



Literacy Policy

Introduction

At Palfrey Junior School we believe that the development of language and literacy skills is of the highest priority. Palfrey has a diverse intake of pupils, who between them speak many different languages. Whilst we value all languages, our aim is for all children to develop the necessary skills to become effective users of the English language.

In studying Literacy, pupils develop skills in reading, writing, speaking and listening enabling them to express themselves creatively and imaginatively and to communicate with others effectively. By studying Literacy, pupils will also develop an understanding of how language works through analysing patterns, structures and origins. We also feel it is vital to foster a lifelong enjoyment of reading and writing.

This policy summarises our approach to the teaching of Literacy at Palfrey School. It is a statement that will ensure systematic and consistent practice throughout the school and result in improved results. We want pupils leaving Palfrey Junior School to be confident, independent and literate learners.

Organisation of Literacy at Palfrey

At the beginning of each new academic year, years 3-5 study bridging units based on real books. They include drama, writing and reading activities as well as more cross-curricular work. They are designed to help the children focus again after the summer holidays and help regain quickly some of their language and reading skills not utilised during the holidays. This enables pupils to be better prepared to embark on their new year's first study unit.

Literacy skills are taught five days a week using the Language and Literacy Scheme as a basis for planning. Each unit involves a related three part cycle: reading focus and text immersion; fiction writing; non-fiction reading and writing. The first four lessons usually involve a preparation and skilling up for writing. As the children's understanding and vocabulary improves, we move away from the Language and Literacy Scheme introduce other high quality texts so the children gain experience of a broad range of genres, both fiction and non-fiction.

There are opportunities for writing each week with stimulus taken from Literacy (Big Writing), Topic (History and Geography), RE and Science. In addition to this, special events such as trips, visitors, whole school focus days and Inspire workshops supplement opportunities to read and write.

Grammar is taught both intrinsically through the literacy skills lessons and through weekly, discrete grammar lessons, which focus on their classes' needs. Spelling is taught for fifteen minutes, four times a week using the Rising Stars spelling scheme, which focuses on the rules needed for spelling. Where necessary, children's early literacy is supported through phonics lessons using the Monster Phonics scheme.

Guided Reading is taught four times a week. Teachers carry out differentiated guided activities using a variety of materials to teach alongside the Reading Domains (Reading DOGS) to teach children comprehension skills. Children have opportunities to visit the School Library throughout the week. The Mobile Library visits once a week. Each class is supplied with a wide range of reading materials that are year group appropriate, with books for the more or least able also provided in their classroom book corner. The children may read these books for pleasure during the school day and take them for home readers. Library on Wheels is a satellite to the library to encourage more children to take books home. All children have online access to Bug Club books that they can access from home or school. There are also Topic boxes for each year group with a range of genres linked to each subject. A daily story time takes place in each class where the pupils may hear stories read aloud to them linked to their topic or through pupil or teacher recommendation. Weekly Book Club sessions give the children the opportunity to share books they have read and enjoyed with their peers to encourage wider reading across the school

The use of speaking frames and sentence starters are encouraged throughout the curriculum to secure correct grammatical structures and use of vocabulary. Partner talk is also encouraged and children are expected to contribute orally in all lessons.

Classes, groups and individuals are supported during this time, by qualified H.L.T.As and teaching assistants.

Planning

We use Language and Literacy Scheme (ReadWrite Inc) to organise our medium term and weekly planning. We believe that this facilitates better progression and continuity of teaching and learning. The core of the planning is taken from the scheme but is adapted and supplemented as necessary by each year group, who use the agreed school planning pro forma. Staff share the literacy planning during PPA sessions. Planning in this way takes account of the needs of groups of pupils, Speaking Frames and SMSC/British Values but also ensures that current National Year Group expectations are being delivered.

Guided Reading planning is recorded on separate grid by class teachers. Guided Reading shows differentiated activities, some facilitated by adults, others independent. Spelling follows the plan from Rising Stars.

Aspects of Literacy at Palfrey Junior

Spoken language

Spoken language is developed through:

- Discussion/Thinking time/Partner Talk
- Music, Art, Dance and Drama
- Oral story telling and rehearsal
- Book Talk
- Language/speaking frames
- Sentence starters prompts

- Expectation that children will contribute orally in lessons

Reading

Opportunities are provided for:

