



Dover Down Lower School

# Literacy Policy

Autumn 2014  
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## **Literacy Policy**

### **Policy Statement**

This document is a statement of the aims, principles and strategies for the teaching and learning of Literacy at Doverly Down Lower School.

This policy outlines the guiding principles by which this school will implement Literacy at Doverly Down School. It is reviewed every 2 years.

### **Values and Aims**

At Doverly Down we are passionate about the teaching and learning of Literacy. We believe that reading, writing and oracy are fundamental skills within the curriculum, which enable pupils to express themselves creatively and imaginatively, to communicate effectively and confidently with others and to participate fully in the communities and society in which they live.

Our aims are to enable children to become fully literate and reach their full potential in English.

### **National Curriculum**

In accordance with the Primary Curriculum Framework Guidance:

- The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The National Curriculum for English aims to ensure that all pupils:

- 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 articulate their ideas and understanding
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## **Spoken Language:**

The National Curriculum states that pupils should be ‘taught to speak clearly and convey ideas confidently in Standard English’ (p10)

They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

## **Our aims and connected provision**

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They also develop the skills of affective participation in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- Encouraging reading at home and discussions about books
- School Performances
- Performing poetry pieces for an audience
- Class debates
- Weekly assembly
- Events within the community
- School Council
- Talk partners
- Book talk
- Drama / role play
- PSHCE and circle time
- Library time

## **Reading:**

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it ‘pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually’ (p13) Reading allows pupils to ‘acquire knowledge’ and to ‘build on what they already know’ (p13).

Schools are expected to have library facilities and support and encourage reading at home.

### **The National Curriculum divides reading skills into two dimensions:**

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

### **Our aims and connected provision**

- Pupils learn to read easily and fluently through daily phonics on entry to EYFS, regular reading to adults in school, reading during lessons and reading at home.
- Pupils develop skills in reading during our Guided Reading sessions. Pupils are encouraged to read widely, through our use of differing class texts, class libraries outside the classroom which have more challenging texts to take home and high quality attractive books in classrooms which link to the current learning and pupils’ interest.
- Promoting reading for pleasure through our ‘Reading Stars’ initiative, quiet reading time, reading partners and reading displays around the school.
- Pupils also need to read to find information in all lessons and comprehension is assessed in an informal way during Guided Reading sessions and during regular reading with an adult. The Pupils are formally assessed termly.
- Pupils who find reading challenging or not reaching expected levels of progress are given additional reading support through regular intervention groups.
- Word wall displays in classrooms and tailored word mats to practice word recognition at home
- Daily readers
- Reading corners where children can read quietly in a comfortable space.
- Celebration of ‘World Book Day’
- Book surveys to establish pupil’s interest in specific books, genres and authors, ensuring we can provide tailored text and reading opportunities.
- Regular book swaps
- Reading clubs
- ‘Reading buddies’ sessions where older pupils partner with a younger year group, reading and sharing their favourite books.
- Book recommendation box, pupils can promote texts they have enjoyed to other pupils.
- Author’s visits
- Use of School Library Service providing wide range of fiction and non-fiction texts

## **Writing:**

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

### **Our aims and connected provision**

- We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.
- We incorporate both these elements into our create curriculum planning wherever possible
- We aim to teach grammar within our creative curriculum, but may require stand alone teaching
- We correct grammatical error orally/ written work (where appropriate) both verbally and through written marking
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling.
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good quality practice
- We encourage and promote ‘talk for writing’
- We provide writing frames to support the least confident
- We provide time for planning, editing and revising
- We mark extended pieces of work in-depth and set targets with the pupil as well as setting next steps for their learning
- We use checklists for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively
- We encourage cursive handwriting to support spelling and speed
- We use drama and hot-seating to help pupils to think about another point of view
- Support for pupils with learning and motor challenges
- Meetings with parents to help them support their child
- Writing intervention groups for pupils requiring further support and extending pupils working at greater depth

## **Vocabulary Development:**

The National Curriculum makes clear that learning vocabulary is key to ‘learning and progress across the whole curriculum’ (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

- Vocabulary teaching needs to be:
  - Active
  - Progressive/ systematic
  - Making links from known words
  - Develop understanding of shades of meaning
  - Include ‘instruction verbs’ used in examinations
  - Subject specific- accurate mathematical and scientific words

We encourage our pupils to have a wide and growing vocabulary in several ways, these include:

- Spelling lists/ key words to take home and learn
- Display of key words and word mats linked to topics and subjects
- Using the correct vocabulary orally
- Promoting up-levering techniques to enrich and improve vocabulary during planning phases.
- In-depth word based lessons looking at patterns
- ‘Magpie notebooks to encourage use of greater depth, rich vocabulary acquired from reading texts
- Using dictionaries, thesaurus and similar programmes
- Providing rigorous feedback to pupils
- Targeted one to one/ small intervention groups, where appropriate

## **Planning and Assessment:**

Planning:

We carry out planning of Literacy in three phases:

- **Long-term Planning** – This maps the scientific topics studied in each term by each year group throughout the academic year. (The new curriculum allows flexibility of topics thus meaning that within each Key Stage, there is the opportunity to introduce content earlier or later than set out in the programme of study.
- **Medium-term Planning/Daily Planning** – These are based on supportive schemes and give details of each topic for each term.

