



Literacy Policy

Policy Creation and Review	
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Odessa Infant School Literacy Policy

At Odessa, we aim for excellence in English achievement throughout the school. The staff at Odessa Infant School have reviewed and adapted the English curriculum in light of the new curriculum which was implemented in 2014.

The main changes to English include:

- Poetry is now a key requirement; with year groups expected to recite poetry
- The prevalence of grammar and punctuation in context remains high;
- There is a greater focus on Reading for Pleasure
- We shall continue to embed the importance on target setting and reward children who are meeting these targets.

Language and our School Community

We aim to develop in the children we teach an enthusiasm for literacy in all its forms and the confidence to express themselves both orally and through the written word.

By developing a comprehensive range of reading skills we aim to foster in the children a love and appreciation of a variety of literature. These skills will enable them to access all aspects of the curriculum.

Odessa has a growing number of pupils who speak English as an Additional Language (EAL). Currently, our school serves a community where 78% of the children use English as an Additional Language. Being literate in one's first language enables and supports the development of literacy. When children arrive at Odessa with limited English, they will be encouraged and supported in order to develop their skills in all languages to which they have access. Becoming literate in more than one language is seen as having positive cognitive benefits. It enables higher order thinking skills and must be regarded as having status.

Planning

In Key Stage 1 teachers plan together using a curriculum overview - which was re-written in September 2019. All aspects of English are covered in the lessons including reading, writing, poetry, speaking and listening, drama, role play and a love of reading is promoted through the use of 'Reading for Pleasure'. All teachers plan weekly using medium term plans to devise variations in plans. Plans are annotated to advise on how children succeeded in meeting the objectives.

Oracy Skills

Oracy (Speaking and listening skills).

Throughout the school we aim:

- To provide a range of situations, audiences and activities which encourage children to develop confidence and competence in speaking and listening.
- To develop children's awareness that different situations require different forms of oral expression.
- To develop the mechanical skills required for effective oral communication, e.g. voice projection, tone, clarity, pace of speech.
- To recite and perform a range of age appropriate poetry
- To learn nursery rhymes
- To sing songs

Communication takes many forms: eye contact, body language, gesture and verbal communication which all enable the child to develop individually, socially and academically. The development of thought processes is dependent on language competence. Oracy is fundamental in this process and consequently is the foundation upon which literacy is built.

Valuing all children's language skills and building upon their existing linguistic knowledge is essential to high achievement alongside the need for carefully planned learning opportunities designed to cover the full range of speaking/ oracy? and literacy skills.

(It is expected that, by the end of Year 2, children will:

- be confident speakers and listeners.)

Reading

Across the school Reading for Pleasure has been introduced as an initiative to promote a love of reading in children. Some activities include reading journals and reviews of poems and books by children. In addition to this, children read with the teacher during carefully structured Guided Reading sessions - on a carousel basis.

It is expected that, by the end of Year 2, children will:

- read, understand and respond to texts
- read aloud clearly and expressively
- be reading a wide selection of literature at home and at school for pleasure;
- read books completely before moving on, and
- give considered opinion concerning texts read, based upon evidence where applicable.

Writing

It is expected that, by the end of Year 2, children will:

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Handwriting

Children receive clear modelling on letter formation (ascender and descender) and use Guided Reading sessions and morning sessions to practise their letter formation. We will be introducing the Nelson's handwriting style begins in Reception and continues throughout Key Stage One. Children will be expected to follow the Nelson handwriting style in all aspects of writing across the curriculum.

Grammar and Spelling

The teaching of Spelling and Grammar is in line with the requirements of The National Curriculum (2014). In KS1, specific sessions each week are dedicated to the teaching of grammar. Of course, grammar skills are also embedded within Literacy lessons where appropriate.

Daily phonics is the key to the children's learning of spelling and reading. Children are taught to blend sounds to read and segment to spell. At the same time they learn words which are not phonically regular (common exception words).