Guided Reading –

- *Teachers will carry out differentiated guided reading sessions four times a week for half an hour and rotate reading activities. Materials available include Big Cat, Bug Club, Project X, Shine and Inference, Training*
- *Sessions will be planned so that the teacher works with a focus group each session and a TA supports the development of reading skills of another group where possible.*
- *Children who are not supported by an adult will work through a range of independent reading activities including Topic box, Bug Club, oral and written comprehension and follow on work from guided sessions in order to develop and enhance their independence in reading, particularly inference and deduction.*
- *Teachers will also use whole class comprehension texts where skills are specifically taught. Materials including Cracking Comprehension, Twinkl or Bug Club Comprehension. Teachers can also use the topic box books to create a comprehension that will engage the children in cross curricular reading.*
- *Teachers will monitor and assess children's progress through the use of the schools reading assessment statements as well as using PiRA tests to identify individual and group intervention needs. SHINE targeted intervention planning will then be used where appropriate (see assessment subheading for further information on SHINE).*

Guided Reading sessions will help children to:

- *develop the ability to read aloud fluently and with expression;*
- *develop the ability to read for meaning;*
- *develop the skills required for the critical reading of texts;*
Children will be:
- *encouraged to read a wide range of fiction, poetry and non-fiction materials;*
- *be taught and use cueing strategies for reading including:*
Phonic (sounding the letters and blending them together);
Visual (whole word recognition and analogy with known words);
Contextual (use of picture and background knowledge);
Grammatical (which words make sense);
- *be encouraged to listen attentively;*
- *gain an awareness of the close links between reading and writing activities.*

Children will respond to:

- **Literal questions** - recall and retrieve information that is directly stated in the text.
- **Deductive or inferential questions** - work out answers by reading between the lines, by combining information found in different parts of the text and by going beyond the information given by drawing on their 'world view'
- **Evaluative or response questions** - go beyond the text by, for example, thinking whether the text achieves its purpose, or making connections with other texts.

The use of focused questioning is an integral part of guided reading.

- **Remembering** – *Who/What/Where/When/Why...*
- **Understanding** – *What do we mean by...? Explain*
- **Applying** – *What examples can you find to?*
- **Analyse** – *Why do you think...? What conclusions can you draw?*

- **Create** – What would happen if...?
- **Evaluate**- What is your opinion of...?

Reading will also be supported through cross curricular work, homework and interventions. For more information on SEND interventions please see the school's Inclusion Policy and Provision Map.

Some strategies include:

Shared Reading – modelling reading within literacy lessons and other areas of the curriculum

Independent Reading – in Lower and Upper Key stage, in Guided reading or class sessions

Read Write Inc – a phonics programme to support children with their reading

Monster Phonics – an engaging phonics programme that has been introduced to support children in lower school following disruption to their KS1 phonics learning during the pandemic lockdown before transitioning to year 3. It will be continued for those that need it in year 4, as well as being in place for those in year 3 in the incoming cohorts next year and in future years. It is carried out on a daily basis for those that need it. When completing assessments throughout the school year, children are identified who require targeted phonics support. Monster Phonics includes a range of resources such as books, videos and writing activities. The scheme is engaging and helps children to make progress.

As Monster Phonics is originally intended to be used with Reception and KS1, the sessions are to suit the needs of the children. This varies from group to group and includes the books which are used as part of Guided Reading session alongside the videos and writing activities that are most appropriate for the children being taught.

The groups in which the children are organised are flexible. If the children are struggling, they may join another group, or read a different level book. Alternatively, if they are making good progress and staff think it is appropriate, they may re-join the main class group for Reading and Literacy lessons. Staff regularly assess the children's progress and so changes are made to the teaching groups throughout the school year, as and when needed.

The progress of the children within each group is tracked throughout the year by the Monster Phonics coordinator. A whole school overview is updated every half term, and shared with staff.

Precision Teaching – focused to help support phonic knowledge for children with more significant delays in acquiring phonics

Beat Dyslexia and Alpha to Omega -for those children with specific learning needs

Inference and Visual Comprehension Training – tailored to teach children inference and deduction skills

BUG CLUB Reading Scheme: –

- Year 3 and 4 have a collection of texts and online access to E-books for home reading.
- Year 5 and 6 have access to online E-books to support and enhance reading.

Project X – this reading programme is used in reading interventions to support reluctant readers especially boys.

Collins Big Cat- a set of fiction and non-fiction books for use in guided reading with age and stage appropriate texts.

Cracking Comprehension- a set of modelled and independent whole class comprehension activities focusing on particular reading skills.

