



# Stowlawn Primary School Literacy Policy



This policy will outline our practice at Stowlawn Primary School of the teaching of all areas of literacy: reading, writing, phonics, spelling, grammar, punctuation and handwriting.

Our approaches to the teaching of literacy are multi-faceted, incorporating oracy, using high-quality vocabulary, drama, high-quality texts, real-life situations. Our aim is to create fluent readers and writers with all the knowledge and skills they need to be confidently literate in life in and out of school. We believe these skills underpin our children's growth not only academically, but also socially and culturally as well.

We want all children leaving Stowlawn Primary School to have developed a life-long love of reading and for them to feel confident and inspired within all areas of literacy.

## **Planning**

### **Key Stage 1**

Children in Key Stage 1 have daily literacy lessons based around a different text each week linked to their topic. Literacy lessons in KS1 include both reading and writing based activities to help them practice new skills and embed knowledge.

A smart notebook file is used for planning, which will include daily lessons for the week. The smart notebook file follows the non-negotiables set out by SLT (see appendix 1). Key vocabulary is displayed and discussed each day with the children.

### **Key Stage 2**

Children in Key Stage 2 have both a reading and a writing lesson every day. We use VIPERS to teach reading skills and a whole class text is used throughout the half term linked to their topic. Daily writing lessons follow a two week timetable and include SPaG related activities, writing skills, planning skills, a short and long write, as well as time to edit and improve their writing based on teacher feedback.

A separate smart notebook file is planned for reading and writing, which includes daily lessons for the week. Key vocabulary is displayed and discussed each day.

Every class has timetabled daily story time, where teachers read a story or chapter from a book to allow the children to immerse themselves in more stories, learning new vocabulary and developing a love for reading. Each year group has a box of books from a recommended reads list for their year groups.

## **Reading**

Our priority is to develop our children with the understanding of reading skills and also the enjoyment of literature, enabling our children to become confident, lifelong readers. We know that for all our children to become fluent readers and writers, phonics must be taught through a systematic and structured programme.

## **Phonics**

We use Read Write Inc (RWI) phonics programme to plan and deliver daily engaging phonics sessions. Children are grouped by their level of phonics understanding. Groups include children from Reception, Year 1, Year 2 and some children from Year 3 if they need additional phonics support. All staff delivering RWI are fully trained in the scheme.



Our phonics sessions are 35 minutes long every day, and sessions follow the scheme based on their children's ability.



At the beginning of the phonics programme, children are taught set 1 sounds and use these to build up to blending sounds together to read simple CVC words. Children are taught and practise their oral blending skills using Fred the frog, develop their blending and segmenting skills by using magnetic letter boards to make and read simple words, and then move onto reading these simple words on green word cards.

When children are able to recognise a certain amount of sounds and can confidently blend these together, they will start to move through the groups building up to starting to read a book. From red group, children will start to use a simple story book to practise their blending and reading skills. They will continue to learn new sounds from Set 2 and Set 3 sounds, as they move through the programme. When in a group with a book, children will bring home their phonics book to share with the adults. We encourage parents to listen to their child read their book as much as possible to help them to develop confidence and embed their reading skills.



### What does reading look like at Stowlawn Primary School?

#### **The teaching of reading in EYFS**

In Early Years, teaching is focussed around a story book or text. A new story book is looked at each week based around the topic.

From this book, reading activities are planned for the children to engage in throughout the week. They are placed within the provision and children can access these everyday. Adults are there to support the children with their learning, provide scaffolding if needed and enhance the learning where appropriate.

Children have daily phonics lessons where they learn the skills they need to read. They are grouped based on their ability and are taught the letter sounds to blend simple words. Children use this knowledge through their play based activities during the week.

Within the classroom, there are learning areas where the children will be able to embed their knowledge, and use their own independence to practise their reading skills.

All children in EYFS will read with an adult at least once a week. Some children may be identified as needed extra support with their reading skills, and they will read with an adult at least 3 times a week.

#### **The teaching of reading in KS1**

In KS1, teaching is focussed around a story book or text related to the topic. Over the half term, different texts are looked at and children complete reading activities based around this text.

Children engage in daily phonics lessons to develop their reading skills, and build on their phonic and reading knowledge during literacy lessons.

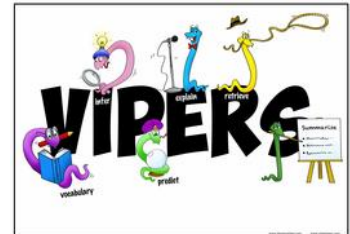
Reading skills linked to VIPERS are taught throughout the week, and the symbols are shown to the children so they are able to understand the skill they are learning.

