

# Scawsby Junior Academy



## Literacy Policy

**PERSONS RESPONSIBLE FOR POLICY:**

**Mr P Chambers: HEADTEACHER**

**Mrs S Lindley: SUBJECT MANAGER**

## Introduction

At Scawsby Junior Academy, we believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society, preparing them for their future lives and careers.

### Literacy Curriculum Intent, Implementation and Impact Overview

Our curriculum closely follows the aims of the National Curriculum for English 2014. The national curriculum for English aims to ensure that all pupils:

- 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.

School has identified key intentions that drive our English curriculum. At Scawsby Junior Academy our English curriculum intentions are:

Intent	Research Link	Implementation	Impact
At Scawsby Junior Academy we believe that a quality Literacy (English) curriculum should develop children's love of reading, writing and discussion through first-hand, real life experiences and purposeful activities.	<b>OFSTED Curriculum Research indicates that:</b> OFSTED research defines a 'knowledge-rich' approach as one in which curriculum leaders are clear on the "invaluable knowledge they want their pupils to know". (September 2018)	<b>* Teaching and Learning</b> These aims are embedded across our literacy lessons and the wider curriculum. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Teachers ensure that cross curricular	<b>* Enrichment</b> We use a wide variety of quality texts and resources to motivate and inspire our children. We also provide a wealth of enrichment opportunities, from author visits, taking part in Young Writer's competitions nationally, participating in the Doncaster Book

