



St Saviour's School Literacy Policy



Everyone who works with children should do what is in the best interests of the child."

Article 3 United Nations Rights of the Child
January 2022

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The Contribution of English to the School's Curriculum

Our School Vision for English

At St. Saviour's School our values are: Achieve, Respect and Co-operate. These underpin our learning and teaching of English.

English is a vital way of communicating in school, in public life and internationally.

At St Saviour School we encourage pupils to develop skills in speaking, listening, reading and writing. We provide opportunities for all children to express themselves creatively and imaginatively and to communicate with others effectively. Improved performance at reading, writing and spoken language will enable our pupils to express their thoughts and ideas more fluently, accurately and, ultimately, to their greater satisfaction. This will also help them to deal more successfully with other curriculum subjects, while enriching their lives beyond school. The teaching and learning of language skills are, therefore, given a high priority in our school and where possible the creative curriculum and ICT will be used as tools.

The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations.

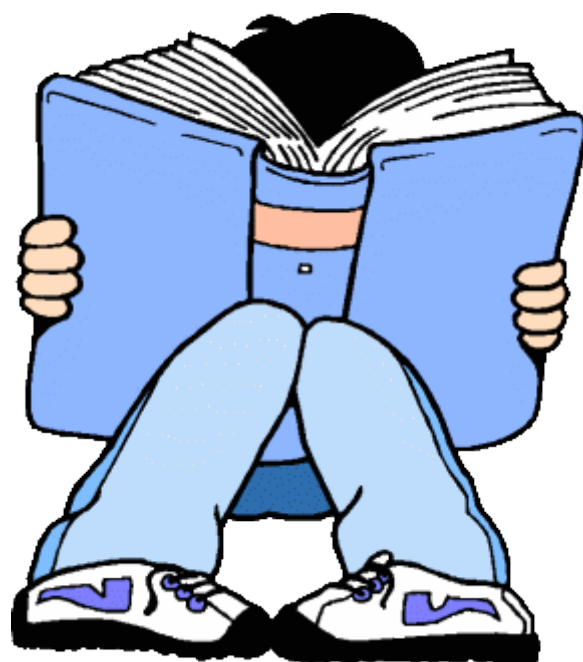
All teachers and support staff have a responsibility to develop effective learning and will foster a love of Literacy. Positive relationships will support learners in their endeavours and encourage them to take risks to further develop their understanding. Teachers enhance the study of English through accessing a variety of media, including interactive resources. Throughout the whole school and beyond there will be a culture of sharing good practice and celebrating achievement.

We aim for our pupils 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.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: Framework Document (2014).



Curriculum Delivery

In Reception through to Year 6, children are taught English within their classes. Through differentiation and the support of Teaching Assistants, all children will receive high quality teaching and appropriate support in order for every child to reach their full potential. Children may receive additional support if necessary outside of the English lessons. Children that have been identified as needing further support may receive an intervention that focuses on the child's more specific individual needs.

A clear lesson objective and success criteria are a feature of all English lessons. Working walls must support learning in the classrooms. Evaluative marking is used. Assessment informs planning and reference is made to the Jersey Curriculum in medium term plans. The use of computing enables children to use and apply their developing skills in English in a variety of ways. We encourage children to use ICT as a resource for learning, whenever appropriate.

We provide a rich and varied experience for pupils to draw on in their writing and reading which should include the whole curriculum.



Approaches to speaking and listening

The four strands of speaking and listening: speaking, listening, group discussion and drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. We aim for children to be able to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

We achieve this by:

- giving our children confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions. We also encourage a respect for the views of others.
- being aware that as adults, we provide a model of speakers and listeners in our day-to-day interactions with them and with other adults in our school.
- helping them to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations and in individual, partner, group and class contexts.
- by providing opportunities to perform to a larger audience, in assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.
- by providing a range of experiences where children can work collaboratively and participate in opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions.
- by developing the children's ability to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately.



Approaches to phonics

Throughout the Foundation Stage, early phonetic awareness is promoted and developed through every day activities and routines such as listening games, shared reading, singing and interactive planning sessions. Children are encouraged to identify familiar letters in their name and hear the sounds they are making, identify familiar words, to listen for sounds and to remember sounds.

St Saviour School uses the Essential letters and sounds programme to teach phonics. ELS teaches children to read using a systematic synthetic phonics approach. It is designed to be used as part of an early learning environment that is rich in talk and story, where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers. ELS teaches children to:

- decode by identifying each sound within a word and blending them together to read fluently
- encode by segmenting each sound to write words accurately.

