking and Feedback Policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

DOCUMENT CHANGE LOG

Version No.	Date of review	Reviewer	Changes Made
01	Oct 2009	H. Johnson-Allen	Policy re-written to reflect new practice
02	May 2010	E. J. Smith	Inclusion of Literacy skills grids and focus on application across the curriculum
03	2.2.11	H. Johnson Allen	Aims, speaking and listening AF's and interventions.
04	10.3.12	H. Johnson Allen	Inclusion of additional information on Reading & phonics, provision.
05	4.3.12	H. Johnson Allen	New curriculum information, mainly foundation stage. General review.
06	5.3.14	A.Harris	Policy updated to reflect current practice since the introduction of RWI
07	25.2.15	A. Harris	Policy updated to reflect current practice since the introduction of the new National Curriculum 2014 and changes to the school timetable.
08	16.2.16	A. Harris	Clarified the daily literacy provision between RWI and general literacy. Inclusion of the teaching of spelling.
09	20.2.17	A. Harris	Updated changes to RWI lesson structure (45 minute lesson format)
10	19.2.18	A. Harris	Updated explicit grammar teaching as part of the literacy lesson. Updated details of daily handwriting.

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Version No.	Date of review	Reviewer	Changes Made
11	February 2019	H. Johnson-Allen	Amended Literacy Lead
12	February 2020	H. Johnson-Allen	Homework.
13	Feb 2021	H. Johnson-Allen	Early years curriculum, Bug Club. Headings altered and Intent added.
14	Feb 2022	H. Johnson-Allen	Google classroom, online learning, online reading logs.
15	March 2023	H Johnson-Allen	Reading Logs, Wellcomm and BPVS. Story time, Star words.
16	March 2024	H. Johnson Allen	Reviewed

POLICY STATEMENT (if required)

Signed:

Date:

Head Teacher

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