All children in KS1 will read with an adult at least once a week. Some children may be identified as needed extra support with their reading skills, and they will read with an adult at least 3 times a week.

### The teaching of reading in KS2

In KS2, whole class guided reading is used for the teaching of reading. An age-appropriate text is used based around the focus topic.

There are daily reading lessons where this whole class text is used to practise and develop their reading skills. Lessons include reading of the text (using different techniques such as echo reading), holding discussions around the text, using spoken language and drama to extend their knowledge of the text and its features and activities based around the reading domains using VIPERS.



All children in KS2 will read with an adult at least once a week. Some children may be identified as needed extra support with their reading skills, and they will read with an adult at least 3 times a week.

## Developing a love of reading

To ensure children leave us with a life-long enjoyment of reading and a love for books, reading for pleasure is something we prioritise in school. Some of the ways we develop a love of reading are:

- We have a daily story time in class where the teacher spends time reading a book to the class. Each year group has a recommended reads box for teachers to choose from, as well as having access to other texts that children may show an interest in.
- Each classroom has a book area that children have access to. They are able to read books from the area, as well as sit and read in the cosy space.
- Children receive reading rewards when they read a certain amount of times at home. Children have their own reading journals where they can keep track of the books and times they have read and shared at home with their family.
- Our school library! Children are able to borrow a book from our school library to take home and enjoy. They can choose from 100s of books, both fiction and non-fiction, and use of school library system to scan their books to check them in and out. Library time is scheduled for the children each week, and teachers are able to use the library area during other times to enhance their teaching, as well as giving some more time for reading.



*Please note, books are very expensive so we ask all children and families to look after our books. If books are lost or damaged, we will respectfully ask for a £3 contribution per book to help us replace them.*



## **Writing**

At Stowlawn Primary School, we strive to create an environment that promotes reading and writing. In order to ensure that all our children become confident writers, we encourage them to write creatively, whilst teaching the key writing skills explicitly and systematically.

### **What does writing look like at Stowlawn Primary School?**

#### **The teaching of writing in EYFS**

In Early Years, teaching is focussed around a story book or text. A new story book is looked at each week based around the topic.

From this book, writing activities are planned for the children to engage in throughout the week. They are placed within the provision and children can access these everyday. Adults are there to support the children with their learning, provide scaffolding if needed and enhance the learning where appropriate.

Within the classroom, there are learning areas where the children will be able to embed their knowledge, and use their own independence to practise their writing skills. The writing area is stocked with a variety of writing materials and resources which they are able to independently access to use.

Within the provision, there will be activities for children to develop their fine and gross motor skills. These skills are crucial to help children with their controlled movements, pencil control and grip. This will in turn help the children with their writing skills, making sure they can form letters correctly and neatly.

#### **The teaching of writing in KS1**

In KS1, teaching is focussed around a story book or text related to the topic. Over the half term, different texts are looked at and children complete writing activities based around this text.

There are daily literacy lessons, and throughout the week children will have different writing opportunities, to help them learn new skills, develop their existing skills and embed knowledge. They will have opportunities to look at spelling, punctuation and grammar, as well as writing for different purposes. As they progress through KS1, they will begin to look at basic planning and editing their work, by thinking about what it is they want to write and include, and making simple additions or changes by evaluating their work.

At the end of KS1, children will look to start writing on a two-week timetable, to give them opportunities to learn and practise more skills, as well as completing a short and longer write.

Over the year, children will look at writing specific genres to help them develop their writing skills, including narrative and information writing.

#### **The teaching of writing in KS2**

In KS2, children will focus on a text across the half term linked to their topic. They will read the text through whole class guided reading, and use this as a base for their writing activities.

Children will have daily writing lessons, which is structured around a two week writing timetable. This gives the children opportunities to develop their writing skills, by looking at spelling, punctuation and grammar, vocabulary, writing for different purposes and devices for cohesion, organisation and presentation. Within the two week timetable, they will complete a short writing using the skills they have been developing. They will then move onto planning, completing a long write and editing and improving this piece of writing.

Each year group will look at writing specific genres to help them develop writing for a different purpose, and throughout KS2 will have had the opportunity to cover a range of writing opportunities, such as narratives, recount, reports, letters, explanations, persuasive writing and more.

## **Spelling**

Understanding how to spell correctly is an important skill that children need to learn. Spelling can help organise children's thinking around the use of language and give them robust and reliable skills when expanding their vocabulary and writing unfamiliar words. Spelling is taught explicitly throughout school.