<p>We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often.</p> <p>We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts.</p> <p>Through a wide and varied curriculum, we want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.</p>	<p><b>Enhancement - Education Endowment Fund research indicates that</b> ‘good literacy skills provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. Yet despite our best efforts, a disadvantaged child in England is still more than twice as likely as their classmates from more advantaged homes to leave primary school without reaching the expected levels in reading and writing.’ <b><i>See the 7 recommendations for Improving Literacy at KS2</i></b></p> <p><b>Rosenshine’s Principles of Instruction</b> as suggested classroom practise for teaching and learning</p>	<p>links with concurrent topic work and our local area are woven into the programme of study for literacy, as well as utilising a ‘novel study’ approach.</p> <p><b>* Knowledge Organisers</b> Children have access to key knowledge, language and meanings to understand Literacy and to use these skills across the curriculum.</p> <p><b>* Learning Walls</b> Literacy Learning Walls in each classroom focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of Literacy, and enable pupils to make links across the wider curriculum.</p> <p><b>* Subject specific vocabulary</b> Identified through knowledge organisers and learning walls and highlighted to the children at the beginning of lessons and revisited through cross-curricular links and whole school projects</p> <p><b>* Big picture and daily review</b> New Literacy learning is put into the context of the big picture of English learning throughout school, and a daily review of immediate previous learning in the subject.</p>	<p>Awards or attending various workshops. This ensures that children benefit from access to positive role models from the local and wider locality.</p> <p>* As a result we have a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas. Our attainment at the end of KS2 is above that of Doncaster and the national average.</p> <p>* Children will know more, remember more and understand more about Literacy.</p> <p>* The large majority of children will achieve age related expectations in Literacy whilst a significant proportion will achieve above age related expectations</p> <p>* As literacy learners, children will embed lessons from Literacy to influence the outcomes of their lives in the future.</p>
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		<p><b>* Class timelines</b> Each class has a timeline that follows them throughout school. This records all previous English learning and enables children to put prior learning in the context of new learning.</p> <p><b>* Books</b> Children will have constant access to a wide variety of subject specific fiction and non-fiction books, alongside a class novel available in English lessons, other lessons and in the class book area</p> <p><b>* Assessment</b> Class teachers assess children's understanding in English using RAG, self and peer-assessment and supported pupil reflections and this is then recorded formatively Class Track and summatively on O Track. This data is then analysed to improve the children's learning in English.</p> <p><b>Reading Assessment</b> In KS2, the PM Benchmarking system may be used to accurately level a child's reading ability and to find out the strategies they are using to understand the text. Teachers often use this to help assess the levels of those children who appear to be making less progress. Other assessment and screener tools include Phonics screeners, YARC and</p>	
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		<p>GRTII tests dependent on the child's specific learning needs.</p> <p><b>Writing Assessment</b> As well as ongoing formative assessment (see Marking policy), teachers from Year 3 to Year 6 assess the writing of every child half termly. A piece of writing from each child will be assessed according to the criteria for the age expectation at six points throughout the year by the class teacher, taking into account achievement from the previous term. Teachers also take into account work completed throughout the term. Writing assessment tasks are moderated within and across year groups and by the Literacy lead and ELT.</p> <p>* <b>Outdoor learning</b> We recognise that children learn in a variety of ways, and so where appropriate, children will learn English outside of the classroom, for example as a stimulus for writing or presenting performance poetry.</p> <p>* <b>Approaches to teaching</b> Our literacy provision follows the 2014 National Curriculum and is taught through daily literacy lessons as well as a varied enrichment programme and cross curricular links. Lessons run for approximately 1.5 hours a day, weekly to ensure continuity and rigour in</p>	
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		<p>teaching and learning of knowledge and skills. This includes at least 2 weekly spelling sessions and 3 grammar lessons, as well as a combination of reading and writing sessions.</p> <p>We recognise that 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. Teachers ensure the continual development of pupils' confidence and competence in their knowledge of spoken language and listening skills.</p> <p>We use a metacognitive approach to teaching and learning so that children build resilience and aim to become self-regulated learners. Teachers model their thought processes and scaffold learning so that all pupils are able to access the Literacy objectives and make appropriate progress. Through this, they are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy any misconceptions.</p> <p>Building on this ethos, we teach literacy using a range of strategies which include:</p>	
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		<ul style="list-style-type: none"><li>● Group Discussion – Children discuss and interrogate new ideas in a small group or whole class setting using a variety of Kagan mixed ability learning models. They listen to and value each other’s ideas whilst taking on board feedback so as to improve their own explanations.</li><li>● Partner Talk – Children work in partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write.</li><li>● Questioning – Teachers use a range of questioning strategies to establish children’s current understanding and develop their learning. Higher level questioning is used to elicit a deeper understanding.</li><li>● Modelled Writing – Teachers model writing and editing to demonstrate the high expectations they have. They verbally ‘think aloud’ in order to make the writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work.</li><li>● Shared Writing – Teachers use the ideas from the children to create shared pieces of writing. This enables the children to see the writing process in action as well as having pride and ownership over the finished piece.</li><li>● Comparing, Analysing and Evaluating – Children review written texts, take part in debates, speech writing and drama and compare, analyse and</li></ul>	
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		<p>evaluate them. They establish the strengths and weaknesses of different examples and their own performances then incorporate these ideas into their own work.</p> <p>In order for a child to be successful, independent readers, they need to possess a secure knowledge of both word reading and comprehension skills. These skills include:</p> <ul style="list-style-type: none"><li>● A familiarity with the genre of stories and an ability to make links between stories.</li><li>● A good visual memory.</li><li>● A good auditory memory.</li><li>● A recognition of the letters in the English alphabet. (Both letter names and their sounds.)</li><li>● A knowledge of the grapho-phonetic construction of words.</li><li>● A familiarity with the syntax (sentence structure and grammatical arrangement) of English text. This knowledge and skills are taught through our in-school reading approach based on findings from the Education Endowment Foundation Literacy Guidance for KS2 on which all staff are fully trained.</li></ul> <p>* <b>Consistent teaching sequence</b> All literacy lessons have clear success criteria so that the children understand the expectations of the task and how they can achieve their best in the</p>	
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		<p>lesson. Success criteria are consistently referred to during teacher modelling and used effectively for self and peer assessment at the end of a task. The success criteria are clearly referred to when feedback from the teacher is given, either verbally or in writing. Success criteria can be scaffolded for different ability groups in the same lesson where appropriate. All success criteria include a 'Challenge' so that children have the opportunity to stretch themselves and deepen their learning from their own point of learning. (See Marking Policy) Literacy activities are effectively differentiated so that all children can achieve the success criteria and feel empowered by their own accomplishment. Nevertheless, all children are given the chance to reach the same high level in every lesson. Effective personalised learning is in place so that all children have the opportunity to meet every learning intention through having vocabulary word banks, writing frames and sentence starters, mixed ability groupings and adult support. Teachers also ensure that children are taught and know how to demonstrate greater depth in their outcomes of work and this is reinforced through the success criteria which children refer to throughout their work and assess against on completion.</p>	
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		<p>Extended writing opportunities take place across the curriculum and occur twice every half term with short writing opportunities occurring weekly. Extended writing opportunities provides children with the chance to demonstrate their literacy knowledge and skills, showing depth and mastery and allows them to write about a familiar topic using vocabulary taught throughout that unit.</p> <p><b>* Learning environment</b></p> <p>Displays are used throughout the school to promote reading, writing and oracy. We recognise the important role display has in the teaching and learning of literacy. Each class displays work, which celebrates a variety of children's achievements to a high standard of presentation. All aspects of the literacy learning process are illustrated through specific learning wall displays including vocabulary enrichment, grammar and punctuation support, the planning process and finished pieces of writing.</p> <p>Every classroom has an attractive book corner to promote and celebrate a love of reading and the school library area is used effectively to promote the enjoyment of reading.</p>	
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		<p>* <b>Cultural Capital</b> - We plan termly visits, visitors and involvement in the community activity to provide first-hand experiences for the children to support and develop their learning. This is often linked to literacy (please see Cultural capital overview). We recognise that to have impact the planned cultural capital must be clearly linked to the statutory literacy knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know.</p>	
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## Pedagogy

