



Woodford Valley C of E Primary Academy Literacy Policy

Signed.....

Date 14th September 2022

Review: September 2025

This School is committed to creating the ethos in which children can grow towards Christian life, learning and love.

And now I give you a new commandment: love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples.”
John 13: 34-35

This policy should be read in conjunction with all other policies including Assessment, Teaching and Learning, Computing and ICT.

At Woodford Valley Academy we intend to develop in our children a love of the English language. We recognise that mastering the spoken and written language is crucial in allowing them to communicate, develop imaginative and creative skills, and cope with the challenges of our diverse society.

Intent

- ❖ To develop skills of communication and realise that these skills need to be taught and modelled
- ❖ To enable our children to speak clearly and audibly in a variety of contexts including philosophy
- ❖ To encourage children to listen with concentration in order to be able to identify the main points of what they have heard
- ❖ To develop confident, independent readers and promote a love of a range of texts
- ❖ To create stimulating reading environments for children to help develop reading for pleasure
- ❖ To enable children to develop skills to master all types of genres, through exposure to modelling of different forms of writing regularly and to be able to see themselves as valued writers
- ❖ To increase the children's ability to use planning, drafting and editing to improve their work
- ❖ To enable children to use grammar and punctuation successfully in their writing
- ❖ To help children develop critical abilities, so as to reflect and comment on their own work and sensitively appreciate the work of others

- ❖ To teach children the skills of presentation, so that they can be proud of completed work
- ❖ To help children to appreciate the relevance of their developing skills. To provide reasons for reading and writing, making links with other subject areas and ensuring tasks are purposeful
- ❖ To enrich the Literacy Curriculum by inviting visitors to lead workshops, developing hands on experiences through role play and drama and through live performances such as visits to theatres.
- ❖ To ensure that children appreciate that communication is not easy for all individuals

Implementation.

At Woodford Valley we use a variety of teaching and learning styles in literacy lessons. Our principal aim is to develop children's skills and knowledge and therefore their understanding and enjoyment of English. We achieve this through a daily literacy session. These sessions are flexible in their delivery with children experiencing a variety of whole-class reading, writing and discussion, grammar activities, guided group, paired or independent activities over the week. Assessment for learning is planned for every lesson but can take place at any point where the teacher sees the need to review and reflect on progress and learning. The children have experience of a wide range of texts, including multi-media and use a variety of resources. They word process, edit and redraft, research and use specific programmes where it is thought relevant. All children have access to the internet to aid work. We make links with other areas of the curriculum to ensure tasks are purposeful and fun. We encourage the use of drama and role play and try to enhance the children's learning with theatre trips.

Literacy skills are essential across the entire curriculum. Some English work takes place outside the designated literacy session. For example, most classes have a separate quiet reading session. All classes have a guided reading lesson; in KS1 this is either whole class or small groups. In KS2, we have adopted the whole class reading approach. KS1 have a daily phonics session and in KS2 teachers conduct a weekly spelling session, following the requirements set out in the National Curriculum. All classes have regular handwriting sessions. We use a structured reading scheme in KS1 and in Year 3 children are guided towards appropriate reading books. Our own 'Book Week' is celebrated annually in October. We invite authors, storytellers and/or theatre companies to come in to run workshops, these involve the whole school in a variety of activities. The grounds are turned into different settings linked to the theme for the week in order to encourage children to use role play, and further develop their speaking and listening skills outside the classroom.

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. Teachers recognise individual differences by the use of skilful questioning and use scaffolding of tasks where appropriate. We use classroom assistants to support some children and to enable work to be matched to the needs of individuals. Use of laptops or other ICT equipment is also used to help children record their ideas or written work where appropriate. We carry out specific learning programmes where relevant, 1:1 tuition, booster groups for selected children in Key Stage 2, Word Shark for spelling intervention and also have parent volunteers to hear readers.

