

# Literacy Policy

## (Reading and Writing)



For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11

<u>Date of policy/review</u>	<u>Author</u>	<u>Approved by</u>	<u>Signature</u>	<u>Date for review</u>
Sept 2023	C Chuard	Mrs Bottell	See Paper Copy	Dec 2025

## **Mission Statement of Nutgrove Methodist Primary School**

Nutgrove Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential, without limits.

This is encompassed by our Bible verse For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11.

To achieve this, we wish to create a happy, secure and purposeful culture throughout the school, which is conducive to learning and high standards, and is based on our Christian values, love, hope and respect.

Our school's motto and vision is 'My Best, Always, Everywhere' which is interwoven within our curriculum intent and design.

## **Safeguarding Statement**

At Nutgrove Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Child Protection and Safeguarding Policy apply to all staff, volunteers and governors.

## **Nutgrove Methodist Primary Literacy Policy Introduction**

This policy outlines what we are aiming to achieve in respect of pupils' English education. It also describes our agreed approach to the planning, delivery and assessment of the English curriculum. It provides information and guidance for teachers, governors and other interested persons. This policy needs to be read alongside other school policies, including:

- Marking and Presentation policy
- Curriculum and Planning policy – to follow
- Early Years Foundation Stage policy
- Special Needs policy

### **Intent**

The National Curriculum (2014) clearly states that **'teaching the English language is an essential, if not the most essential role of a primary school.'**

Language is generated through the interaction of speaking, listening, reading, writing and experience. It is through the development of these essential language skills that children are able to think and make sense of the world. At Nutgrove, we aim to provide a structured and relevant programme of English teaching and learning. This enables our children to develop the knowledge and understanding to help them cope with the transactions of everyday life and respond appropriately to the world around them. We aim to promote the development of co-operative and caring individuals, able to express feelings, make balanced decisions and resolve problems.

At Nutgrove, we recognise that without effective communication, little achievement can be made. As such, we understand that we have a duty to ensure that the teaching of effective communication is a priority and we firmly believe that this needs to be conducted through subject specific literacy lessons, through cross-curricular teaching and as a constant throughout school life and beyond.

### **Implementation**

#### **Spoken Language**

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. Children are required to listen to and respond to literature, as well as giving and receiving instructions. They also develop the skills of participating effectively 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.
- Modelling the correct use of language.
- Helping the children to develop language for communication through interaction and expression.

- Providing opportunities for children to communicate thoughts, feelings and ideas to adults and to each other.
- Encouraging children to speak clearly and confidently in a range of situations, for a variety of audiences and to develop and sustain ideas in talk.
- Developing active listening strategies and the children's skills of analysis, responding to speakers' implicit and explicit meanings.
- Developing meaningful talk, through collaborative work in paired, group and whole class situations.
- Developing the children's skills in drama through improvisation, working in role, scripting, performing, and responding to performances.
- Early identification of children with specific speech and language and auditory problems. Ensuring specialist help is given, where appropriate, and specialist recommendations are followed.
- Encouraging reading and talking about books at home.
- Providing opportunities, where appropriate, for public speaking, for example, in whole school collective worship, celebration assemblies and through school council initiatives.

### **Reading**

The National Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension (both listening and reading)

At Nutgrove, we recognise that both of 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. We encourage and praise children at every stage of their reading journey.

We aim to develop the ability to read with fluency, accuracy and understanding for all of our children. We encourage them to be interested in books, read with enjoyment and justify their preferences. We also work hard to ensure that we equip all of our children with a range of skills (e.g. phonic, graphic, syntactic and contextual) in order to develop their reading skills.

Ways in which we support this include:

- Daily discrete phonic sessions for children in the Foundation Stage and Key Stage One (Key Stage 2, if appropriate) using the Little Wandle approach. Assessment is ongoing and children are grouped according to their current phase of phonic knowledge so that phonic teaching is always tailored to their individual needs.
- Regular, quality, guided reading sessions throughout school led by the class teacher.

In Foundation Stage and KS1, guided reading is closely matched to the children's phonics using phonetically decodable books. Children are grouped according to their current book band level which provides an appropriate level of challenge. Children read in a guided group alongside the class teacher and/or teaching assistant at least once each week and then take part in other reading

activities where they develop comprehension skills, read for pleasure and are given opportunities to respond to texts they have read.

