



The Grove Primary School

"The Grove School Cares"

Literacy policy

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Ms Bernadette Atkinson, Head Teacher

Oakfield Lane, The Grove, Consett, Co. Durham, DH8 8AP

Tel 01207 502938

Email: enquiries@thegroveprimaryschool.co.uk



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Related Documents/Policies

References	Title

The Grove Primary School Literacy Policy 2022

At The Grove Primary School, we strive for excellence in English achievement throughout the school. We hope to develop children's abilities within a cross curricular programme of Reading, Writing and Speaking & Listening. Across all classes, pupils are given opportunities to develop their knowledge, understanding and use of spoken and written English, within a balanced and exciting curriculum. There are lots of opportunities for children to consolidate and reinforce taught English skills and to apply them in a range of contexts.

Children at The Grove Primary School will:



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- Learn how to read and write with fluency, understanding and confidence, developing a range of independent strategies to take responsibility for their own learning.
- Be encouraged to develop a love of reading and to read for enjoyment.
- Develop their ever-growing vocabulary, through an interest in words and their meanings.
- Experience a range of text/media types and genres, across a range of contexts, to develop their understanding.
- Learn to write in a variety of styles and be able to apply characteristic features of texts to their own writing.
- Develop a technical vocabulary with understanding of grammatical terminology.
- Learn how to apply grammatical terminology in their own writing.
- Have the opportunity to write for pleasure; to explore and develop their own ideas.

Most importantly, children will have the opportunity to develop their creativity and imagination.

Statutory Requirements

Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for Early Years Foundation Stage (2012). The aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a strong command of the spoken and written word, and to develop their love of literature.

From EYFS to Year 6, the national curriculum for English (2014) aims to ensure that all children:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

EYFS

In EYFS (Reception) children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.



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Key Stage 1 (Year 1 & Year 2)

In Key Stage 1, children learn to speak confidently and listen to what others have to say. They learn to read and write independently, at length. They use language to explore their own experiences and imaginary worlds.

Key Stage 2 (Years 3 – 6)

In Key Stage 2, children learn to change the way they speak and/or write to fit different situations, purposes and audiences. They encounter a range of fiction, non-fiction and poetry. They explore the use of language in literary and non-literary texts and learn how the structure of language works. Children in Key Stage 2 develop their knowledge and understanding of grammatical terminology.

Subject Organisation EYFS

Early Years continuous provision provides children with opportunities to develop their communication, language and literacy skills on a daily basis with a focus on child initiated activities. As well as a Writing Area, which provides children with a range of materials with which to experiment and practice mark marking/letter formation (and eventually to practice taught skills), other areas are enhanced to provide children with the opportunity to read and write in a range of contexts. A range of resources in the outdoor area, including a mud kitchen, provide valuable opportunities to engage children in writing for pleasure. They also have access to a vast range of texts, including fiction and nonfiction. Children enjoy daily 'story time' so they become familiar with stories and authors and begin to develop a love of reading. Adult led activities in EYFS are usually linked to stories, poems or nursery rhymes or to cross curricular Topics. From when they start school, children learn that writing can have a range of purposes and they begin to explore the features of different types of writing. The continuous provision also helps children to develop their fine and gross motor skills which are important for children to be able to write using a pencil. In EYFS, children have daily Read Write Inc sessions to introduce Set 1 and Set 2 sound and to develop their blending and segmenting skills in preparation for early reading and writing.

Key Stage 1 (Year 1 & Year 2)

In Key Stage 1, Read Write Inc lessons are continued and are taught in groups according to individual ability, with an increased focus on spelling and spelling rules. In English lessons, children explore a variety of themes such as Stories in Familiar Settings, Instructions, Fantasy Stories or Funny Poems. They study fiction and non-fiction and begin to compare characteristic features of writing. Children learn how to apply these features in their own writing and begin to write at length. In Key Stage 1, children will write for a range of purposes, including (but not limited to):

- Stories
- Diaries
- Newspaper reports
- Instructions – recipes, 'how to' guides
- Explanation texts
- Poems
- Letters & postcards



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- Labels, lists and captions
- Recounts
- Non chronological reports

Children in Key Stage 1 children focus on Spelling, Punctuation and Grammar objectives from the National Curriculum and learn how to use these taught rules in their own writing. Writing skills are developed across the curriculum and children are given lots of opportunities for cross curricular writing. This may be linked to Topic (for example, Kings & Queens, the Great Fire of London, Lighthouses) or other curriculum areas such as R.E or Science. Children have 1:1 reading sessions as well as guided reading, and weekly reading comprehension. Children are encouraged to develop a love for reading through daily story time.

Key Stage 2 (Years 3 – 6)

In Key Stage 2, children have English lessons in which they focus on a range of text types throughout the year. These may be linked to Topic themes or to a book or poem. During Key Stage 2, children can expect to tackle a range of writing tasks, including (but not limited to):

- Stories (including a variety of genres such as myths & legends, adventure, mystery & suspense)
- Letters
- Play scripts
- Biographies
- Recounts
- Instructions
- Explanations
- Debates

Children will also learn to write in a range of styles, including;

- Writing persuasively
- Writing in a journalistic style
- Writing formally/informally
- Writing arguments

English, Spelling, Punctuation & Grammar is taught discreetly in daily sessions. In Key Stage 2, children continue to have a range of opportunities for cross curricular writing. English skills are developed across the curriculum so children can apply what they know in a variety of contexts.

