



# SPRING VALE PRIMARY SCHOOL

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## LITERACY POLICY 2024 - 25

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Clearly, these aims cannot be achieved unless we are a truly inclusive school where every single child matters. The Reading and Writing Co-ordinators, supported by the Leadership Team, have the responsibility of ensuring that all learners are catered for and valued so that they can achieve their best in all subjects.

English and Literacy Policy follows:

HEADTEACHER	Mr C. Blunt
WRITING CO-ORDINATOR	Mrs E Cope
READING MANAGER	Mrs K West

### Introductory Statement

This is a policy, which outlines the programmes of study, which is used at Spring Vale Primary School to teach Language and Literacy in English. It follows National Curriculum recommendations and Guidelines.

The policy was written following consultation with Senior Management and staff. The format used was taken from suggested guidelines provided by the LA.

- Updated By Mrs West and Mrs Cope – January 2024
- Review Date – Autumn 2025
- To be approved by governors – Spring 2024

## LANGUAGE AND LITERACY POLICY

The National Curriculum in English unites the vital skills of Reading, Writing, Spoken Language and Vocabulary. Fluency in the English Language is an essential foundation for success in all subjects. The teaching of spelling, punctuation and grammar is an integral part of the language and literacy curriculum in Key Stage

1 and 2. At Spring Vale Primary, reading is given the highest priority as it sits at the heart of our curriculum.

## I. AIMS

*At Spring Vale Primary School we aim*

*“to provide a happy, stimulating, disciplined and caring environment where pupils are confidently opening up the world of learning”*

We offer high quality learning experiences where children can achieve their best and reach high standards in the core subject area of English and in their use of literacy across the curriculum.

We aim for our school to:

- promote high standards of literacy by equipping pupils with a strong command of the written and spoken word and to develop their love of literature through widespread reading for enjoyment.
- 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 to learn; they should be able to elaborate and explain clearly their understanding and ideas
- be competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England Framework Document (2014).

In the Foundation Stage (Nursery and Reception) children should be 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 possibilities for communication.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a wide range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

## THE GOVERNING BODY

Regular reports are made to the governors on the progress of English Literacy provision.

This policy will be reviewed every three years or in the light of changes to legal requirements.

## SUBJECT ORGANISATION

The English Curriculum is delivered using the Programmes of study for Language and Literacy as outlined in the 2014 National Curriculum. The Early Years Foundation Stage Profile (EYFS) is followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum for Key Stage 1 and 2.

During daily English lessons in KS1 and KS2, children may experience whole class shared/modelled reading and writing, whole class or group spelling, punctuation and grammar activities, extended writing time or guided group work. Children are

taught English in mixed ability classes, by their own class teacher. Differentiation is planned for, and appropriate challenge and support put in place, dependent on the needs of the pupils.

## PLANNING:

We aim for our planning to be meaningful and purposeful whilst developing Cultural Capital. We teach some elements explicitly – handwriting skills, phonics and spelling – but firmly believe in the reciprocity between reading and writing and ensure that as far as possible, all planning and teaching interlink these areas.

We seek to ensure that planning delivers the requirements of The National Curriculum for England 2014, is suited to the needs of particular groups of pupils and provides a creative, enjoyable sequence of learning in oracy, reading and writing, culminating in weekly opportunities for extended writing and developing higher level reading skills.

Our planning ensures that:

- There is a clear focus on outcomes
- There are appropriate and achievable learning objectives (TIGBA's) for all pupils
- We address the needs of pupils who work below or above age-related expectations
- Teaching is differentiated by task, where appropriate
- There is continuity and progression in pupils' learning
- There is balanced coverage of word, sentence and text-level learning
- There are opportunities for pupils to reflect upon their own progress
- Draws links with other areas of the curriculum, where appropriate.

Teachers are given the flexibility to design their own medium-term plans, choosing texts and topics which will challenge and excite their children. As English by nature is a cross curricular subject, this enables teachers to feed reading and writing into the wider curriculum. Extended writing tasks and shared texts will often be linked to history, geography and science topics (e.g. letter writing in history, instruction writing

in geography and report writing in science). We recognise the need to revisit topics regularly to revise and consolidate skills and then extend them. Therefore, units of English work will build on existing knowledge and understanding whilst incorporating the higher-level skills of reading, writing, spelling, punctuation and grammar.