Children participate in daily whole-class reading for pleasure sessions. These sessions are centred around the children's vocabulary development and their understanding of texts. These sessions also allow children to realise that books are to be enjoyed and promote discussion between peers through a shared reading experience. The experience allows adults to model reading aloud to children of all abilities.

Guided reading sessions, focusing on word reading and/or phonics, are provided weekly for all children in ability groups. These sessions focus on skills that have been encountered by the children in their reading comprehension that week.

Across KS1 and KS2 we use Complete Comprehension reading comprehension resources to ensure progression throughout the key stages and to allow children to access a wide range of age appropriate texts. The questioning involved focuses on the content domains for each key stage and allows children to access a range of challenging question types.

Other ways in which reading is supported with Nutgrove:

- Regular CPD for all staff providing them with the knowledge to develop and enhance these essential skills in our children.
- Quickly identifying children who need extra support and encouragement with reading and offering early and appropriate interventions.
- Reading buddies are used for children who need additional support and encouragement with their word reading and/or for children who are not regularly read with at home.
- Ensuring an appropriate range of texts are available for all children, irrespective of ability, including fully phonetically decodable texts for early readers and more challenging materials for gifted readers.
- KS1 and KS2 book nooks that are easily accessible to children. These allow children to see the books on offer when moving around our school corridors.
- Offering a wide range of challenging, exciting and stimulating texts at all levels and across the curriculum.
- Giving staff and children access to the School's Library Service to broaden the literature available to them.
- Actively supporting and encouraging reading at home expecting reading records to be signed by an adult at least 3 times a week.
- Use of volunteer readers to support children with their reading.
- Providing reading areas/class libraries in each classroom.
- Promoting high quality texts for each year group.
- Encouraging a love of reading and promoting 'Reading for Pleasure' through daily reading for pleasure, annual book weeks and book fairs.
- Effective use of ICT to support reading skills, for example, access to Nessy and Phonics Play.

- Use of 6 quality 'core texts' in each year group to use as models for writing throughout the year.
- Reading books will be provided for children to read at home for pleasure and further practise. Home reading records will be completed by parents/carers or other appropriate members of the child's family.
- Children will also be encouraged to access the local library in order to supplement the home reading books they receive from school.
- A focus on children responding to age appropriate songs, rhymes and stories will also be fluent throughout the school.
- A focus on a given poem per term for each class in KS1 and KS2 to ensure that children have access to a range of poetry within the provision at Nutgrove.

### **Writing**

The National Curriculum divides writing skills into two dimensions:

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

At Nutgrove, we recognise that both of 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.

Ways in which we support this include:

- Planning regular opportunities for 'creating interest' in a text/genre.
- Providing exciting and stimulating opportunities for writing across school, both in discrete English sessions and across the curriculum.
- Using 'core texts' in each year group as quality models for writing.
- Encouraging children to write for a wide range of purposes and audiences.
- Using writing examples and writing criteria so that children can clearly see what they are aiming towards.
- Making clear links between reading and writing through a three week process of reading > gathering content (SPaG) > writing.
- Consistent use of 'working walls' across all classes to help support children's writing.
- Consistent use of planning formats for all children to enable them to independently plan their writing.
- Marking and feedback of children's work using verbal feedback, identified marking codes for transcription or composition and providing regular, planned opportunities for children to improve their writing.
- Promoting clear, fluent and legible handwriting throughout the whole school, which provides clear links between spelling, handwriting and grammar. This involves providing children with handwriting guidelines within their work books to provide support with their handwriting. Children in Reception

and Year 1 will focus on forming letters before moving onto precursive to cursive in Y2 and throughout KS2.

- Swiftly identifying children who need additional support in writing and providing extra support, for example, intervention groups or additional resources.
- Ensuring opportunities for teaching spelling, grammar and punctuation linked to core texts as well as daily practice of spelling, grammar and punctuation objectives at the beginning of each literacy lesson.
- Identifying opportunities to teach and apply the statutory spelling words across the curriculum, which children have access to through working walls.
- Teaching spelling rules and providing opportunities to use spelling rules within writing and specific spelling learning sessions.
- Celebrating and encouraging the use of high-quality writing skills within all areas of the curriculum and in all subjects.

### **Vocabulary Development**

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

- Ensuring the children have access to quality texts and regular opportunities to explore and develop new and unfamiliar vocabulary.
- Providing a range of exciting and stimulating experiences for our children to develop essential new vocabulary, for example, school visits and visitors into school.
- Working collaboratively to generate and display vocabulary linked to reading, writing and topics.
- Modelling the correct vocabulary orally and encouraging children to use this new vocabulary.
- Modelling and encouraging the children to use dictionaries and thesauruses.
- Providing targeted one to one/ small group support where appropriate.