We know that for children at the end of Key Stage 1 to achieve the age-related expectations, they need to read fluently BM Level 21. As children move into Key Stage 2, it is vitally important that even those who have made the slowest progress are able to read age-appropriate texts independently and with fluency. For children to engage with the wider curriculum, they need to be able to read well, making inferences and drawing on background knowledge to support their developing understanding of a text when they read. To do this, they need to be able to draw not only on their phonic knowledge but also on their wider reading and comprehension skills, each of which must be taught. The first step in this complex process is the link between spoken and written sounds.

ELS whole-class, daily phonics teaching begins from the first days of Reception. Through the rigorous ELS teaching programme, children will build an immediate understanding of the relationship between the sounds they can hear and say (phonemes) and the written sounds (graphemes). Every ELS lesson has been designed to ensure that the minimum cognitive load is placed on the learner. The structure of the lessons allows children to predict what is coming next, what they need to do, and how to achieve success



Approaches to Reading

Pupils have opportunities to undertake reciprocal, guided, shared and independent reading throughout the school. A diverse range of group reading books and home readers are available as well as library books and class Love reading books. When it is felt appropriate for individual children, they may become 'free readers' and choose from the class library. Benchmarking and running records are undertaken throughout the year for children reading up to Benchmark 24 to identify children who require extra support with their reading. The PIRA reading test is taken twice yearly from Year 1 by children during the Autumn and Summer term to demonstrate progress.

Cracking comprehension is used as a resource to support the teaching of comprehension from Year 2 as well as Text Drivers and Text Detectives. Staff are deployed throughout the school to work with children in order to improve their fluency, intonation, decoding skills and comprehension.

Home reading is strongly encouraged and is an integral part of the child's development. In order to have strong communication between teachers and parents/carers, each child has a home/school diary where both the staff and parents can write comments about how the child is progressing with his/her reading. Our weekly Community assembly celebrates the success of children who read at least 4 times a week.



Approaches to Writing

To develop our children as writers we:

- treat children as writers, from the earliest stage, who have ideas that they will want to communicate, building on writing skills they have acquired and their knowledge of print from their environment.
- provide experiences where the children can acquire confidence and a positive attitude to writing.
- develop and sustain writing skills by providing opportunities for children to write for a range of purposes and audiences.
- use guided writing sessions to model writing skills, teaching children how to compose, amend and revise their writing.
- teach children to become critical readers of their own writing by using self-evaluation and checking their work independently for sense, accuracy and meaning.
- teach grammar and punctuation in the context of children's own writing, as well as through discrete lessons where necessary.
- teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways.
- teach strategies for spelling to enable children to become confident and competent spellers.

From KS1 we use the Hampshire model of learning journeys to support the teaching of writing using text drivers alongside other writing opportunities.

Spelling in KS1:

Pupils will be able to write each letter of the alphabet and use their knowledge of sound-symbol relationships and phonological patterns (for example, consonant clusters and vowel phonemes). They will be able to recognise and use simple spelling patterns and write common letter strings. Pupils will be able to spell common words and move onto spelling words with common prefixes and inflectional endings. Pupils will use a variety of resources to identify spelling errors such as word banks, dictionaries and word books. They will be spelling more sophisticated vocabulary using their phonetic knowledge, making plausible attempts.

Spelling in KS2:

Pupils will be able to sound out phonemes and analyse words into syllables and other known words. They will be able to apply knowledge of spelling conventions, therefore being able to use knowledge of common letter strings, visual patterns and analogies. Pupils will be confident to check their spelling using word banks, dictionaries and spellcheckers. They will revise and build on their knowledge of words and spelling patterns. Pupils also need to learn statutory spelling lists specific to their Year Group (see appendix).

Handwriting:

Please see handwriting policy



Cross-Curricular Links and ICT

Teachers seek to take advantage of opportunities to make cross-curricular links where relevant. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.



Assessment and Target Setting

Work is assessed in line with the Assessment Policy.

- Teachers use developmental feedback in order to identify where children have included elements of the success criteria, set next steps targets and to give children the opportunity to revisit their work in order to make improvements.
- Summative assessment is used to assess the children's writing and reading against the school's ARE grids. Pupil's progress and achievement is regularly monitored and information is shared at the termly Pupil progress meeting
- Moderation of reading and writing is planned for termly to identify what is working well and the next steps
- Pupil conferencing has a focus on writing. Pupils are given a target to work on over a period of time (usually twice per half term JP or half termly non JP).
- Spelling ages will be assessed twice per year in KS2 to monitor progress using the Suffolk spelling book
- Year 6 pupils undertake SATs in May.



