



St Saviour's School Literacy Policy



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

Article 3 United Nations Rights of the Child

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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's School we encourage pupils to develop skills in speaking, listening, reading and writing. We provide opportunities for all pupils 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.

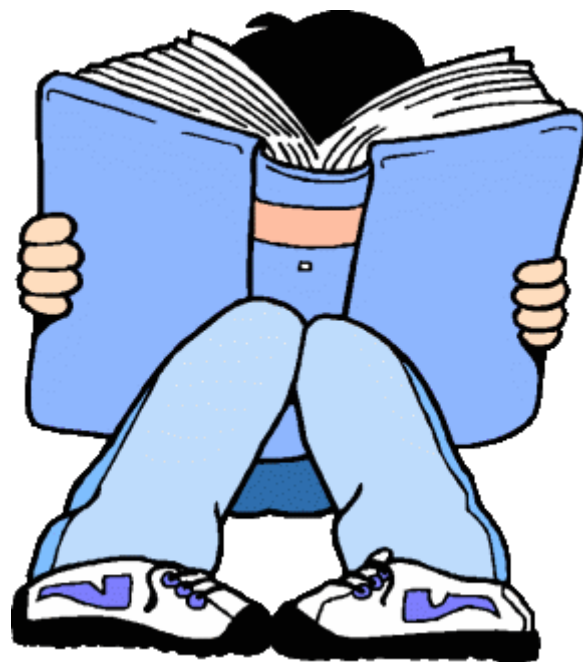
All teachers and support staff have a responsibility to develop effective learning and will foster a love of Literacy. Positive relationships will support learners in their endeavours and encourage them to take risks to further develop their understanding. Teachers enhance the study of English through 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 Jersey Curriculum document



Curriculum Delivery

In Reception through to Year 6, pupils are taught English within their classes. Through differentiation and the support of Teaching Assistants, all pupils will receive high quality teaching and appropriate support in order for every child to reach their full potential. Pupils may receive additional support if necessary outside of the English lessons. Pupils that have been identified as needing further support may receive an intervention that focuses on the pupil'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 pupils to use and apply their developing skills in English in a variety of ways. We encourage pupils 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 stands 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. Pupils are encouraged to develop effective communication skills in readiness for later life. We aim for pupils 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 use Voice 21 Oracy resources to enhance the delivery of this aspect of the curriculum.

We achieve this by:

- giving our pupils 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.
- using Voice 21 resources and framework
- 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 pupil's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.
- by providing a range of experiences where pupils 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 pupil'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. Pupils 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 pupils 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 pupils experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers. ELS teaches pupils 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 pupils at the end of Key Stage 1 to achieve the age-related expectations, they need to read fluently BM Level 21. As pupils 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 pupils 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, pupils 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 pupils to predict what is coming next, what they need to do, and how to achieve success.



Approaches to Reading

Pupils have opportunities to undertake whole class, reciprocal, guided, shared and independent reading throughout the school. Guided reading starts upon readiness in the Reception class. 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 pupils, they may become 'free readers' and choose from the class library. Benchmarking and running records are undertaken throughout the year for pupils reading up to Benchmark 22 to identify pupils who require extra support with their reading. The PIRA reading test is taken twice yearly from Year 2 by pupils during the Autumn and Summer term to demonstrate progress.

Whole class reading sessions support the teaching of comprehension from Year 3. Texts are selected carefully to support the cohort of pupils. Currently we use a range of short comprehension texts, text drivers and text detectives. Pupils are encouraged to develop their fluency and prosody by reading texts together by: echo reading (teacher reads some text, pupil reads the same), choral reading (everyone reads aloud at the same time) partner reading (a sentence at a time or in unison). Tier 2 and 3 vocabulary is identified and understanding is checked. A quick quiz is used for retrieval, Individual thinking tasks to ensure pupils locate evidence in the text to support their understanding as well as a solo work tasks support inference. Reciprocal teaching skills to ensure prediction, summarising, questioning and clarifying are also used as part of the reading lessons.

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 pupils who read at least 4 times a week.



Approaches to Writing

To develop our pupils as writers we:

- treat pupils 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 pupils can acquire confidence and a positive attitude to writing.
- develop and sustain writing skills by providing opportunities for pupils to write for a range of purposes and audiences.
- use guided writing sessions to model writing skills, teaching pupils how to compose, amend and revise their writing.
- teach pupils 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 pupils's own writing, as well as through discrete lessons where necessary.
- teach pupils to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways.
- teach strategies for spelling to enable pupils 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:

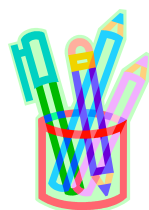
Pupils will be able to write each letter of the alphabet and use their knowledge of sound-symbol relationships and phonological patterns (for example, consonant clusters and vowel phonemes). They will be able to recognise and use simple spelling patterns and write common letter strings. Pupils will be 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. Essential letters and sounds supports the spelling curriculum in KS1.