In Literacy, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In English, the following approaches will be used, and be evident in pupils' books, in order to ensure that the learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their literacy experiences in school:				
<b>Teaching Sequence in Literacy</b>	<b>Big picture: Placing of the literacy skill being studied in the context of previous learning: SPAG, reading or writing.</b>	<b>Possible pedagogical approaches used in Literacy</b>	<b>Behaviourism</b>	<b>Direct teacher instruction; modelling of skills and techniques; demonstration</b>
	<b>Daily review: Brief review of learning covered in previous lesson/s</b>		<b>Constructivism</b>	<b>Inquiry-based learning; outdoor learning</b>
	<b>Specify key vocabulary to be used and its meaning</b>		<b>Social Constructivism</b>	<b>Teacher modelling; questioning; mix of individual, paired and group instruction</b>
	<b>Teacher modelling of new skills or concepts – including 'thinking aloud'</b>		<b>Liberationism</b>	<b>Pupil-led learning; opportunities to showcase learning</b>
	<b>Children practise the new skill using shared, paired or group task</b>		<b>Learning, working and talking like an 'author'</b>	<b>Being introduced to the key vocabulary that an author would use; defining the key vocabulary that an author would use; high expectations of pupils 'talking' like an author or speaker; high expectation of pupils researching, interpreting and presenting like an author, debater or poet etc.</b>
	<b>Children communicate their literacy knowledge and understanding appropriately using independent strategies</b>			
	<b>Reflect on and evaluate their learning and compare with previous knowledge as appropriate</b>			

## **E-safeguarding**

The literacy policy and scheme of work adheres to the whole school E-safeguarding Policy.

## **Equal Opportunities**

Literacy follows the school's Equality Policy.

All children have equal opportunities to reach their full potential across the English curriculum, regardless of their race, gender, cultural background, and ability, or of any physical or sensory disability.

### **Links to other Subjects**

At Scawsby Junior Academy, we use Literacy to promote learning across many areas of the National Curriculum, including:

- \* The application of all basic skills (including Reading, Writing and Mathematics) within the Literacy curriculum
- \* The use of computing both to find and present historical data.
- \* Citizenship, through moral, social and cultural development.
- \* Developing language skills, through both reading and writing a variety of texts.
- \* Application of number, through historical research and enquiry.
- \* Developing geographical knowledge when learning about past events in other places.
- \* Looking at art, music and technology from the past as source of evidence.

Any cross curriculum links between subjects are identified in medium and short term planning, and children are made aware of them.

### **Links to Spiritual, Moral, Social and Cultural Development**

Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.

English lessons teach a range of age appropriate literature that enhances spiritual development through discussion, debate and wider cross-curricular links.

### **Organisation of Teaching**

Literacy at Scawsby Junior Academy is taught through discrete lessons. Literacy skills, knowledge and attitudes are taught through a historical focus that lasts across a full term. Each class has a Literacy focus each term.

### **Teaching Methods**

We use a variety of teaching methods at Scawsby Junior Academy, in order to suit as much as possible the abilities and interests of our pupils.

These include:

- \* Use of story, including story telling
- \* Discussions and debate
- \* Questions and answers
- \* Individual and group investigations
- \* Television, radio, audio recording, video, film, internet and other computing resources
- \* Role play and drama
- \* Fieldwork, including visits to museums and historic sites

Throughout the school, Literacy lessons should begin with the teacher sharing the learning objectives of the lesson with the class, and end with a plenary session that summarises what has been learnt.

### **Reasonable Adjustments in Literacy**

The curriculum leader in literacy recognises the importance of ensuring that children with identified Special Educational Needs and/or Disabilities have access to an ambitious literacy curriculum. Within the curriculum area of literacy SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDCO where applicable.