English Curriculum Planning

We follow the statutory requirements of the National Curriculum which is embedded in our own broad and balanced school curriculum. We carry out the curriculum planning in English in three phases (long term, medium term and short term.) We have developed our own school 'Long Term Overview' which identifies the key foci in Literacy that is taught in each year group and shows progression across the year groups. Teachers complete medium term planning plus a detailed weekly planning sheet for the teaching of English. This lists the specific learning intention for each lesson and gives details of how the lessons are to be implemented. It also identifies where adult support will be used and assessment opportunities.

The Foundation Stage

The Early Learning Goals of Communication, Language and Literacy underpin the curriculum planning for children aged three to five. We give children the opportunity to talk and communicate in a range of situations, to respond to adults and to each other, to listen carefully and to practise and extend their range of vocabulary and communication skills. All of these elements are developed through an extensive range of child-initiated and adult-led activities. The children have the opportunity to explore, enjoy, learn about and use words and text in a range of situations. 'Lesley Clarke's Letters and Sounds' validated phonics program is used to deliver our daily phonics sessions. A daily talk focus is planned into the weekly timetable, plus a weekly talk focus each week which supports the 'Development Matters' document- communication and language.

Teaching children with special needs and those with English as a second language.

At Woodford Valley we teach English to all children, whatever their ability, special needs or mother language. Work in English takes into account the targets set for individual children in their EHCP or My Support Plans. Our Provision Map details the intervention programmes used to support literacy. Where necessary, the teachers consult with outside agencies for advice on literacy matters. Staff who undertake 1:1 intervention work attend relevant courses; for example, training in: reading, spelling, dyslexia and phonics. Teachers provide help with communication and literacy through:

- ❖ Texts that children can read and understand
- ❖ Using visual and written materials in different formats
- ❖ Using ICT
- ❖ Using translators and amanuenses
- ❖ A county EAL specialist advisor
- ❖ Use of Braille

We also recognise the need to cater for the more able child. We do this through extension work. We take advantage of additional opportunities as they arise to extend and challenge our children and encourage children who have exceptional literacy skills to attend these. For example: Year 2 children taking part in a talented readers event.

Impact

Teachers assess children's work through formative and summative assessments. The short-term assessments that teachers make as part of every lesson help them to adjust their teaching. We currently use the Fischer Family Trust (FFT) tracker for assessing reading and writing. Teachers make fuller assessments towards the end of the school year and they use these to assess progress against school and national targets. With the help of these long-term assessments, teachers are able to set out individual targets for the next school year.

Reception children are assessed on entry using the Baseline Assessment within the first 6 weeks of starting school. Year 1 children are assessed in phonics; taking the national phonics test in June. At the end of Year 2 and Year 6, children take the national tests. Writing is teacher-assessed and based on writing across the year. Writing assessments are regularly moderated as a whole staff, SMT, with Governors and in our cluster group.

Teachers also assess children's spelling and reading ability. From Year 1, the NFER group reading test is used to indicate reading and comprehension ability. These results are centrally stored. The spelling of children is tested twice a year, from Year 3, using the Vernon spelling tests. Spelling and reading ages are collated and discussed by the SMT who use it to identify any areas of concern; the information feeds into the School Improvement Plan for the following year. In KS1, children's progress in spelling is assessed at the end of each phonic phase and through weekly spellings. Progress is tracked and interventions implemented where needed.

In the Early Years, an on-line learning journey plus classroom observations are the basis for assessment in the Foundation Stage.

Resources

There is a range of resources to support the teaching of English. All classrooms have access to:

- dictionaries and a range of appropriate resources
- an interactive whiteboard, visualiser and laptop through which DVDs or clips from the internet can be accessed
- a selection of fiction and non-fiction texts
- radio station
- iPad
- laptops/ICT suite
- library

Monitoring and review

Monitoring of the standards of the children's work and of the quality of the teaching in English is the responsibility of the Literacy Subject Leader. The work of the Subject Leader also involves observing and supporting colleagues in the teaching of English, being informed about current developments by attending courses and meetings and providing a strategic lead and direction for the subject in school. The Subject Leader carries out an annual evaluation of the subject at the end of the school year. The Subject Leader also undertakes learning walks, book and planning scrutiny and has responsibility for assessing resource needs. The named governor responsible for Literacy meets with the Subject Leader in order to review progress and to make classroom observations.