### **Planning**

- Each year group has a long-term overview, identifying what will be covered throughout the year.
- Staff are provided with progression maps to ensure that they are clear on the objectives for their year group.
- Planning ensures developmental learning - building on prior knowledge.
- Pupils may be grouped in a variety of ways within lessons, for example, learning pairs, learning trios, mixed ability groups or ability.

### **Assessment**

- Staff assess pupils learning during and as part of every session; they adapt their practice accordingly.
- Children's spelling and reading ages are assessed within the year using IDL to assess any gaps in their knowledge/learning.

- Half termly writing moderations are an opportunity to quality assure judgements across school, identify current attainment and plan for next steps in the children's learning. These take place both internally and/or externally through the Write Club 7 cluster of schools.
- Long term plans identify opportunities for assessments of writing across the curriculum. These are used to inform moderation and overall judgements.
- Assessments of children's reading and comprehension ability are carried out, tracked and monitored at least termly using daily guided reading assessment notes and termly summative assessments.
- Assessments of children's spelling, punctuation and grammar attainment are carried out, tracked and monitored daily during writing sessions. Summative assessments are completed termly.
- All staff attend termly Pupil Progress Meetings alongside the Head teacher and members of the Senior Leadership Team where progress and attainment of children is discussed and appropriate actions are identified.
- End of Key Stage Assessments are analysed by the Subject Leader and Senior Leadership Team and these feed into subject action plans, the school SEF and school improvement plans.

### **Specific groups**

- Analysis of English achievement and progress is carried out termly and this is tracked against prior attainment and end of year/Key Stage predictions. Pupils who are making below expected progress are discussed and appropriate plans are made to support through RAPs (Raising Achievement Plans).
- Pupils entitled to pupil premium are given additional English support, where appropriate, and this is monitored for effectiveness termly.

### **Special Needs**

Pupils with SEND relating to English will have English based targets on their provision plans. These are shared with parents and appropriate staff and reviewed regularly. A range of resources and sometimes additional adult support will be available to support the individual targets of these children.

### **Needs of Higher Attaining Pupils**

The learning of higher attaining pupils in English will be enhanced through differentiated targets and therefore outcomes. This may occur through extra targets, through questioning, or expectations of explanations and language used.



## Appendices

### Appendix 1 – Literacy Standards

#### Literacy in our School

- It is expected that titles are included for each different piece of work and that they are spelled correctly.
- It is expected that 'long' dates are written for each day that the child works (a short date may be used in the margin to mark each day of a longer write).
- It is expected that the child writes using neat, consistent, legible handwriting (joined if appropriate for your year group).
- The agreed school symbols must be used such as S (supported work), VF (verbal feedback), WCI (whole class intervention), GI (group intervention) and should be seen in books.
- The school marking policy must be used e.g. P in the margin for punctuation that needs correcting, SP in the margin for spellings that need correcting. These must be corrected by the children in purple pen. It would not be expected for more than 3 spelling and 3 punctuation corrections to be made in a piece of work as a maximum. These should be prioritised according to the most important need.
- The line size you use on the work you provide to children must be consistent (in Y6 all lines for children to write on is size 16 which is closest to the line size in their books). You may use slightly larger lines than the year group above you.
- Work such as comprehensions that are done on sheets should be put into files and completed to the same standard as book work.

## Appendix 2 – Working Wall Expectations

## Working Wall

- Title
- Statutory spelling lists for your year group/previous year groups.
- Handwriting scheme.
- Features for the specific text type that you are aiming for.
- What a good one looks like - WAGOLL (your focus text for narrative or example from TeacherPal file if it's non-fiction).
- Challenging vocabulary.
- Class specific/year group focuses.
- Usable take away resources.
- Termly poem.
- Complete Comprehension A3 sheets - appropriate to Key Stage.



