



Bedford Drive Primary School
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Literacy Policy (Including Reading, Writing and Spelling)

Rationale

At Bedford Drive Primary School, we believe that language and literacy is fundamental to the overall development of the child and enables their access to the curriculum in all its aspects. It is acknowledged that “speaking and listening, together with reading and writing, are prime communication skills that are central to children's intellectual, social and emotional development”.

At Bedford Drive we strive to deliver Literacy through quality texts as well as in a cross-curricular manner to enable the learning to take place through a source of interest and fun, relevant to everyday life.

Aims

- Provide an effective framework for the delivery of high quality learning and teaching in literacy.
- Increase staff skills and confidence in teaching literacy and ensure that the whole school community understands its role in developing literacy.
- Ensure all learners are provided with maximum opportunities to acquire knowledge and understanding in the use of literacy skills and can apply these skills effectively and with confidence across the curriculum.
- Promote progression and continuity at all stages and across areas of transition to ensure a seamless, coherent and relevant literacy curriculum for all.
- Raise levels of achievement and attainment in literacy among all learners.



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Implementation of Policy

At Bedford Drive learning takes place using a variety of strategies, which include:

- Shared sessions.
- Modelling.
- Guided sessions – to allow for assessment and intervention.
- Independent activities.
- Peer and group tasks.
- Parents as partners

Aims

- To enable children to speak clearly and audibly in ways which take account of their listeners and the environment in which they are in
- To enable children to adapt their speech to a wide range of circumstances and demands
- To develop confident, fluent, independent readers using the complete systematic, synthetic phonics programme Little Wandle Letters and Sounds.
- To read and write with confidence, fluency and understanding
- To be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes.
- To encourage children to read widely and across the curriculum to support their learning in the foundation subjects
- Understand the sound and spelling system and use this to read and spell accurately.
- To have an interest in words and their meaning and a growing vocabulary.
- To help and develop writing and recognise its value and range of purposes
- Have fluent and legible handwriting.
- To increase confidence to plan, draft, revise and edit their own writing.
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing.
- Foster a reading culture and show an interest in books, read with enjoyment and evaluate and justify their preferences.
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

Early Years Foundation Stage

At Bedford Drive we believe that developing good oracy and language skills, with opportunities to explore reading and writing, underpins children's future learning. Good practice in the Foundation Stage ensures we deliver a broad and balanced curriculum utilising the Development Matters revised framework 2021, high quality schemes, a *S. McFarlane (December 2021)*



complete systematic phonics programme and providing high quality child led Continuous provision enables learners to achieve well by the end of the Foundation stage and ensures they are well equipped and prepared for year 1.

In FS1 and FS2 the daily routine includes planned and spontaneous activities that include:

- Giving the children a wealth of opportunities to develop their speaking and listening skills; stimulate their early interest in literacy by exploiting play, story, songs and rhymes and provide lots of opportunities, and time, to talk with children about their experiences and feelings.
- Experiences that develop gross and fine motor skills through play and handwriting activities.
- Sharing and enjoying a range of rhymes, songs, stories and books from a wide range of cultures.
- Immersion in a print rich environment with opportunities for oral language and written communication to be applied e.g. working walls, phonics friezes, sound mats, tricky word mats, displays and challenges.
- Focused group activities that teach children early communication language and literacy skills, using guided reading/writing sessions and daily direct phonics sessions
- Explicitly taught and planned sessions following the guidance and objectives from Literacy Counts.
- ICT activities that enable access to challenges and activities focused on reading.

At the end of the Foundation Stage, children spend time with their new teacher and in their new classroom before they move to Year 1. Teachers meet with parents and carers to discuss transition issues so that they feel reassured about how they can help their child prepare for Year 1 and feel confident in the smooth transition.



KS1

At Bedford Drive at the beginning of Year 1, the assessments and teacher discussions from Foundation Stage enable the planned work to follow a smooth transition.

The teaching of Literacy in KS1 will include:

- Explicitly taught and planned sessions following the guidance and objectives from the National Curriculum and Literacy Counts, delivered in a cross-curricular manner.
- Speaking and listening activities, e.g. role play, pair talk, drama and hot seating in order to prepare pupils for the writing process.
- Word level work with explicit teaching of phonics and spelling.
- Sentence level work led by quality texts to develop grammatical awareness and punctuation skills.
- Text level work using a range of genres will develop comprehension and composition skills and the understanding of print.
- Letter formation and handwriting taught and modelled using the Nelson style.
- Use AfL successfully to assess, share with the children to inform their learning and support the planning of further tasks.
- Immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication.