Short Term planning is carried out weekly. Throughout the school, this is in the form of SMART planning. At the end of each lesson, teachers reflect on learning and may adapt following lessons to meet the needs of the children. This may be formally recorded if teachers think it is appropriate to do so.

Throughout the school, monitoring is carried out half termly (as a minimum) by the reading and writing co-ordinators or LMT – or more often if needed. This is in the form of observations, planning and book trawls.

## 2014 NATIONAL CURRICULUM FOR LANGUAGE AND LITERACY:

The format defines the core learning in literacy by strand as follows:

- Reading – word reading
- Reading- comprehension
- Writing- transcription
- Writing- handwriting
- Writing- composition
- Writing – vocabulary, grammar and punctuation

## EARLY YEARS FOUNDATION STAGE

In Foundation Stage, staff follow guidance for developing communication, language and literacy from the Early Learning Goals in the Early Years Foundation Stage Profile. The direct teaching of phonics is crucial as this ensures consistent and smooth transition as children move across year groups and stages. Communication and Language are Prime Areas and cover listening, attention, understanding and speaking. Literacy is a Specific Area and covers comprehension, word reading and writing.

## APPROACHES TO SPOKEN LANGUAGE

The 2014 national curriculum for language states:

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Opportunities are provided for:

- Children to actively engage and participate in all lessons
- Converse with other children and adults
- Participate in drama and role play activities
- Debates
- Storytelling
- Class assemblies
- School productions
- School council representatives

## APPROACHES TO READING

Opportunities are provided for:

- **Phonics** – We follow *Little Wandle Letters and Sounds Revised*. In Nursery, we follow the *Foundation for Phonics* modules. It is taught daily in Reception and Year 1. It is taught for 20 -30 minutes each day depending on the ages of the children, plus short 'Keep Up' sessions are completed for targeted children when necessary. In addition, from Year 2 onwards, individuals who still require further intervention take part in 'Catch Up' sessions.
- **Shared reading** – within English lessons and at other times of the day, including pupils from several classes acting as reading buddies to younger children.
- **Modelled reading** – within lessons with the teacher acting as the role model.

- **Guided reading** – In Reception and Year 1, Guided Reading takes place 3 times a week whereas from Year 2 to Year 6, Guided Reading happens at least once a week. This sometimes takes place outside of English lessons.
- **Independent reading** – at various times throughout the day.
- **Reading for pleasure** –books and magazines and children's newspapers are available to read during break times, in the playground as well as in the classroom.
- **ERIC** (everybody reading in class) 15 mins daily.

## APPROACHES TO WRITING

Opportunities are provided for:

- Emergent writing in Foundation Stage and Year 1 through directed teaching activities or as a result of continuous provision in class
- Shared Writing – within the English lesson
- Guided Writing/Independent Writing – within the English lesson or other areas of learning
- Extended writing – to demonstrate the skills learnt at the end of a unit of work
- Regular opportunity for unaided writing at length
- Spelling – explicitly taught through *Spelling Shed*. These lessons, which total 1 hour per week, are split into shorter sessions, depending on the needs of the children. Children can also access further activities online.
- Opportunities for children to embed grammar skills and objectives they have been taught in writing lessons and in a cross curricular way.
- Handwriting – explicitly taught throughout the school using Nelson's Handwriting Scheme. This is split into short sessions depending on the age and needs of the children.
- Writing to be stimulated by experiences outside the classroom.
- Editing and improving – as and when appropriate, and progressive in regards to outcome.

*To reinforce the reciprocity between reading and writing, annual events are held within the curriculum including 'Book week' where children take part in book themed lessons and are invited to dress up as a favourite book character. They are also challenged to demonstrate their love of reading in our 'Extreme*



*Reading Challenge'. We also hold a 'Poetry Week' where children are exposed to different types of poetry and local poets have been invited to share their work with the children.*

## RESOURCES

In Reception and Year 1, children use decodable texts that directly match the daily phonic lesson focus, which they can also access at home online using *Collins ebooks*. In addition, they may also take home 'shared reader' texts to read together with an adult, in order to improve comprehension skills and help to develop a love of reading.

From Year 2 (once Phonics is completed) children read from the book banded reading system for home readers and guided reading sessions. In addition, children have access to online texts for home reading, linked to the banded system, as well as access to a range of significant authors, dictionaries and thesauri, interactive whiteboard, fiction and non-fiction big books, magazines and children's newspapers etc.