### **Special Educational Needs**

Some children experience learning difficulties, which affect their progress in literacy. Class teachers inform the SENDCO and Inclusion Team if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support. This may include:

- Peer readers
- Phonics groups
- Social skills groups
- Booster classes
- Toe by Toe
- Spelling schemes

- One-to-one RWI – for further examples, see the SEND policy

### **Access for all**

At Scawsby Junior Academy we develop an inclusive curriculum.

### **Children with English as an additional language**

It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children should be provided with consistent opportunities for this verbal interaction. All teachers include a range of strategies to support children with EAL which includes: teacher and peer modelling and consistent use of visual support, repetition and recasting of language features, word banks and scaffolded speaking and listening activities.

Teachers work with the Inclusion Coordinator to best meet the needs of individuals within their classes. Children who are new to English are assessed and support is put in place by the Inclusion team to help them make rapid progress. In addition, class teachers use their teaching assistants to provide targeted support and the use of home language support and peer-buddying is encouraged.

\* Setting suitable learning challenges: It is the aim of the school that children should be given achievable learning targets, and be motivated by success. This may involve deepening children's literacy skills and understanding, so that all children's learning needs are catered for, and pupils achieve as high a standard as possible.

Responding to pupils' diverse learning needs: Literacy at Saltersgate is planned so that all pupils can take part in lessons fully and effectively so that there is an equality of opportunity through teaching approaches.

Literacy at Saltersgate is planned so that potential barriers to learning and assessment for individuals and groups of pupils are overcome. This is achieved through:

- \* Provision being made where necessary to support individuals or groups of pupils to enable them to participate effectively in English lessons.
- \* Pupils' understanding being developed through the use of all available senses and experiences.
- \* Aspects of the programmes of study that may present specific difficulties for individuals being identified.
- \* An inclusive literacy curriculum is also achieved through:

- \* Support to access texts (e.g. audio or larger print).
- \* The use of alternative communication methods e.g. ICT or speech.
- \* Non-visual means to access sources of information when undertaking reading or writing.

### **High Achievers Children (GDS groups – Greater Depth of Study groups)**

GDS pupils who achieve highly in Literacy will be supported and given opportunities to deepen their knowledge and skills through the reading and writing groups and differentiation. The success criteria for key lessons will indicate how greater depth has been taught, or provide a challenge within the context of the lesson and how this can be demonstrated by the child in outcomes of work. They will also have opportunities to work with outside agencies when appropriate (E.g., More able Writer's workshop).

In assessment, judgements allow for the provision described above.

### **Planning**

From Y3 – Y6 the school uses a range of resources, developed in school or adapted from the Literacy Trust used as a foundation for creating our own exciting and varied literacy lessons. These help to ensure that coverage of the National Curriculum is secure and that year group expectations are met. Teachers also ensure that, wherever possible, literacy lessons are linked with topic work. We use Nelson handwriting resources to support the teaching of handwriting throughout the school from Year 3 – Year 6. There are also literacy resources stored throughout the school which are used on a regular basis. The library contains fiction and non-fiction books and is used by children from Y3-Y6.

Where possible literacy lessons will have a cross-curricular approach and support work done in other areas of the curriculum when topics allow close links. Discrete literacy knowledge and skills are woven through these lessons to make sure that children are able to develop mastery of the National Curriculum objectives. These range from word level knowledge such as using expanded noun phrases to sentence level skills where children are able to demonstrate their knowledge of increasingly complex sentence structures. In addition to this, 1 x 30 minute Handwriting lesson occurs each week from Year 3 – Year 6.

In Years 3 – 6 literacy lessons take place 5 times per week and are taught to the whole class by the class teacher. They are effectively scaffolded to ensure that every child can be successful in their achievement of the learning intention, with high expectations for all learners.



Success criteria are shared with the children prior to independent work and these also indicate how greater depth can be achieved and demonstrated. These lessons cover knowledge and skills in writing, spelling and grammar and comprehension. In addition to this, the class is also taught Spelling, Punctuation and Grammar discretely 5 x week as a whole class.

### **Assessment**

Children are assessed formatively through thorough questioning and marking to ensure that teachers understand where children are currently in their learning and what their next steps need to be. Children are also supported to self-assess and peer assess in order to develop their own knowledge of their next steps in learning and begin to articulate where they have found difficulties or strengths. This helps to ensure that maximum progress is made throughout literacy teaching across the school. This formative assessment is recorded using the school's online assessment tools.

