



## **Rationale**

Literacy unites the important skills of reading, writing, speaking and listening. The study of Literacy develops children's ability to read, write, speak and listen for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories and poetry, as well as of non-fiction and media texts. They gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking, reading and writing across the curriculum through a range of different situations and in their everyday life.

## **Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2021).

**In EYFS** 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;
- listen and respond to standard English;
- develop standard English in their speech;
- become immersed in an environment rich in print and opportunities to communicate.

## **At Key Stage 1 (Years 1 and 2)**

- Children learn to speak confidently and listen to what others have to say;
- They learn to read and write independently and with enthusiasm;
- They learn to use language to explore their own experiences and imaginary worlds.

## **At Key Stage 2 (Years 3-6)**

- Children learn to change the way they speak and write to suit different situations, purposes and audiences;
- They read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them;
- They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).



**SUBJECT ORGANISATION**

**Foundation Stage**

In Reception children have daily synthetic phonics lessons. At Clover Leys we use the Read Write Inc. scheme [see phonic policy]. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. We encourage children to use Talk for Writing in order to develop fluency in speaking and help them develop a rich and broad vocabulary. Stories are read and used to support the topic based curriculum and are shared at home with families.

# The Literacy Curriculum in EYFS

EYFS parents are initially invited to attend a phonics talk at the beginning of their child’s schooling. This explains how sounds should be taught and how parents can help at home. These sounds are introduced at school and shared at home via home learning books. As sounds turn into words and simple sentences these, in turn, are sent home to parents to practise.



In class, ditty books are introduced. Ditty books introduce phonemes at a gradual and structured pace using repetition. These Ditty books are then sent home with pupils as their first reading books. At Clover Leys Spencer we believe in the value of repetition and securing key principles before moving on to more traditional reading schemes, such as the Oxford Reading Tree or Collins.

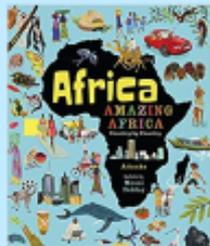




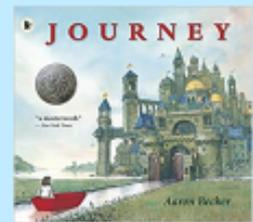
### Key Stage 1

In Key Stage 1 daily synthetic phonics lessons continue and are taught, while children have daily Literacy lessons with an emphasis on real texts. Literacy is often linked to topic based work, for example, Brilliant Bears, Growing Up Green, Fire Fire, Africa and Flight. Topics are linked with class texts. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and targeted teaching groups in Literacy and reading comprehension sessions.

## The Literacy Curriculum in KS1



There are 6 main themes in KS1 that the children will explore. These topics are links to curricular topics, such as Geography, Science, History and DT. Children continue with the Read Write Inc. scheme until Christmas in Year 2, looking at sentence building and common spelling patterns. Children in KS1 move onto coloured band reading books which they take home to practise. Revision of graphemes-phoneme correspondences are consolidated and built upon ensuring that the blending of sounds is developed. Alongside this pupils hear, share and discuss a range of quality books to help broaden their vocabulary and experiences.

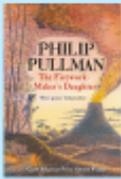




**Key Stage 2**

In Key Stage 2 children have daily Literacy lessons. Spelling and grammar skills are taught discretely into daily lessons, usually writing skills and the appliance of SPAG. Additional Literacy sessions include guided reading, spelling, grammar, handwriting (refer to Handwriting Policy) and daily reading aloud of a class novel. Literacy skills are developed across the curriculum. Writing across the curriculum is embedded [see Curriculum Plan]. Provision is made for children who require extra support through targeted teaching; intervention programmes and differentiated class teaching.

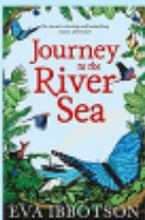
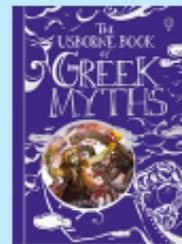
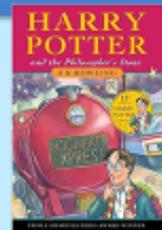
# The Literacy Curriculum in KS2



There are 12 main text that are studied in KS2. These texts are linked to curricular topics in Science, History, Geography and PSHE. Pupils base the majority of their work on these books looking at a variety of genres and styles, such as fiction, non-fiction, poetry, script writing, drama, non-chronological texts, explanation, discussion, persuasion, instructions and newspaper reports.



Children are encourage to develop story writing using characterisation, plot and description and to extend their writing where possible. Reading is an integral part of writing and children read text to build on and replicate authors styles and intentions. As the children prepare for Secondary school we find they have a wealth of knowledge about varying authors and an ability to read and write with independence.