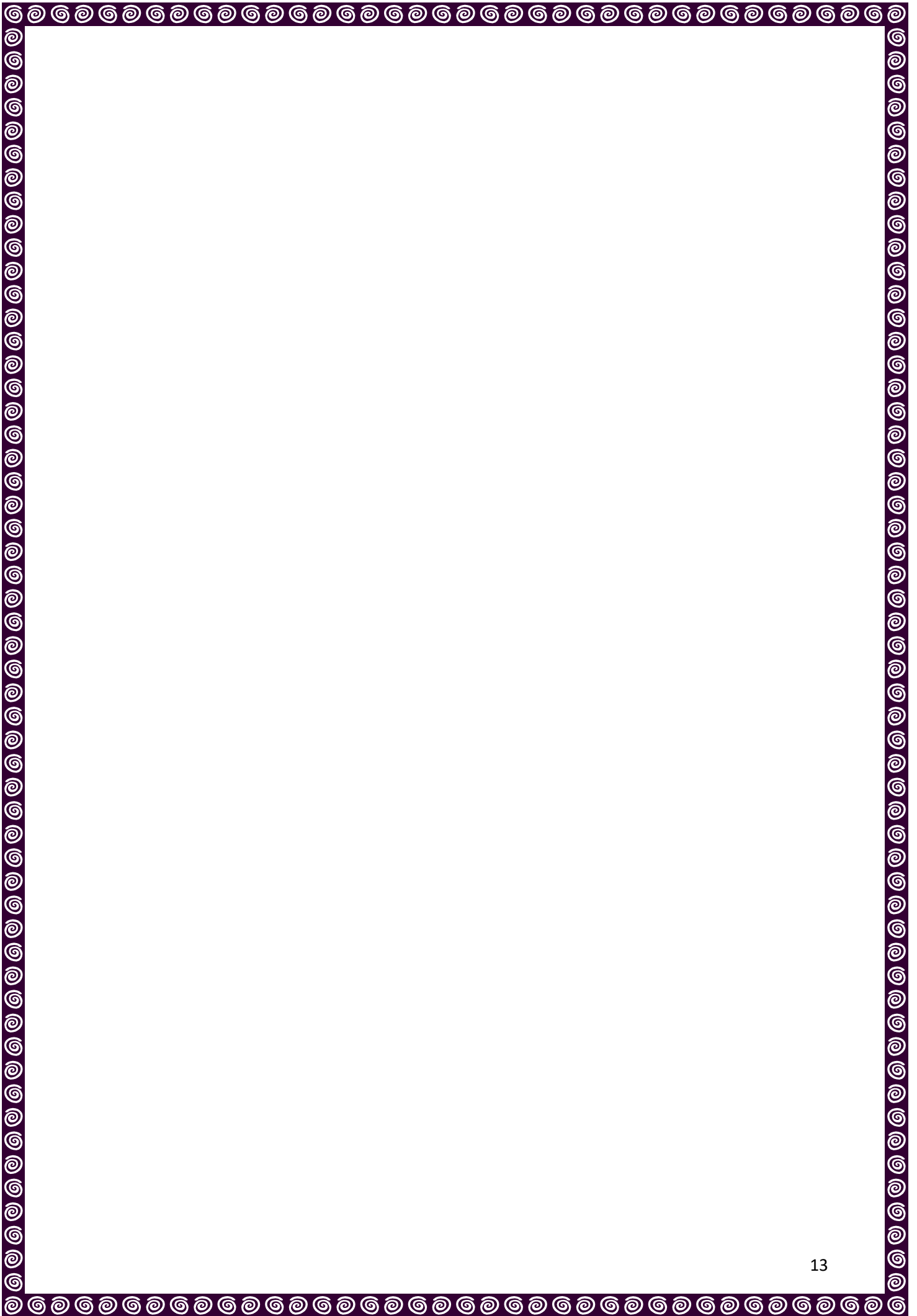
Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Higher attaining children are identified and suitable learning challenges provided.

- Children with identified SEN in English receive tailored support from TAs.
- Children who are identified as having additional needs with reading, receive extra support: This could be through BR@P, Toe by toe, Precision teaching, reading response...
- Higher attaining children in English are identified and challenged appropriately. I wonder questions are used within lessons to encourage deeper thinking

Challenges for these gifted pupils are provided within English lessons or in addition through a range of wider opportunities eg depth of questioning or P4C