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). Currently EMILE Education spelling scheme is used to teach spelling from Year 3 to Year 6 twice per week. In KS2 Seesaw Homework is linked to the spellings of the week

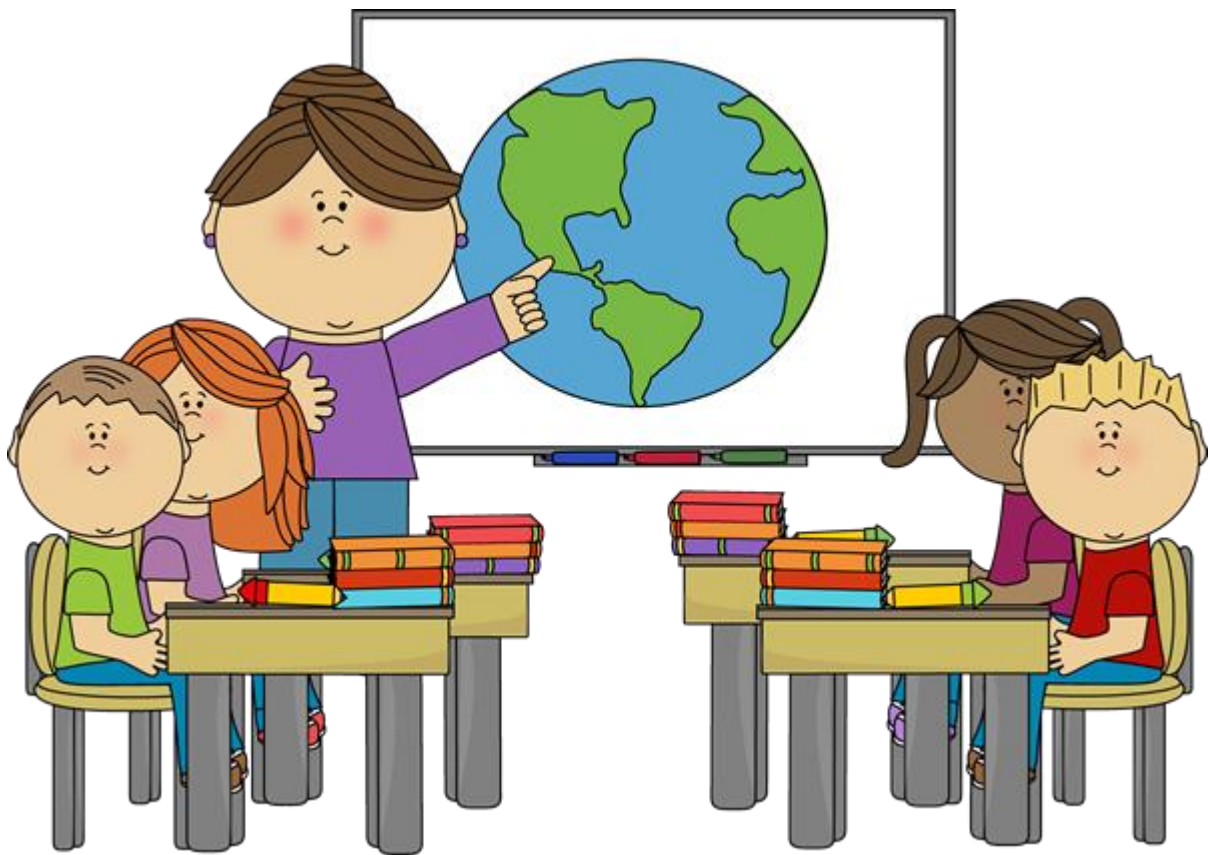
Handwriting:

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 pupils have included elements of the success criteria, set next steps targets and to give pupils the opportunity to revisit their work in order to make improvements.
- Summative assessment is used to assess the pupil's writing and reading against the schools ARE grids. Pupil 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
- Some pupil conferencing time is allocated to writing. Pupils are given a target to work on over a period of time (usually 3 times per term JP or half termly non JP).
- Phonics tracker in KS1
- Year 6 pupils undertake SATs in May.



Inclusion

We aim to provide for all pupils 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 pupils are identified and suitable learning challenges provided.

- Pupils with identified SEN in English receive tailored support from Teaching Assistants and Class Teachers.
- Pupils who are identified as having additional needs with reading, receive extra support: This could be through Reading Recovery, BR@P, Toe by toe, Precision teaching, ELS phonics intervention, Herts fluency and supported guided reading
- Higher attaining pupils 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.



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 listen to readers during the school day. Many people from our Community support World Book Day by offering to come and read stories to the pupils.



Equality

All pupils 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 Leads 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 and marking Policy
- SEN and 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

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Updated	February 2023
To be reviewed	February 2026