Reading Assessment

- PiRA assessments are administered termly for years 3-5. These are tracked to monitor progression. The test informs teachers whether the children are below, at or above the expected standard for their year group. It also provides analysis of the pupils/classes strengths and weaknesses in the different reading content domains to enable teachers to adjust planning and inform intervention groups and activities.
- We use the SHINE intervention planning to target the gaps left in pupil's learning following the Covid 19 pandemic. It uses the information from the PiRA tests and the MARK assessment system to identify individual and group interventions and provides reports, a teaching sequence, lesson plans, resources, model answers, intervention records and impact reports.
- Year 6 use past SATs papers to assess pupil's achievement and needs. Their progress is tracked over the year and discussed in pupil progress meetings. Intervention groups and activities are created based on the information given from the SATs papers and through teacher assessments.
- The school's reading assessment statements will be used in Guided Reading sessions by teachers and teaching assistants to assess pupil progress.
- Reading Domains are considered to ensure that children have experience of all the strands required.
- Those children that are taught Monster Phonics will be assessed using the Monster Phonics assessment program every eight weeks, and will move on to the next stage accordingly.

Writing

Opportunities are provided for:-

Shared and Modelled Writing – within the literacy lesson and other areas of the curriculum. This supports children by showing the key features that they are expected to demonstrate in their writing as well as providing a good model of written language. These may also consist of pieces including errors and common grammatical mistakes that the class make to highlight the need for editing work.

Guided Writing– within the literacy lesson and other areas of the curriculum. Teaching staff support the development of writing during lesson times in order for children to effectively plan, orally rehearse and construct writing.

Independent Writing- children are also expected to produce independent writing.

Extended Writing – Big Writing Sessions will be focused towards extended narrative and non-narrative pieces of work, allowing pupils to demonstrate their acquisition of the skills being taught in Literacy skills lessons. The school ensures that coverage of genres in writing is delivered as appropriate for each year group.

Cross Curricular Writing-There are opportunities for writing across the curriculum with stimulus taken from Literacy (Big Writing), Topic (History and Geography), RE and Science. In addition to this, special events such as trips, visitors, whole school focus days and Inspire workshops supplement opportunities to read and write.

Grammar and Spelling-Grammar is taught intrinsically through the Language and Literacy Scheme . Teachers also deliver discrete grammar lessons, using The Natural Curriculum Scheme, which focus on their classes needs. Spelling is taught three to four times a week using the Rising Stars Spelling Scheme. Both Spelling and Grammar objectives are taken from the New Curriculum Year Group expectations. Colour My Grammar is used to help pupils identify and subsequently use independently grammatical structures.

Writing Assessment

- Ongoing writing assessment takes place using the National curriculum expectations. The school has writing assessment statements for each year group.
- Each piece of extended writing will be marked by the teacher using an assessment grid, which will have the National Curriculum Targets. Children need to show evidence across three to five pieces of work for all the targets within the strand (Emerging, expected and exceeding) before they are moved on . Punctuation and grammar mistakes are corrected by the teacher or pupil as a gap task activity, if they are able to correct these issues with limited support. Spelling errors are underlined for the children during the Autumn term; indicated at the start of the line in the Spring term: Indicated at the start of the paragraph in the Summer term.
- Moderation will take place on a half-termly basis for team members to discuss selected pieces of extended writing and agree teacher judgements.
- Children will use their writing booklets to map progress towards their Year Group Objectives.

Handwriting

Handwriting across the curriculum needs to be legible and consistently neat. Children are not expected to join handwriting or use pen until individual letter formation is secure. Discrete handwriting sessions will be taught once a week, during PPA, to teach children the correct letter size and form. Teachers will ensure children are provided with opportunities to practice and develop their handwriting when necessary.

Special Needs Provision

For more information on SEND interventions please see the school's Inclusion Policy Provision Map, Graduated Response and School Offer.

Briefly, SEN provision is made by:

- Withdrawal of intervention groups
- Differentiated work within the classroom
- In class support from teaching assistants

Dyslexia-Where a teacher recognises characteristics in a pupil which might indicate dyslexia then he/she will work in consultation with the Inclusion leader to provide the necessary support to enable the pupil to access the literacy curriculum successfully.

More Able- Teachers should ensure planning demonstrates suitably challenging activities for the more able giving them independence to be able to showcase their skills.

ICT- ICT is employed throughout the school in order to facilitate and enhance learning in Literacy. Units of work taught using Language and Literacy are accessed online and include interactive activities.

Literacy Subject Leader

Reading Lead: Mariam Mayat.

Writing Lead: Stephanie Williams

Phonics Lead: Katherine Mansell.

Monitoring and evaluating Literacy through:

- *Pupil progress, PiRa assessment and data*
- *Learning walks*
- *Coaching/setting up peer observations*
- *Provision of literacy*
- *Purchasing and organising resources*
- *Keeping up to date with recent Literacy development*
- *Supporting colleagues in their CPD*
- *Supporting colleagues through identified needs.*

Policy review

This policy will be reviewed in line with the school's policy review programme and no later than the following date: November 2027 or sooner if changes occur.