In addition to this, regularly timetabled summative assessment opportunities are planned into the academic year to ensure that the progress in knowledge and skills that each child makes is accurately measured. Summative assessment opportunities are used to support teachers in their assessment judgements and should not replace teacher judgement based on experience of the child in everyday lessons.

The data is analysed by the ELT, Literacy lead and class teachers.

### **Targets**

At Scawsby Junior Academy, we aim for the majority of pupils to:

- \* Be at age related expectations for Key stage 2 by the end of year 6
- \* Be above age related expectations for Key stage 2 by the end of year 6 for a significant proportion of pupils

### **Responsibilities**

The role of the subject leader in literacy is to coordinate the teaching of reading, writing and communication across all phases of the school. This is in order to secure high quality literacy provision for every child, including outstanding literacy teaching and learning, effective use of resources and the highest standards of achievement for all.

Some key duties that the literacy subject leader should undertake over the course of the year include:

- Monitoring and effective feedback of literacy, reading, handwriting and spelling books

- Reading walks and other lesson observations with effective feedback given in a timely manner
- Planning and organising literacy enrichment opportunities and competitions
- Helping identify and facilitate the professional development needs of staff so that lessons are never less than good, and that most are outstanding in Literacy
- Liaising with ELT to help implement school improvement priorities
- Liaising with the school SENDCO to best support children with literacy difficulties
- Organising, maintaining and cataloguing resources
- Keeping abreast of new initiatives in literacy teaching

### **Staff Development**

Over the course of the academic year the literacy subject leader monitors and evaluates:

- \* The attainment and progress of pupils in literacy
- \* The pupils' response and attitude to literacy
- \* The quality of literacy teaching in school
- \* The quality of children's work in literacy

This is achieved through:

- \* Classroom observation of literacy, including learning walks, with written feedback
- \* Questioning of children during these observations
- \* Discussions with pupils
- \* Carrying out regular scrutiny of work, and feeding this scrutiny back to teachers.
- \* Looking at literacy learning displays in classrooms and corridors.
- \* Monitoring each teacher's literacy planning every term, as appropriate, and providing written feedback.
- \* Keeping all staff informed on changes that affect literacy in school.

\* Attending any Literacy Subject Leader meetings arranged by the LA or other providers.

### **Subject Development**

Over the next academic year the literacy leader will write and execute the school development plan in literacy.

In addition to this the literacy leader will also:

- \* Ensure the subject of literacy meets statutory requirements of the national curriculum.
- \* Continue to monitor the implementation of the literacy scheme of work and literacy policy documents.
- \* Continue to monitor staff development in literacy, through classroom observations if appropriate, staff questionnaires, monitoring and feeding back on medium term planning and children's work.
- \* Attend appropriate courses, if available, to develop personal knowledge and expertise, and to share this in school.
- \* Complete pupil discussions with pupils from a range of classes, on how literacy is delivered in our school.
- \* Maintain the literacy course on the school VLE, for staff and for children.
- \* Maintain the literacy section of the school website for all stakeholders.
- \* Monitor and evaluate the quality of literacy resources in school, and bring in new resources as appropriate.

For a detailed description of the development of literacy in the next academic year, please see the 2019 – 2020 School Development Plan.

### **Parents**

We recognise how crucial the home/school link is for supporting children to have the highest standards of achievement in literacy. At the 'New to Year 3 Parents' meeting at the beginning of every academic year, the literacy standards of the school are explained, as well as further meetings throughout the year with all parents to support their understanding of new literacy initiatives.

Homework is also part of the school's successful literacy home/school link and is organised as follows:

- School reading book (based on PM Benchmarking level) to be read and recorded 4x weekly
- Spelling practise sheet weekly
- Comprehension, vocabulary and grammar task set weekly
- *Plus, a maths skills practise sheet weekly*

All homework is set on a Friday as a home/school pack and is expected to be returned the following Friday.

**Review**

This policy is a live document, being constantly updated. Literacy has long, medium and short-term development plans, which forms part of the overall School Development Plan, drawn up and executed by the Literacy Subject Leader. This plan will affect the contents of this policy, and it is the responsibility of the Literacy Subject Leader to maintain this.

Revision Date	Revision Version	Previous Revision Date	Previous Version	Summary of Changes
September 2020	New policy	-	-	New policy
June 2023	1	September 2020	New Policy	Change of school name