Parental Community Involvement

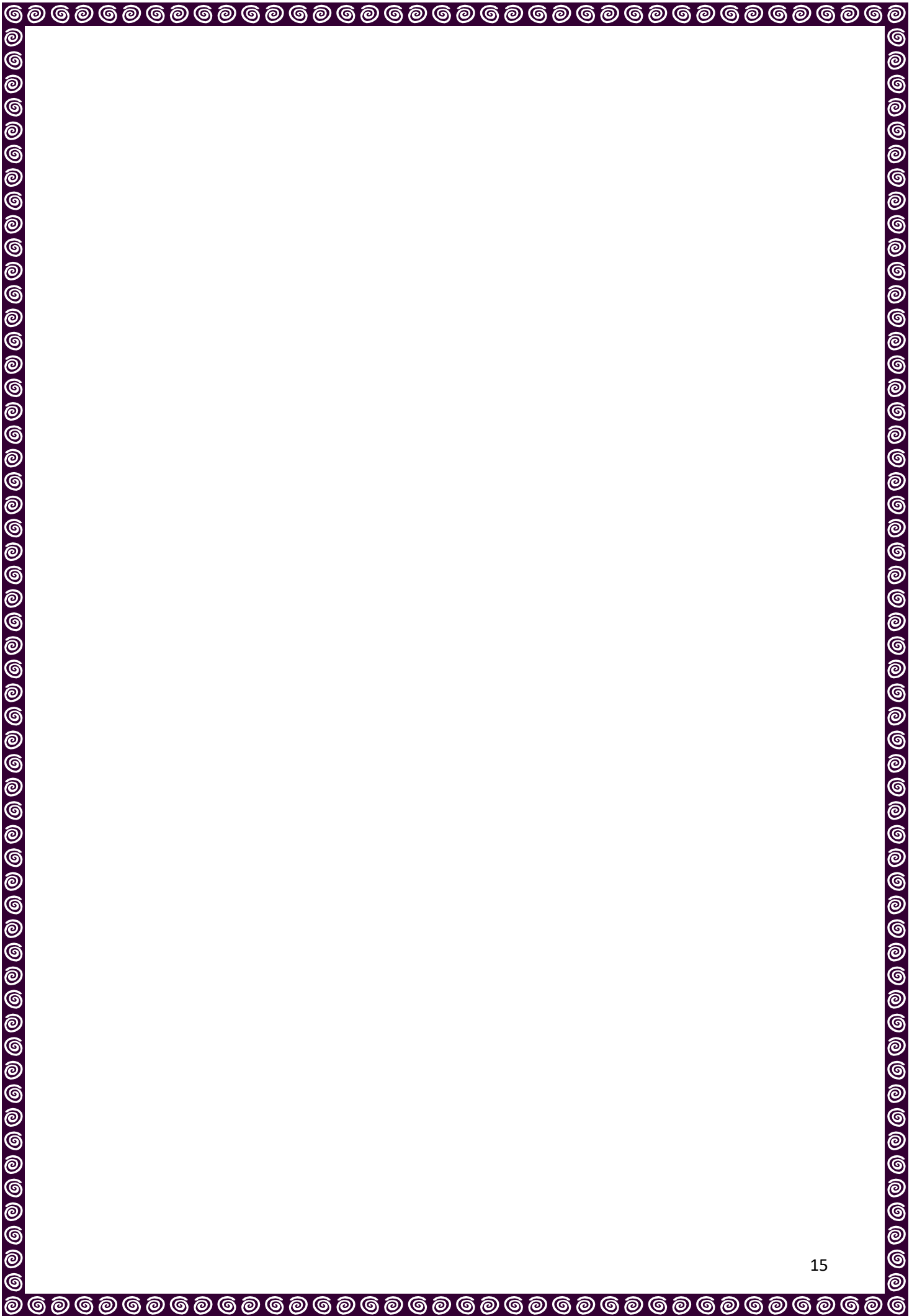
Parents can play a vital role in the development of English skills. We aim to foster a strong home-school partnership regarding reading, using home school books as a tool for communication between school and home.

Volunteers from our local community (ECOF, students from schools/Highlands) support the school by coming in to hear readers during the school day. Many people from our Community support Book Week by offering to come and read stories to the children.



Equal opportunities

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



Role of Literacy Lead

The Literacy Lead along with the Senior Leadership team are responsible for improving the standards of teaching and learning in English through the monitoring and evaluation of the subject. This will involve:

- monitoring of pupil progress and achievement
- conference with pupils regarding all areas of English
- analysing data
- monitoring the provision of English
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent English developments
- analysis of SATs results to identify areas for development
- checking that assessment for English is carried out in line with the school's assessment policy

Conclusion

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

- Teaching and Learning Policy
- Handwriting policy
- Assessment Policy
- Feedback Policy
- Inclusion Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Reading consistencies: EYFS, KS1 and KS2
- Writing consistencies: EYFS, KS1 and KS2

This policy will be reviewed by staff every two years

Policy created by	Sarah Jones (DHT and Literacy leader)
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To be reviewed	January 2024