All pupils should aim to attain and develop the following skills by the end of Year Two:

- Express themselves with confidence and clarity;
- Develop a range of purposes to talk, including evaluation and exploration of ideas;
- Identify the key points of an account or discussion and evaluate what they hear;
- Read and write with confidence, fluency and understanding;
- Be able to draw upon a whole range of reading strategies (contextual, graphic, phonic and syntactic) to monitor their reading and correct their own errors;
- Have an interest in words and their meanings when developing a growing vocabulary;
- Know, understand and be able to write in a variety of fictional and poetic genres;
- Develop familiarity with some ways in which narrative is structured through basic literacy ideas of character, setting and plot;
- Understand, use and be able to read and write a range of non-fiction texts;
- Plan, draft, revise and edit their own writing;
- Have suitable technical vocabulary through which to understand and discuss their reading and writing;
- Be interested in a wide range of texts to read with enjoyment and evaluate and justify preferences, and
- Through reading and writing, develop powers of imagination, inventiveness and critical awareness.

Literacy and Special Educational Needs

The school's Resourced Provision has issued its own guidance with regard to planning to include children upon the Autistic Spectrum both linked to mainstream teaching objectives and objectives specific to individual IEP targets.

English as and Additional Language

Everyday classroom practice at Odessa is tailored to cater for the needs of pupils for whom English is an Additional Language. All staff members are aware of the need to use a range of strategies on a regular basis that are identified as increasing curricular access for EAL pupils (see Appendix A).

Wave 1 - Quality First Teaching

Since adopting the Literacy Hour as the means through which to deliver the statutory curriculum for English, Odessa has fully embraced the progressive teaching sequence of 'Power of Reading'. Consequently, units of work, outlined through school-developed overviews, begin with pupils being immersed in a particular text type/ genre. Future lessons, as well as covering appropriate word and sentence level objectives (through cross-reference to Spelling Bank, Grammar for Writing and Developing Early Writing) move the children through teacher modelled writing and shared writing prior to children being required to write independently in a given genre.

Literacy plans are collected on a weekly basis to ensure quality and consistency of approach across the school. This is undertaken by the Literacy Co-ordinator, the Head Teacher and Deputy Head

Teaching staff are given weekly feedback in time for the week's planning session and expectations are that any areas of weakness will be addressed in subsequent plans.

Assessment is an integral element of the teacher's responsibility. Within the Literacy curriculum, it is expected that teachers will regularly listen to children read through objective led guided reading sessions. These objectives are a progressive development through the necessary reading levels and are found in the teacher's Class Reading Records. These levels will form the basis of the teacher's Teacher Assessment which is recorded at the end of Term 2 and 4 within both the Pupil Tracking File and in the pupils' own Pupil Profile.

Moderation of teacher assessment is scheduled across the academic year to ensure consistency in approach and expectation.

Monitoring of teaching (Odessa) is in accordance with the school's Monitoring Timetable. The school's Literacy Co-ordinator is involved in this process in collaboration with the Extended Leadership Team /Headteacher and Deputy Headteacher

Phonics

The school is implementing a comprehensive phonics programme using the Letters and Sounds scheme under guidance from the New English Hub at Elmhurst Primary school. A National Screening Check at the end of Year One is carried out where children are expected to decode and blend real words and pseudo words (nonsense words).

Resources

Within the classroom, children presently have access to a range of fiction texts including poetry. In addition, the children have free access to dictionaries and thesauri. All books must be well maintained by the children and can be taken home. The class teacher keeps a log of books going home with the children. Each class visits the school library and may also borrow books from there.

The school is slowly developing its resource bank within the Literacy Stockroom. Here class texts and guided reading texts are stored along with a selection of big books, story sacks and word games. The school is also developing its provision of the Reading scheme books to assist early readers.

Computing

Computing is an important part of the literate environment. It can be used in a number of ways to assist the children with drafting work, enabling them to see the content of their writing clearly and allow them to pick up errors in spelling punctuation and expression. Many children who find writing physically challenging are often greatly encouraged by using the computer to present their work or communicate meaning. For some children communication devices and the ability for programs to 'talk back' are particularly helpful.

Target Setting

Children's performance is tracked by both the Literacy Coordinator and the school's Assessment Co-ordinator. Collected data is then used to identify pupils who are making progress below that expected as well as provided the basis for the development of whole-school performance targets. (Stickers will be given out to children who are aware of their individual targets and can show that they are embedding these in their reading and writing). Intervention is put in place for children who struggled to make sufficient progress.

Benchmarks

Odessa Infant School has developed its own benchmarks against which children are tracked in accordance to the guidance above. These benchmarks are used to set targets and against which to hold teachers accountable.

Analysis of data

Data is analysed regularly by the Assessment Co-ordinator and Literacy Co-ordinator. From this, areas for further development are identified and addressed through the use of whole-school, group and individual targets.