### **What does spelling look like at Stowlawn Primary School?**

#### **The teaching of spelling in EYFS and Year 1**

Within Early Years and Year 1, children will be developing their phonic knowledge which will help them when writing independently. They will use their knowledge of the sounds and use their Fred Fingers (which is taught within phonics lessons) to sound out the word and write it down. Most of the words they write will be phonetically plausible, meaning they may not be spelt correctly but they can read it back using their phonics.

Children are also taught red words within phonics lessons, which are words that cannot be sounded out. Children will be taught to know these by sight and use this knowledge when writing, making sure it is spelt correctly.

Common exception words will also be looked at and children will practise spelling these words correctly.

#### **The teaching of spelling in Year 2 to Year 6**

When children have finished the phonics scheme they will move onto spelling lessons. We use RWI spelling programme where children will have daily 15 minute lessons.



Spelling is taught cumulatively and systematically, with deliberate and focussed practise, which builds upon teaching strategies and spelling activities from RWI phonics.

Spelling activities include; alternative spellings and consonants, homophones, prefixes and suffixes, plural nouns, silent letters, letter strings and word families.

Children will follow the yearly scheme from Year 2 up to the end of Year 6. Where required, children's spelling knowledge will be consolidated within group intervention sessions.

# Handwriting

We place value on children taking pride and care over their written work and handwriting is a key part of this. Having a fluent, comfortable handwriting style is crucial for children to develop writing stamina and feel proud of their work.

## What does handwriting look like at Stowlawn Primary School?

<p><b>Handwriting in EYFS</b></p> <ul style="list-style-type: none"> <li>• Children can choose to write and make marks using a variety of tools every day, teachers will encourage children to try and handwriting often happens in a very organic way</li> <li>• Write recognisable letter, most of which are correctly formed by the end of EYFS stage</li> </ul>
<p><b>Across school</b></p> <ul style="list-style-type: none"> <li>• Daily handwriting sessions</li> <li>• Y1 pre-cursive learning the joins</li> <li>• Y2+ cursive writing joining letters together. Children practise joins using one/two letters, building up to using these joins within words.</li> </ul>



# Assessment

Assessment is an important part of school life. It allows teachers to identify children’s strengths and next steps for learning. It also allows us to focus on specific skills or themes that need greater attention. We use a ‘live feedback’ model at Stowlawn, which means teachers have meaningful learning conversations in each lesson with children and look at what they have done well and where they could improve. Suggestions and improvements are acted upon and happen *‘in the moment’* at the point of learning.

<b>Reading Assessment</b>	
<b>Formative Assessment Strategies</b>	<b>Summative Assessment Strategies</b>
<ul style="list-style-type: none"> <li>• Teachers engage in class and individual discussions, where they are able to support the children by scaffolding or extending their learning.</li> <li>• Marking – discussed with children and looking at their next steps/what to continue to work on</li> <li>• These are used to inform planning and this is adjusted where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• End of term assessments from LA where they complete tests which give a scaled score, and a percentage score for each reading domain. This allows for analysis where teachers can see which reading domains may need more focus during the next term.</li> <li>• Teacher assessments are complete each term where they use their knowledge of the children, their work and the learning objectives covered over the term to complete these judgements.</li> </ul>

	<ul style="list-style-type: none"> <li>• Specific year groups (2 and 6) undertake formal SATs in May</li> </ul>
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<b>Writing Assessment</b>	
Formative Assessment Strategies	Summative Assessment Strategies
<ul style="list-style-type: none"> <li>• Teachers engage in class and individual discussions, where they are able to support the children by scaffolding or extending their learning.</li> <li>• Marking – discussed with children and looking at their next steps/what to continue to work on</li> <li>• These are used to inform planning and this is adjusted where appropriate.</li> <li>• Edit and improve lessons allow time for the children to respond to the feedback they have been given and make changes to their word to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• End of term assessments from LA where they complete tests which give a scaled score, and a percentage score for each reading domain. This allows for analysis where teachers can see which reading domains may need more focus during the next term.</li> <li>• Teacher assessments are complete each term where they use their knowledge of the children, their work and the learning objectives covered over the term to complete these judgements.</li> <li>• Specific year groups (2 and 6) undertake formal SATs in May</li> </ul>

## **Vocabulary**

We endeavour to make our school as language rich as possible, where correct language and ambitious vocabulary are used. We want to immerse our children in language and this is a focus throughout school.

Key vocabulary is chosen each week during literacy lessons to support the children with their learning, these are displayed and continually referred to during the week, where the meaning of these words are explored. When teaching, ambitious vocabulary is used to expose the children to a vast amount of new words, as well as using subject specific vocabulary to extend their subject knowledge.