All children have access to Collins ebooks which is an online reading and comprehension resource that can be accessed both at home and in school..

All classes have reading areas where children are given the opportunity to enjoy a wide range of texts, whilst reading for pleasure.

Complementing these resources is our school library – each class has a weekly time slot where they can go and read for pleasure as well as take out a book of their choice, to read at home.

## ASSESSMENT AND TARGET SETTING

At Spring Vale we are continually assessing our pupils. We see assessment as an integral part of the teaching process and endeavour to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. Assessment for learning is included in every lesson in the form of self and peer assessment. Children are assessed against the age-related expectation for their year group at the end of each term

and this is analysed by the LMT. Children who are not on track receive intervention through 1:1 or small group support.

Short term assessment is used to guide the progress of individual children in English. This is carried out informally by teachers during their teaching, taking the form of various techniques such as observation and feedback, self and peer assessment. Feedback, both verbal and written, celebrates good practice and suggests specific next steps for further progression.

Medium term formal assessment is carried out each term to review children's progress in relation to key objectives and targets.

In Foundation stage, children's reading is assessed against the development bands, and when ready, the early learning goals for reading.

In year 1, children sit the phonics screening test. If they do not meet the government standard pass mark, children are given extra intervention and re-sit the test in year 2.

In Years 2 and 6 children will sit an end of key stage national test in reading and SPaG and will be given a national standardised score. Teachers will use a range of evidence from across the year to assess children's writing against the expected standard for their year group.

## WRITING TARGETS

Children's work is planned through the age-related expectation they are working towards. The ARE's (age related expectations) are organised in stages from 1-6. These stage targets are then stuck into children's Big Write books and highlighted if the children have demonstrated a secure understanding of the objective both in the lesson and independently. Once all targets are highlighted children spend time mastering the ARE through enrichment and extension activities and opportunities to display writing in all curriculum areas. Although children are given a wide range of writing opportunities, each year group has two to three text types to master by the end of the year. This is in order to build up their independent skills so by the time

they leave Year 6, they have developed a clear understanding of the features in a wide variety of genres.

## READING TARGETS

Children have guided reading group targets.

Reading objectives are taught in discreet, streamed reading groups as well as during whole class English lessons and assessed weekly.

Pupils who are being taught through *Little Wandle Letters and Sounds Revised* are assessed every half term with results uploaded onto 'Heat Maps' to identify further intervention needs.

## MODERATION

Moderation is a very important process in our school and across our school network. At the end of each term teachers will moderate work in pairs and look at the evidence that the child is demonstrating independently. Teachers will look at the amount of evidence children have and assess them as working Below the ARE, Entering the ARE, Developing the ARE, Securing the ARE, OR Mastering the ARE. Children are expected to move 3 stages through the ARE in one year to be 'on track' by the end of year 6 and reach national expectation. In addition, teachers meet with those from other schools in our cluster group regularly to ensure consistency through schools and the local authority.

Although only Year 6 are externally moderated every three years, we participate in yearly moderation sessions from Year 1 - 5 with the local authority to maintain quality and standards.

## 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. Pupil premium children will be identified and provided with appropriate opportunities.

In line with our Equal Opportunities and Inclusion Policies and our Disability Equality Scheme, we are committed to providing a teaching environment conducive to children reaching their full potential. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

## INTERVENTION PROGRAMMES

In Key Stage 1 and 2 pupils that have been identified as requiring additional support are identified on the school provision map and supported in the following ways:

- 1:1 tuition
- Small group / focus groups
- Boosters for Y6
- Catch up sessions for Little Wandle

## ROLE OF SUBJECT LEADER:

The Reading and Writing co-ordinators are responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating Reading and Writing: -

- Pupil progress
- Provision of English (including Intervention and Support programmes)
- The quality of the learning environment
- The deployment and provision of support staff
- Taking the lead in policy development
- Supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent reading and writing developments

## PARENTAL INVOLVEMENT

Parents are encouraged to support their child's learning in many ways.

- Throughout the school, parents' evenings / open evenings are held termly to discuss individual progress and targets for the future.
- Parent workshops to introduce Phonic programme.

- Reading diaries are used throughout the school to aid communication between home and school.
- Regular reading homework is set throughout the school – timings are age dependent.
- English homework is set to reinforce the weekly objectives completed in class.