Wave 2 Intervention

Using the school's provision for tracking pupil achievement, the assessment co-ordinator, Literacy Coordinator, SENCO and class teachers are able to identify pupils who are not making the expected progress. Such pupils will then be identified for further support through the delivery of DfES Intervention Programmes (early Literacy Support).

Wave 3 Intervention

Wave 3 is a literacy recovery programme specifically aimed at children who:

- Have poor listening, attention and concentration skills.
- Other aural skills, such as discrimination, sequencing and memory. Visual discrimination, sequencing and memory despite having good eyesight.
- Have weak phonological skills, which are fundamental to acquiring phonic skills.
 - Have motor skills difficulties, often hampering pupils in their ability to physically write down their work.
 - Have a wide range of language delay/difficulties, some due to English as a second language but many because of a lack of a suitable language experiences.

All these difficulties will be addressed in the Wave 3 programme by trained teaching assistants.

In order for the programme to be successful it must be delivered daily for a minimum of 30 minutes.

Children with Autistic Spectrum Disorders

Odessa is a resourced school for children with autism. Autism is a disorder that affects communication, social skills, flexibility in thinking and imagination. In each year group there are children who need specific support and a range of strategies to fully access the literacy curriculum.

In literacy lessons, pupils with Autism should have:

- Visual prompts to engage and increase attention;
- Real objects to explore and manipulate;
- Symbols for key vocabulary;
- Opportunities for repetition, to consolidate and reassure, and

-Opportunities to use children's special interests where appropriate.

Co-ordinator Role

- To monitor, review and order resources;
- To plan and organise staff development in line with key priorities and with liaison with the school's CPD Co-ordinator;
- To review the school policy regularly;
- To encourage literacy displays in classrooms and around the school by providing a good role model;
- To monitor the delivery and assessment of literacy across the school in consultation with the Extended Leadership Team and the school's Assessment Co-ordinator;
- To monitor pupil progress, identify whole-school/ layered/ individual targets in liaison with the school's Assessment Co-ordinator;
- To manage access and entitlement to literacy in school through consultation with the school's Assessment Co-ordinator, SENCO and Inclusion Manager;
- To involve LEA support services within the school and liaise with Literacy Consultants;
- To maintain and identify priorities for the school;
- To ensure that Literacy recommendations set within the SIP are met, and
- To provide parents with updated information on Literacy initiatives.

Appendix A

Suggestions for Teaching and Learning Strategies in Literacy

Whole Class Section

Speaking and listening opportunities:

- talk partners;
- role play;
- hot seating;
- drama.
- Whiteboards
- Text marking
- Reading strategies
- Writing strategies
- Singing

A variety of stimuli:

- video;
- pictures;
- text;
- drama.

Interactive strategies:

- demonstration;
- 'show me';
- drama.
- hot seating

Guided/ group work/ independent work:

- writing frames;
- speaking frames;
- word banks/ vocabulary;
- drama/ games;
- mixed ability pairs;
- reading aloud/ reading independently;

Use of TA (as classroom support):

- scribing;
- Modelling or remodelling;
- drama;
- games.

Plenary:

- help address lesson's key objectives;
- should best fit lesson purpose;
- Provide opportunities review and clarify their learning;
- Encourage reflection on **what has been learnt** and **how**;
- use a range of strategies;
- use extended questions to probe children's feedback;
- extend thinking further;
- develop strategies to remember what they have learnt;
- build-up a 'meta-language' to help them talk about what they've learnt;
- secure the place of the plenary -try to give it its allocated time.

Inclusion Strategies:

- High quality, culturally relevant materials;
- Peer support through mixed ability grouping;
- Collaborative learning in pairs/ groups, e.g. talk partners, investigative tasks;
- Speaking and listening integral to activity;
- Vocabulary/ word/ phrase banks developed with pupils;
- Teacher/ peer modelling of task and outcome;
- Repetitive process and/ or language;
- Opportunities to use 1st language/ home language;
- Visual support;
- Real objects/ props/ puppets;
- Graphic organisers, e.g. tables and bar charts;
- Scaffolding for reading tasks;
- Scaffolds for writing tasks, e.g. writing frames;
- Drama and role play;
- Interactive and multilingual displays;
- Clearly identified roles for adults;
- Opportunity for pupils to have a voice;
- Opportunity for pupils to show understanding and learning;
- Parental involvement, and
- Homework which is supportive of classroom curriculum.

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