KS2

At Bedford Drive at the beginning of Year 3, the teacher assessments and the statutory tests in Year 2 enable the planned work to follow a smooth transition.

The teaching of literacy in KS2 includes:

- Explicitly taught and planned sessions following the guidance and objectives of the National Curriculum and Literacy Counts, delivered through high quality texts as well as in a cross-curricular manner.



- Literacy Counts planning is followed to ensure the children are exposed to High quality texts. This enables the children to unpick the writer's craft, explore vocabulary and grammar and write for a range of different purposes.
- Genre overviews to identify the success criteria of each unit of work and weekly plans tailored to the needs of our children.
- Word level work with explicit teaching of spelling strategies and rules and phonics where required.
- Sentence level work led by quality texts to develop grammatical awareness and punctuation skills.
- Text level work involving reading a range of genres to develop comprehension skills and scaffold writing.
- A range of text types, including cross-curricular writing, modelled to promote sustained composition.
- Handwriting and presentational skills taught and modelled using the Letter Join programme.
- Immersion in a print rich environment that promotes a reading culture and develops speaking and listening.

Phonics

At Bedford Drive the children in reception and KS1 follow the programme: **'Little Wandle Letters and Sounds'**

- FS1 – Pre-phonics
- FS2 – Phases 2-4
- Year 1 – Phase 5
- Year 2 – Phase 6

At Bedford Drive phonics is taught explicitly in Foundation Stage and KS1 and where necessary in KS2. Phonics is taught each day for at least 30 minutes with rigor and pace.



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In Year 1 most children begin to read and write one grapheme for each of the 44 phonemes. They blend and segment CVC (consonant – vowel –consonant), CCVC and CVCC words for reading and spelling and use their phonic knowledge when trying to read and write more complex words.

In Year 2 children are taught to read 150 of the most frequently occurring words in English and are taught to spell many of them. The **'Letters and Sounds'** programme teaches synthetic phonics and is available to parents on request.

Spelling

At Bedford Drive Children's phonological awareness and spelling strategies are assessed and inform teaching. Dedicated time is allocated for teaching and investigating spelling, as well as word level work linking to a related text in the main literacy session. Children are encouraged to practice their spellings as homework and are given tasks to support their learning in class. Word banks (given and created) along with dictionaries can be used to support children's spelling at the point of writing.

Sentence level work

At Bedford Drive this includes grammatical awareness, sentence construction, punctuation and the higher skills of grammar. This is taught directly through quality texts, modelled examples and investigation. Sentence level work is taught through the main literacy session, through modelling by the teacher and in guided group work which all children have access to weekly and at other times where required.

Reading

At Bedford Drive, we believe in developing a reading culture throughout the school by using a range of high quality texts, creating welcoming book areas in classrooms and raising the profile of reading in the classroom as well as in the wider school community.



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We believe the importance of getting children off to a good start with reading cannot be overstated. We provide a balance of child-led and adult-led experiences for all nursery and reception children that meet our curriculum expectations within the development matters framework 2021 for 'Communication and language' and 'Literacy'. Nursery objectives include: Sharing high-quality stories and poems, learning a range of nursery rhymes and action rhymes, activities that develop focused listening and attention, including oral blending and an attention to high-quality language. Reception objectives build on the skills developed in nursery and include: Demonstrating an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, anticipate – where appropriate – key events in stories, use and understand recently introduced vocabulary during discussions about Stories, non-fiction, rhymes and poems, read aloud simple sentences and read books that are consistent with their phonic knowledge, including some common exception words.

High priority is given to reading throughout the school. In **reception** and KS1 children are placed in ability groups for reading and read the fully decodable Big Cat Collins books. These books are fully aligned to Little Wandle Letters and Sounds. This method of group reading ensures children are taught a range of reading skills which they practise at school and home.

In Ks 1 We use a 'parachute' style of reading with teaching assistants from across the key stage 1 teaching the children to read, this ensures children read to an adult at least three times a week. In Year 2, children will start to move onto Accelerated Reader.

Accelerated Reader – All pupils in KS2 have 30 minutes of independent reading time every day. All pupils are assessed, via an online quiz, and given a ZPD (zone of proximal development). This suggests the readability-level range from which a pupil should be selecting books for optimal growth in reading without frustration. Each time they finish a book they are able to take an online quiz. Teachers are able to analyse the quiz data and target children who may need support with their reading. During the daily lessons the teacher and teaching assistant will read with individual children. The aim of these sessions is to develop fluency of reading and to develop a positive reading culture in school.



