



St Paul's Church of England Primary School

Literacy Policy

Fountain of Life

Overflowing generosity

Recognise & Illuminate

Way of Life

All God's Children

Reaching out to others

Devotion to each other and God

*For with you is the Fountain of life; **in your light we see light.** (Psalm 36 vs9)*

Inspired by God's love for us, we illuminate the goodness in others, we care for and protect His children and reach out to help others flourish in their journey to the fullness of life.

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2 Introduction

Our vision and gospel values permeate all aspects of school life at St Paul's, and lie at the very core of all our policies.

For with you is the fountain of life; in your light we see light.
Inspired by God's love for us, we illuminate the goodness in others, we care for and protect His children, and we reach out to help others flourish in their journey to the fullness of life.

Literacy Defined

Literacy comprises oracy, reading, writing, spelling, grammar, punctuation and handwriting. The school teaches to the English outcomes stated in the National Curriculum (published by the Department of Education in 2013).



3 School Focus

Literacy is one of the most vital areas of the curriculum because the ability to communicate effectively, both verbally and in writing, and to comprehend the spoken and written word, lies at the heart of success, not only in all areas of the school curriculum, but in the world of work and in most aspects of everyday life. Reading, in particular, lies at the heart of the curriculum as we recognise that this skill is the key that unlocks access to all other areas of the curriculum.

4 Aims

Our aims in teaching Literacy are that all children will:

- develop the necessary skills to use the English language confidently, appropriately and accurately, to the best of their ability and in order to enjoy life in all its fullness;
- be able to speak clearly, fluently, cogently, using kind words;
- be able to listen to the spoken word attentively with understanding, pleasure and empathy, seeking and illuminating the goodness in others;
- be able to read a range of materials fluently and with understanding, for enjoyment and for information, using literature as a source for widening boundaries and learning about life in all its fullness;
- be able to write effectively for a range of audiences and purposes using spelling, punctuation and syntax accurately and confidently.

5 Expectations

The National Curriculum stipulates the outcomes that pupils should have attained in English at the end of Year 1, Year 2, Year 4 and Year 6. It is expected that the great majority of pupils will achieve these outcomes.

Details of how progress and attainment are assessed and monitored at St Paul's is contained within the Assessment Policy. Essentially, attainment in Oracy and Writing are continually assessed by teachers against ten Key Performance Indicators (KPIs) that progress from year group to year group, and reflect the outcomes of the National Curriculum. Additionally, progress and attainment in reading comprehension, spelling and grammar are summatively assessed at designated times during the year.



6 Curriculum Provision

An hour of Literacy features daily on the timetable for all children at St Paul's, in addition to time set aside for reading and for Phonics teaching in Reception and Key Stage 1. Furthermore, pupils' literary knowledge and skills are developed through teaching in all other subjects.

Underpinning all of our teaching, is a drive to inspire children to become independent lifelong learners, who can apply what they have learned to other areas of the curriculum and to life outside of school, can show initiative and resilience when faced with a challenge.

6.1 Oracy (Speaking and Listening)

We believe that progress in all areas of the curriculum is accelerated when children learn with and from each other. Opportunities to develop as speakers and listeners abound in the teaching of all subjects and in all aspects of school life. Examples of opportunities to develop these skills range from daily worship, where children listen to clergy, guest speakers and teachers in a relatively formal setting, to lunch times, where children are encouraged to enjoy conversation whilst dining with friends from across their year group.

Active-participative approaches are taken to teaching, so that pupils explore ideas in class discussions or in small groups, in order to consolidate knowledge and understanding. We acknowledge that the opportunity to speak about a subject assists a pupil in their writing about that subject.

Opportunities for drama and public speaking arise both within and outside of the classroom, and these include opportunities for recitals, presentations, role play and debate with classes, and annual class worship before the entire school and parents.

Oracy is assessed against our bespoke KPIs and with reference to our Oracy Progression Map.

6.2 Reading

Excellent library facilities and an abundance of age-appropriate books in all classrooms help engender a love of reading in pupils at St Paul's.

Rigorous Phonics teaching (in line with the governmentally approved "Supersonic Phonic Friends" scheme) in Reception and Key Stage 1 underpins our approach to teaching children to decode text. Reading books (Big Cat Phonics) that link to the



Supersonic Phonic Friends scheme are issued to children to aid them in learning to recognise and read the phonemes they have learned. Our approach to teaching children to read is:

- 1) Teach a phoneme
- 2) Issue child with Big Cat reading book that includes the new phoneme (and no phoneme that they have not yet been taught). Use that book at school to reinforce the learning of that phoneme, until it is embedded. This is the child's "learning to read book".
- 3) Issue each child with a second "reading for pleasure book" which will usually relate to the phonics phase they've reached but which may (a) contain phonemes they've not yet learned, and (b) be a book they've chosen to have read to them.

This is supplemented with teaching in all year groups that promotes pupils' capacity to comprehend by developing their ability to explain vocabulary, retrieve information, inference from the text and analyse authorial intent, often using curriculum-linked resources supplied by Plazoom. A Reading Knowledge and Skills Progression Map which details how decoding and comprehension skills are taught in each year group is available on the school's website.

The lowest 20% of children in each class are heard read daily and their progress is monitored by the class teacher and, termly, by an assessor.

