

Benfieldside Primary



Literacy Policy

Aim:

At Benfieldside Primary we firmly believe that Literacy is a key life skill and that the development of strong learning foundations will enable our children to listen, speak, read and write confidently throughout their school career and on into adult life. We believe that it is important to foster an enthusiasm for, and appreciation of literacy in cross-curricular and real-life sense at all stages throughout the school.

Objectives:

Through the teaching of Literacy at Primary School, we aim to:

- Provide multi-sensory Literacy education for all children in school, irrespective of gender, ability or ethnicity, which fulfils the requirements of the National Curriculum and the Early Years and Foundation Stage Curriculum.
- Develop children's ability through an integrated programme of Speaking & Listening, Reading and Writing
- Provide differentiation in this programme where required, in order to meet the literacy needs of every child.
- Enable all children; as far as they are able, to be 'primary literate' pupils by the time they leave at the end of Key Stage 2.
- Encourage all children to feel confident enough to explore and articulate their thoughts, feelings and emotions.
- Use drama and role play where appropriate, to give the children contextual experiences in which to learn.
- Encourage children to adapt their speech to a range of different situations and purposes.
- Foster an interest in texts of different genres, and an appreciation of the value of books for learning and enjoyment.
- Foster enjoyment of writing; helping children learn how to write in the style of these different genres and in doing so, develop recognition of the value of writing.
- Help children learn increasingly how to adapt this writing to a target audience or purpose.
- Develop an interest in words, both their application and meaning, and a growing personal vocabulary of both spoken and written words.
- Foster an awareness of their own and others' literacy abilities and how to improve them.

Speaking and Listening:

We believe that the development of skills should be a priority within the learning environment of every curriculum subject: Speaking, Listening, Group Discussion and Interaction, and Drama. We employ a number of different approaches to facilitate this, including: talk partners, hot seating, Talk for Writing strategies, role play, puppets, class discussion, peer assessment,

assemblies – including Easter and Harvest Festival and Christmas services in the local community, drama productions and the use of Play Leaders.

Reading:

Developing the ability to read and the love of reading is a key priority in our school. We believe in teaching comprehension skills alongside decoding skills from an early age, using oral comprehension to begin with and then moving to written.

- To promote a pleasure of reading and encourage fluency teachers read to their classes regularly.
- We have implemented the Read, Write, Inc. programme, which teaches early readers the key phonic skills they need to progress. This is taught daily from 9:30 – 10:00 in Reception and 13:00-13:40 in KS1. Intervention groups are put in place in KS2 for the children that require them.
- Accelerated reader is used in Y3, 4 and 5.
- Y6 use Comprehension Express (Project X) for shared reading as well as developing their comprehension skills through carefully chosen class readers.
- Guided reading takes place in KS1 and 2.
- Comprehension is taught using a modelled approach through a mixture of resources such as Cracking Comprehension, Reading Rocketeers and Headstart.
- Every child has an independent book and/or sound book that they take home along with a reading record for parents to make comments. Teaching staff have their own records for individual reading and guided reading, which are kept in school but available for parents to see.
- We have KS1 and 2 libraries which every child has access to at least once a week to choose a book for pleasure.
- Classes who return the most reading records, with comments, are awarded with the reading trophy in our Good News assembly and this is printed in the monthly newsletter.

Writing:

We believe that the learning of writing skills should be embedded across the curriculum. The key skills of composition, planning & drafting, punctuation, spelling, handwriting & presentation, and standards of English and language structure are therefore taught explicitly in the context of literacy lessons, but also indirectly through cross-curricular writing tasks in other subjects. As much as possible writing is linked to class readers.

Children learn the Nelson script for handwriting and practise in its use is provided for at all ages. This has been adapted to allow children who are joining to use loops.

In EYFS, writing is about how children build an understanding of the relationship between the spoken word and the written word, and how through making marks, drawing and personal writing, children ascribe meaning to text and attempt to write for various purposes. In EYFS writing materials are always available for the children in their continuous provision.

- Children start with large motor control activities moving on to writing patterns, then on to letter formation.
- In EYFS and KS1 letter formation is taught using the RWInc rhymes.
- The development of writing skills at KS1 progresses by building on the basic skills learnt at EYFS and working towards expectations at the end of KS1.

Writing tasks are planned for and scaffolded according to need, by the provision of written structures/templates, by the use of technology, or by the intervention of a supporting teacher or adult.

Spelling at both key stages 1 and 2 is taught each week following advice outlined in the National Curriculum.

SPAG:

- Spellings are taught and assessed in RWInc sessions for EYFS and KS1
- Sound charts are displayed from EYFS to Y4 to help children with spellings as well as encourage them to check their own.
- Across the school children are shown flashcards every day of spellings and actively encouraged to ask questions about their meanings.
- Look, Say, Cover, Write and check is used daily in KS1 and 2.
- Each half term children are assessed on their knowledge of CEW in KS1 and word lists in KS2

Literacy and Inclusion

We aim to provide for all children so that they achieve as highly as they can in Literacy, according to their individual abilities. By means of on-going assessments we can highlight a difficulty or identify which individuals or groups are underachieving and for what reasons, and will take steps to improve their attainment. We can also seek advice where appropriate and with parental consent, for issues such as SPLD and dyslexia.

Assessment, Recording and Reporting

A variety of assessment strategies are used based on a range of evidence for such judgments, including oral contributions, reading fluency and comprehension, and written material. For reading RWInc assessments are carried out half termly (or sooner if the teacher feels a child is ready to move on), In Y3, 4 and 5 children carry out Star reading tests regularly to ensure they are reading at the correct level and Y6 students are given regular comprehension assessments. Half termly judgments are also made in writing from work produced in class, using assessment sheets based on Durham APP sheets. These are recorded electronically on a termly basis. The outcome of these assessments for each child is fed into individual targets. As a result of this, individuals or groups may be identified for further targeted support. Parents are made aware of the on-going progress their child is making via parental consultation opportunities and written reports each academic year. Work may also be celebrated by sharing it with parents on Class Dojo.

At Benfieldside Primary School, we will respond to pupils' work by:

- Checking that the children have understood the learning objectives
- Encouraging them to identify, and subsequently work to, agreed success steps (at an age appropriate level)
- Checking that the children know how/when they have achieved them using highlighting of SS (Green-achieved, Yellow-needs developing and no highlighter-not achieved)
- Observing the children at work, listening and discussing with them
- Asking pupils to comment/reflect upon their progress – offering constructive comments on the progress made
- Marking and annotating work in line with the school's Marking Policy.