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Children are given a home reading pack once a week to take home to read to their parent/carer. These are then returned the following week ready to be sent out the following day.

Children in both keystages also have access to a wealth of books on our Big Cat Collins Ebooks and MyOn home reading.

Writing

At Bedford Drive we believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. Transcriptional skills are taught alongside the creative aspects. Immersion in reading, talk and preparation for writing is essential to the writing development process.

At Bedford Drive Writing is taught through:

1) Shared writing:

This is modelled by the teacher as the expert writer with contributions from the children.

This is teacher-led writing with children watching and contributing ideas. Shared writing is not exclusive to literacy sessions and can be taught within Foundation subjects. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, and presentational and text level skills or other key strategies needed in writing. Not all of these can be modelled in one session, but the teacher as the expert writer leads the cumulative writing process.

2) Guided writing that targets children at their point of writing:

Guided writing takes place in small groups with a teaching focus using targets and writing already modelled.

The main part of the session is spent by the child writing with the adult intervening as appropriate. In the Foundation stage the child receives more individualised support from the teacher at the point of writing or mark making. During this guided session, the teacher

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supporting the group will share targets achieved and mark the child's work according to the whole school marking policy.

3) Opportunities for developmental writing:

At Bedford Drive in the Foundation stage children should experience writing in a range of settings with opportunities for developmental writing and this should be available through all areas of learning and throughout the learning environment. Children's own attempts at early writing should be celebrated and promoted, alongside the direct teaching of the key skills that will enable the children to progress through the stages of writing development. In Foundation stage and KS1, children's writing that needs interpretation must be scribed by a teacher or adult working with the group. Ideally this is during the Literacy session. Before learners would be considered year 1 ready they are expected to be able to independently write simple phrases and sentences that can be read by others.

4) Independent writing:

At Bedford Drive the children need opportunities to develop their confidence and practice their writing skills. All writing activities should have a purpose and quality should be promoted through book making, publication or presentation to another audience. Writing is modelled and supported from immersion to quality writing. Independent writing is supported through the use of dictionaries, word banks, writing frames and plans.

5) Writing environment:

Bedford Drive celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. Opportunities for writing are planned for and accessible throughout the learning environment and school day. Functional and creative writing are demonstrated and promoted by staff and visitors.



Handwriting

At Bedford Drive handwriting and letter formation is explicitly taught throughout the school. The correct way of forming letters with joining flicks is modelled by the teacher and patterns of letters are taught where appropriate in KS2. Children have a separate handwriting book. Children need to have adult interventions when handwriting to ensure incorrect formation is not practised. Good presentation is emphasised at all times and through all forms of writing.

In the Foundation Stage children begin the day with fine motor control activities and a hand writing session, designed to develop and practice pen grip, hand-eye co-ordination, muscle strength and letter formation. They are taught to write their name through tracing, copying and writing from memory. Support is given to those with poor pencil grip through triangular pencils and pencil grips. Left-handed writers should be sat on the left hand side of the table.

Oracy

At Bedford Drive we believe oracy is fundamental to children's development and that confidence in this area is essential to be successful in all areas of literacy. The four strands to oracy:

1. Physical (voice and body language)
2. Linguistic (vocab choice, language and rhetorical technics)
3. Cognitive (content, structure, clarifying and summarising, self regulation and reasoning)
4. Social and Emotional (working with others, listening and responding, confidence in speaking, audience awareness)

These oral skills are directly taught, modelled and sensitively encouraged in whole class and small group settings. Opportunities across the whole curriculum are planned for and developed. Children play an active part in presentations, topic talks, group discussions and debates. Digital videos, tapes and photos are a means of capturing progress keeping records and celebrating activities.



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The Subject Leader

The role of the subject leader involves:

- Modelling good practice.
- Being responsible for the upgrading and ordering of resources and arranging for their storage.
- Keeping informed about developments and new initiatives to support the teaching of language and literacy and ensure staff are informed.
- Auditing needs and organise staff training.
- Professional develop of staff in teaching and learning of literacy.
- Monitoring planning on a termly basis with the head teacher; scrutiny of books and Lesson observations with constructive feedback.
- Supporting teachers in planning and using resources.
- Updating the school policy when necessary.
- Work in collaboration with the SENCo and other staff to suggest and implement. Intervention where necessary.
- Work alongside colleagues in shared planning sessions, suggesting ideas for cross-curricular planning of literacy.

More Able Learners

More able learners will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including, greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning. The progress of more able learners will be rigorously tracked to ensure more able children reach their full potential



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Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.