6.3 Writing

Active-participative, creative teaching inspires pupils to write, and progress is accelerated through clear, measurable targets, specific to each child. Threaded through the teaching are a range of high impact strategies that include demonstration, modelling, explanation, questioning and discussion. The school advocates some of the approaches promoted by Alan Peat, including his range of sentence types. The school uses a resource called "Plazoom" as a basis for the teaching of writing, which ensures that a quality text lies at the foundation of each unit of work, with bespoke tier 1 spellings and tier 2 and 3 vocabulary. It also ensures that teaching focuses on word, sentence and text-level writing skills.

Successful spelling is a key component of effective writing. Weekly spelling tests are supplemented with teaching that enables pupils to investigate and explore the spelling patterns and rules outlined for each key stage in the National Curriculum. Year 2 spelling is taught using Supersonic Phonics Friends. From year 3, a different spelling rule or pattern is taught and tested each week. A workbook outlining the spelling rules that are to be taught, goes home with each child every half a term.



6.4 Handwriting

We teach handwriting in accordance with the guidelines contained within the National Curriculum for Reception, Year 1 and Year 2.

In Reception, children learn handwriting during Phonics and English lessons. They are taught to write in a standard non-joined style, like this:

The quick brown fox jumped over the lazy dog.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

Joined handwriting is encouraged from Year 2, the aim being for all children to join letters by the end of Year 2.

In Year 2, children who are ready will learn to join letters in a cursive unlooped style which looks like this:

The quick brown fox jumped over the lazy dog.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

Neatness and legibility is our priority and we recognise that handwriting will be easier for some to master than for others and so we support all children to steadily improve their handwriting from their individual baseline positions. A few children may find that handwriting is a continuing barrier to their learning and will be especially supported in communicating and expressing their ideas in other forms such as through typing or speech recognition.

7 Marking/Assessment for Learning

Marking is carried out regularly and in accordance with the school's marking policy. Errors with spelling, grammar and punctuation are highlighted for correction and the teacher comments on progress with the pupil's key "next step" target.

In the short term, teachers carry out continuous assessment of children's progress in all aspects of Literacy. KPIs for reading and oracy enable staff and pupils to measure attainment against age-appropriate national standards. Such assessment is formative: progress with specific skills or objectives is assessed with a view to informing the subsequent appropriate teaching and learning for the children.



In the medium term, teachers make assessments of children's progress during the year, by reviewing attainment in books and using summative tests. Summative tests in Reading, spelling and grammar take place once a term. The outcomes of such assessments inform future planning and intervention.

In the long term, there are formal SATS assessments, the results of which are recorded in accordance with set guidelines and reported to parents/carers.

8 Special Needs Provision

The SEN Co-ordinator liaises with class teachers to ensure that the individual needs of pupils with special needs are met and that appropriate targets are set and are regularly reviewed.

9 Equal Opportunities/Race Equality

We are committed to an environment that promotes equal opportunities for all children, regardless of their race, colour, gender and religion and any work undertaken reflects this commitment. Please see the school's Race Equality and Equal Opportunities policy.

10 Health and Safety

The school is committed to ensuring that all pupils are safe within the school environment. Please refer to the school's policies for Safeguarding and for Health and Safety.

11 Leadership and management

11.1 Leadership and management roles

The Literacy Co-ordinator reports to the Deputy Head teacher and has the responsibility to lead English and the teaching of literacy across the school, monitoring the effectiveness of teaching and learning and the use of resources.

11.2 Monitoring and evaluation



Monitoring takes place so that the school's progress towards its targets for improvement, as listed in the School Development Plan, can be evaluated.

All teachers take part in this but the subject leader, in partnership with the Deputy Head teacher and Head teacher, takes a lead.

Teachers, along with Assistant Heads, the Deputy Head teacher, Head teacher, subject leader and SEN co-ordinator, are responsible for monitoring pupils' progress.

This is undertaken by:

- undertaking learning walks, book scrutinies and lesson observations to ensure that proper provision for teaching all aspects of the subject as outlined in the National Curriculum is made;
- undertaking discussions with sample groups of pupils;
- examining closely the progress made by pupils with SEN, PP, LAC and EAL
- using the in-house system of teacher assessment, as well as statutory and optional assessment tests at the end of each term and key stage to monitor pupils' progress and evaluate effectiveness.

11.3 Staff development and training opportunities

To develop staff confidence and competence in teaching Literacy:

- the subject leader attends local area meetings, conferences and other appropriate training courses;
- whole-school training needs are identified as a result of the monitoring and evaluation programme;
- other training needs are identified through induction programmes and performance management;
- the subject leader arranges for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice;
- where necessary, the subject leader leads (or arranges) school-based training;
- staff development is identified through annual appraisals, as well as through learning walks and book scrutinies, and the results inform the annual literacy action plan.

11.4 Role of Governors/Parents

Governors determine, support, monitor and review the school's policies.

We believe that parents have a fundamental role to play in helping their children learn and progress within our school.



We are committed to ensuring that parents are informed about topics we cover, when homework is set and how to help their child. Regular parents' evenings throughout the year support this progress.

The school believes that the active support and involvement of parents is crucial to children achieving their potential in Literacy, as in all aspects of the Curriculum.

Parents will be actively encouraged to read with their children, discuss their books with them and help them choose books for reading at home.

12 Review

This policy will be reviewed annually in line with the school's policy review programme. The subject leader is responsible for reporting to the governors' Curriculum and Achievement Committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.