Approaches to Reading

We use Read Write Inc sessions in EYFS & KS1 to enable children to decode efficiently. Where necessary, this is continued into KS2. Reading strategies are modelled daily by teachers and teaching assistants and children have the opportunity to develop these and discuss texts in detail. In EYFS & KS1, children have the opportunity to read 1:1 with an adult at least once per week. This is more frequent for children who read less often at home, or who may need additional support to reach national expectations for their age. As children move through school (or become more able readers), opportunities for sustained independent reading are provided. A range of reading schemes are used across the Key Stages. In EYFS & KS1, children follow Oxford Reading Tree colour banded books



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beginning with early readers in which children rely on their Phonic decoding skills to read words. In EYFS and KS1, children take home a reading book daily to be shared with parents. Each child keeps a 'Reading Record' in which parents and teachers share information about a child's reading. Parents are encouraged to read with children as often as possible, preferably daily, and information is provided by teachers at the start of each school year to ensure parents know how best to support their child in reading. In KS2, children have more responsibility for selecting books to take home and read. The expectation is that children are able to read independently by this Key Stage. Children in KS2 who do not meet national expectations for their age may continue to read with a teacher or adult frequently, or intervention is put in place to support their reading. Although children in KS2 are likely to read without a parent/carer, we still encourage all readers to share books at home with their family, as we want children to develop a lifelong love of reading. As a school, we recognise the value of reading aloud to children to model appropriate use of story language and reading with expression. We want to enthuse them with a love of books and inspire them as writers. Children have the opportunity to participate in lots of exciting and rewarding activities linked to reading, including:

- Visits to the local library for storytelling and book sharing.
- World Book Day celebrations – dressing up, activities linked to favourite stories.
- Scholastic book fair.

Approaches to Writing

Our aim at The Grove Primary School is to develop children's ability to produce well structured writing with appropriate detail, in which the meaning is clear and the interest of the reader is engaged. Children in all Key Stages are given daily opportunities to write in a range of contexts, for a variety of purposes, and have regular opportunities to write at length in extended independent writing sessions. Our long term planning for English covers the range of text types set out in the National Curriculum (2014), ensuring a breadth of coverage. We recognise the importance of Computing/Technology in developing English skills. Interactive technology is used daily in a range of ways to enhance the teaching of English; in EYFS or KS1 children may play English games on the interactive whiteboard or iPads, in KS2 they may use the internet to conduct research to support their writing. Technology may be used to support the 'end product' of a writing task.

Approaches to Speaking & Listening

Speaking and listening are fundamental to good communication for us all, and are independent of ability in reading and writing. We recognise the importance of being aware of skills children have already acquired in order to build on this foundation. From entry in EYFS, children are given opportunities to develop and learn new skills in formal and informal settings, both in and outside of the classroom. Children are encouraged to speak clearly and listen carefully, and both speaking and listening are stimulated in a range of ways, including;

- Listening to and responding to stories, rhymes, poems, songs and games from various cultures
- Responding to visual and aural stimuli, such as pictures, paintings, radio or film clips
- Discussing and expressing opinions
- Giving and receiving instructions or information
- Using talk partners in EYFS/KS1 in all curriculum areas



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- Describing/recounting events
- Storytelling and reading aloud
- Reciting lines, songs or poems learned by heart in school plays or presentations
- Imaginative play (not just in EYFS) for example, roleplay, use of puppets or drama
- Circle time
- Assemblies
- Debates (KS2)

We also realise that a rich variety of speaking and listening opportunities arise from literature and so we have a vast array of books in each classroom including fiction and nonfiction. Any child thought to require the support of a Speech & Language therapist is referred in accordance with our SEND policy.

Cross-Curricular Opportunities

Teachers plan carefully for children to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Because of this, children from EYFS to Year 6 are provided with opportunities for cross curricular writing. Each class has a new Topic each half term, focusing on History or Geography. Past examples have included;

- ☐ Consett Steel Works (KS1)
- ☐ Under the Sea (KS1)
- ☐ Kings and Queens (KS1)
- ☐ Romans (KS2)
- ☐ Vikings (KS2)
- ☐ Ancient Egypt (KS2)
- ☐ Extreme Earth (KS2)

These topics allow children to write for a range of purposes, in a variety of contexts. In the past, children have written letters to the Queen, written reports, written diary entries imagining they are Roman soldiers, produced play scripts about the Passover Story and written biographies about significant individuals in History. We believe that providing these cross curricular opportunities helps children to develop a love of writing, as well as instilling in them that all writing has a purpose.

Assessment and Target Setting

Children are assessed termly by their class teachers in Reading and Writing. Formative and summative assessments are carried out regularly to ensure that the teaching of Reading and Writing is focused on children's needs. In Y1, children take a statutory Phonics Test to test their decoding skills. In Years 2 and 6, children will take statutory assessments in Reading and Spelling, Punctuation and Grammar.

Inclusion in English

The needs of all children are considered carefully when planning and teaching The Grove Primary School. We want children to reach their full potential. Where necessary, teachers identify which children are not making progress and take steps to improve their progress and attainment in English,



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usually in liaison with the SENCO. More able and talented children are identified and suitable learning challenges are provided.

Equal Opportunities

At The Grove Primary School we have high expectations for every child, whatever their background, ability or circumstances. We know that children learn best when they are healthy, safe and engaged. In order to engage all children, cultural diversity is celebrated. Our English curriculum includes a wide range of texts and other resources which represent a variety of cultures and backgrounds. We value what each individual child brings to our school.

Role of the Subject Leader

Our subject leader for English is Fiona. The subject leader is responsible for maintaining/improving the standards of teaching and learning in English by:

- ☐ Monitoring and evaluating English; pupil progress, planning, marking & feedback, curriculum coverage, teaching, role of teaching assistants, English provision
- ☐ Taking the lead in policy development
- ☐ Auditing and supporting colleagues in CPD
- ☐ Purchasing/organising resources
- ☐ Keeping up to date with developments in English