**COVERAGE**

**Whole School Overview of Writing Genres**

Genre	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative	Traditional tales	Traditional tales with twist	mystery	issues and dilemmas	legends	flashbacks
	stories from other cultures	stories from other cultures	stories from other cultures		stories from other cultures	stories from other cultures
	novel as a theme	novel as a theme	novel as a theme	novel as a theme	novel as a theme	novel as a theme
	stories by same author	stories by same author	fables	fairy tales	historical narrative	classic fiction
	stories with repetitive patterns	stories set in familiar settings	folk tales	myths	Fiction from our literary heritage	science fiction
		adventure stories	playscripts	playscripts	film & playscripts	detective/crime
	fantasy			fantasy		
Non-fiction	instructions	instructions		instructions	instructions	
	recounts of familiar events	recounts in letters	recounts in diaries	recounts in newspapers	recount in autobiography	recounts in diaries in role of character recounts in biographies
	recounts in postcard	recounts in diaries	recount in autobiography			
	non-chronological reports	non-chronological reports	non-chronological reports	non-chronological reports	formal report writing	Report writing both NCR & chronological
	been persuasion in written posters	persuasion in adverts	persuasion in letters		persuasion in radio or T.V	persuasion in letters and brochures
	explanations	explanations	explanations	explanations	explanations	explanations
		discussion debating	discussion for & against	discussion with a formal debate	discussion formal written	
Poetry	take 1 poet: poetry appreciation	take 1 poet: poetry appreciation	take 1 poet: poetry appreciation	take 1 poet: poetry appreciation	take 1 poet: poetry appreciation	take 1 poet: poetry appreciation
	poems for learning by heart & performance	classic poetry for learning by heart & performance	classic poetry for learning by heart & performance	poems for learning by heart & performance	RAP learning by heart & performance	RAP learning by heart & performance
	Structure rhyming couplets	Structure rhymes, shape & colligrams	Structure colligrams, couplets, rhyming & person	Structure haiku & couplet	Structure haiku & sonnets	
				poems with figurative language	poems with figurative language	
					-classic narrative poetry	-classic narrative poetry
	traditional rhymes			non-sense poems		free verse poetry



## **APPROACHES TO SPEAKING AND LISTENING**

We recognise the importance of spoken language in pupils' development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: debating, Gold Book and class assemblies, talk partners, drama and a yearly school production and essentially Talk for Writing.

As the National Curriculum says:

'All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.'

All of these speaking and listening skills are taught in Literacy, across the curriculum and during extra-curricular activities too.

Children who require extra support in speaking and listening benefit from small group sessions led by Teaching Assistants and draw on the expertise of a Speech and Language Therapist (where necessary).

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance.

## **APPROACHES TO READING**

We use the Read Write Inc programme to deliver daily discrete phonics lessons in FS and KS1, enabling children to decode efficiently. This is continued into KS2 where necessary during intervention sessions [see Provision Mapping] Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. In KS1 children also have the opportunity to read 1-1 with an adult at least once a week and are encouraged to read at home with an adult at least three times a week.

A range of reading schemes are used to support early readers and are levelled and assessed by their decoding potential, for example, fully decodable, phonetically based and richer reading.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, e.g, 'World Book Day' and Reading Challenges.

We recognise the important role that computing has to play in our school in the development of Literacy skills. There are many opportunities for children to improve their writing inspired by drama techniques and film clips.

We work towards cursive joined handwriting in school to help children develop fluent, clear and legible joined up writing (see Handwriting Policy for further details).



## **APPROACHES TO GRAMMAR AND SPELLING**

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014).

To be able to spell correctly is an essential life skill. When spelling becomes automatic pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns. From Year 1 teachers use Head Start Spelling to help with consistency and the individual needs of the children.

In Reception and KS1, daily phonics is the key to the children's learning of spelling. This is taught using the Read Write Inc programme. 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).

From year two and into KS2 the children move towards using their phonic knowledge to help them to understand spelling rules and patterns. Helping the children to understand how to use and apply known spelling patterns (and to develop strategies to tackle tricky words) is the key to helping them to become successful spellers. Spellings are practised in school and sometimes embedded as homework. Spelling tests are not compulsory as we appreciate that children learn spelling patterns in different ways.

When actually writing children should be concentrating on higher order thinking skills and should simply 'have a go' at spelling and underline words that they are unsure of with a dotted line. When marking children's work, we do not correct all spelling errors, instead we focus on high frequency words, topic words and those studied in spelling sessions.

## **CROSS-CURRICULAR LITERACY OPPORTUNITIES**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. The topic based approach is designed to have maximum impact in Literacy lessons.

## **INCLUSION**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment in liaison with the SENCo. Gifted children will be identified in consultation with the G&T leader and suitable learning challenges will be provided.



## **BRITISH VALUES**

Literacy topics offer opportunities to promote British Values. Persuasion and Discussion texts give pupils a forum to debate and put forward different points of view. Individuals will be encouraged to have opinions and know that their voices have the right to be heard. Pupils will also be encouraged to speak for a view point that maybe not their own, helping then to develop empathy, compassion and understanding. Creating respect for diversity and different attitudes is a key value within Clover Leys supporting what is a diverse area of the community. The curriculum, which can be embedded into Literacy sessions, is also a channel to promote tolerance and understanding of different cultures. Topics such as Asia, America, Being British and Marvellous Maps give pupils the opportunity to explore different cultures, ethnicities and traditions. Genres such as folk tales, stories from other cultures, biographies and autobiographies also give a platform where teacher's can promote and teach tolerance and diversity.

## **EQUAL OPPORTUNITIES**

Clover Leys Spencer has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

## **PARENTAL INVOLVEMENT**

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them [suspended during Covid 19].

There are opportunities during the autumn and spring terms when parents can discuss their children's progress with their teacher. Clover Leys Spencer have an 'Open Door' policy so any concerns may be discussed as and when required, during times when this is not possible [Covid lockdowns] parents are asked to keep in contact using Class Dojo, emails and telephone communications.. Strategies for supporting children are shared at phase meetings and reading workshops as well as at parent helper training sessions.

SATs results are published in accordance with Government legislation.

This policy should be read in conjunction with the following school policies:

- Feedback Policy
- Handwriting Policy



Phonics Policy

- Special Educational Needs Policy
- Health and Safety Policy
- Curriculum Policy

This policy will be reviewed every three years or if changes are required.

Subject Leader – Rebecca Chapman