It is the responsibility of the class teacher to formulate the Medium-term and short-term plan for their year group. These plans include detailed learning objectives, differentiation, core vocabulary, cross-curricular links and ICT used to support the lesson. These plans are kept by the class teacher and reviewed by the Headteacher and English Subject Leader on an informal basis.

Planning:

- Long term overviews can be found for Key Stages One and Two. These are kept in the Class Teacher’s planning folder.

- Medium term (termly) planning is stored in the Class Teacher's planning folder or on the Staff Common Area.
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions
- EYFS prime planning is Communication and Language and Literacy through specific areas of development.
- Pupils may be streamed by ability for some sessions/ types of homework/ support
- Pupils entitled to Pupil Premium funding will be given additional Literacy support which is tracked and monitored termly

#### Assessment:

- Staff assess pupils learning during and as part of every session, they adapt their practice accordingly
- Summative assessments of Reading Comprehension ability are carried out, tracked and monitored at least termly
- Formative assessments carried out reading 1:1 with pupils and moving through book band levels. These are tracked by the class teacher
- Writing is assessed using our school adopted 'Emerging, Expected and Exceeding' levels. These levels are tracked termly.
- Staff attend moderating sessions during staff meetings
- Literacy is assessed in the Foundation Stage via the Foundation Stage Profile
- End of Key Stage Assessments are analysed by the Co-ordinator and Head teacher and feed into the school SEF, development plan and performance management

#### Professional development:

- Staff are expected to attend relevant courses during the school year
- Moderation takes place in house
- Learning walks and lesson observations conducted to promote effective lessons
- Book scrutiny to monitor marking, feedback, quality of work and presentation

#### Equal Opportunity and Inclusion:

We believe that a broad and balanced English education is the entitlement of all children at Doverly Down Lower School. We recognise that there are children of widely different abilities in all year groups. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies.

- Setting common tasks which are open-ended and have a range of responses
- Setting tasks of increasing difficulty to provide further challenge (Gifted & Talented)
- Differentiated group work
- Mixed ability group or pair work
- Provision of resources and equipment of differing complexity matched to the ability of the child.
- The use of Teaching Assistants to support the work of individual children or groups of children.
- Weekly intervention groups for reading comprehension, writing and speaking and listening are conducted for SEND, G&T and any other group identified as in need

We ensure that we consider these aspects of learning when planning and teaching.

- Analysis of Literacy achievement is carried out termly, pupils who are not showing expected levels of progress are discussed and plans are made to support them
- Pupils entitled to pupil premium are given additional English support and this is monitored for effectiveness termly-
- Pupils with EAL are given additional support in all aspects of Literacy through word banks, writing frames and modelling
- Pupils who are more able are stretched through open ended challenges
- Pupils with SEND will have English based targets on their Individual Achievement Plan. These are reviewed termly

## Teaching and Learning

At Doverly Down we believe that children learn their best when *English* lessons contain the following elements:

- **A clear purpose:** Lessons should have a clear objectives and success criteria, highlighted at the start of each lesson/unit.
- **Progression:** Building on previous learning, children know what they have achieved and their next steps.
- **Pace:** High levels of learning activity expected and maintained throughout the lesson.
- **Engagement**
- Practical activities utilised wherever possible maintaining pupil interest
- Use of a wide range of audio, visual and kinaesthetic tasks throughout lessons
- **Coherence:** All teachers should reinforce children's previous understanding and learning and establish clear links between curriculum experiences.
- **Differentiation:** All children are given opportunity to access the English curriculum at a challenging level, appropriate to their own ability.
- **Children's responsibility:** Children are actively encouraged to independently select resources to assist their own learning

**Homework:** We use homework to support, extend and consolidate class learning.

**Cross-curricular Links:** We ensure through our Long-Term Planning that our Literacy lessons are cross- curricular to widen and deepen pupils knowledge of other areas of the curriculum.

**The Foundation Stage:** We teach Literacy through the area of learning known as 'Understanding the World' in the Foundation Stage. We assess through the Foundation Stage Profile. Through this area of learning children develop the skills of reading and writing through Child Initiated Learning and Directed Teaching time. A range of ICT is used to support 'Communication and Language' in the foundation stage.

**Monitoring:** The subject lead carries out termly planning scrutiny, work scrutiny, learning walks, link governor focuses and subject drop-ins.

**Subject Management:** The Literacy co-ordinator monitors and evaluates the implementation of Literacy throughout the school. Planning and books are monitored on a termly basis. The

monitoring of the standards of the children's work and of the quality of teaching in Literacy is the responsibility of the Head teacher, the English Governor and the Literacy co-ordinator. The work of the subject leader also involves, supporting staff, being informed about current changes, monitoring and assessing the subject through various means (learning walk, pupil voice) and providing direction for the subject in the school.

**Learning Environment:** It is the responsibility of all teachers to provide a Literacy Learning wall in their class. This must display key vocabulary and learning resources as well as display pupils work. This needs to be changed when the unit changes to reflect current learning. Pupils must have access to texts that relate to the current learning.

**Outdoor Learning:** At Doverly Down School, we promote outdoor learning and encourage this for Literacy wherever possible. We have many places in the school grounds in which the children can read or write.

**The use of ICT:** The ICT room, interactive whiteboard and iPads are used as part of supporting lessons wherever possible. They allow the children to access the internet and offer a learning platform to ensure all the children can access the learning.

Log ins for educational applications and programmes such as Education City and Phonics Play are provided to all children, promoting opportunities to practice their literary skills at home.