### Appendix 3 –SPaG Literacy Lesson Starter Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Week 1	Capital letters at the start of sentences	Add capital letters and full stops	Correct capital letters	CL and FS	CL and FS	CL and FS including run on sentences
Week 2	CL at beginning and FS at end of sentence(not including names or I)	Identify whether each sentence is the is the past or present	A or an	Was or were	Underline the relative pronoun (who, which, where, when, whose, that)	Question, statement, command, exclamation
Week 3	Capital letters for names	Identify the nouns	Add in correct conjunction (when, before, after, while, so, because)	Did or done	Add in the missing commas to show parenthesis	Standard English (them/ those, good/ well, did/ done, was/ were)
Week 4	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks
Week 5	Combine words to make sentences	Choose . ? ! to end sentences	Forming the past tense	Saw or seen	Underline the relative clause in each sentence	Identify the subject and the object in sentences
Week 6	Capital letters for days of the week	Identify the adjectives	Change simple past to present perfect	Add in commas after fronted adverbials	Add in the missing brackets to show parenthesis	Write a synonym and an antonym for each word
Week 7	Joining words with and	Circle two words that need a capital letter	Add in correct preposition (before, after, during, in, at on)	Identify the expanded noun phrase	Add in commas to change meaning	Circle two words that are synonyms of each other
Week 8	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks
Week 9	Question marks for questions	Identify Statement, question, exclamation, command	Add in inverted commas	Add in expanded noun phrase	Add in the missing dashes to show parenthesis	Change sentence from active to passive

Week 10	Identify nouns	Change from simple present to simple past	Identify the conjunctions	Add in comma to speech punctuation	Circle the modal verb in each sentence	Add a semi-colon in to this sentence
Week 11	Adding s for plurals	Add the correct word in co-ordination (and, or, but)	Simple past or present perfect?	Add in fronted adverbials	Choose which suffix (ate, ise, ify)	Add a colon in to this sentence
Week 12	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks
Week 13	Adding suffixes where no change is needed (ing)	Change to past progressive	Underline the coordinating conjunctions in each sentence	Replace underlined word with pronoun	Speech punctuation	Change sentence from passive to active
Week 14	Capital letters for months of the year	Add the correct word in (when, if, that, because)	Underline the subordinating conjunctions in each sentence	Move adverbial to start of sentence	Adjective or adverb? The spring garden looks lovely. The clothes are folded neatly.	Add a dash into this sentence
Week 15	Adding es for plurals	Identify the verbs	Underline the prepositions in each sentence.	Add in speech punctuation	Complete the sentence with a relative clause.	Is this sentence active or passive?
Week 16	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks
Week 17	Adding suffixes where no change is needed ( ed)	Change to present progressive	Underline the adverbs (including then, next, soon)	identify determiners	Word class of the underlined word (covering all)	Add colons and semi-colons in to list
Week 18	Exclamation marks and question marks	Identify Statement, question, exclamation, command	Word class of underline word (noun, verb, adverb, adjective, preposition, conjunction)	Complete each sentence with a possessive pronoun	Choose the correct prefix for these words (dis, de, mis)	Formal or informal?
Week 19	Combine words to make question	Identify the adverbs	Underline the subordinate clause	apostrophes for singular possession	Identify verb form (past/ present/ perfect/ progressive)	Add in hyphens

Week 20	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks
Week 21	Adding suffixes where no change is needed (er)	What word class is the underlined word? (adjectives, nouns, verbs, adverb)	Underline the main clause	apostrophes for plural possession	Change verbs to past perfect progressive	Changing tenses
Week 22	Adding s or es for plurals	Add a suffix to the underlined word to change it to an adverb	Is the main or the subordinate clause underlined?	past perfect or present perfect	Change verbs to present perfect progressive	Identify whether underlined word is used as a verb or a noun
Week 23	Capital letters for I and names	Rearrange words to make a question	Apostrophes for singular possession	word class of underlined words (noun, verb, adverb, adjective, preposition, conjunction, determiner, pronoun)	Underline word classes (covering all)	Identify whether underlined word is used as an adjective or adverb
Week 24	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks	Mixture of previous 3 weeks
Week 25	CL and FS (including names)	Apostrophes for possession.	Apostrophes for contraction	apostrophes for singular or plural possession	Underline the subordinate clause in each sentence (including relative clauses)	Write sentence using words as a noun and as a verb
Week 26	Add un to change meaning of verbs	Commas in a list	Add in inverted commas	Correct speech punctuation mistakes	Apostrophes for plural possession	Word class of underlined words (all covered)
Week 27	Separate words with spaces	Tick to show whether each noun is singular or plural	Change simple past to past perfect	plural or possessive s. Add in apostrophes	Speech punctuation	Identify verb form (all covered)

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