

Pinchmill Primary

Literacy Policy 2024 - 2025

Intent

At Pinchmill Primary, we aim to develop pupils' abilities within an integrated programme of speaking, listening, reading and writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught skills.

At Pinchmill Primary, in line with the National Curriculum, we aim for a child to be able to:

- write clearly, accurately and coherently, adapting the language and style in and for a range of contexts, purposes and audiences
- 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
- use discussion in order to learn; children should be able to elaborate and explain clearly their understanding and ideas
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

STATUTORY REQUIREMENTS

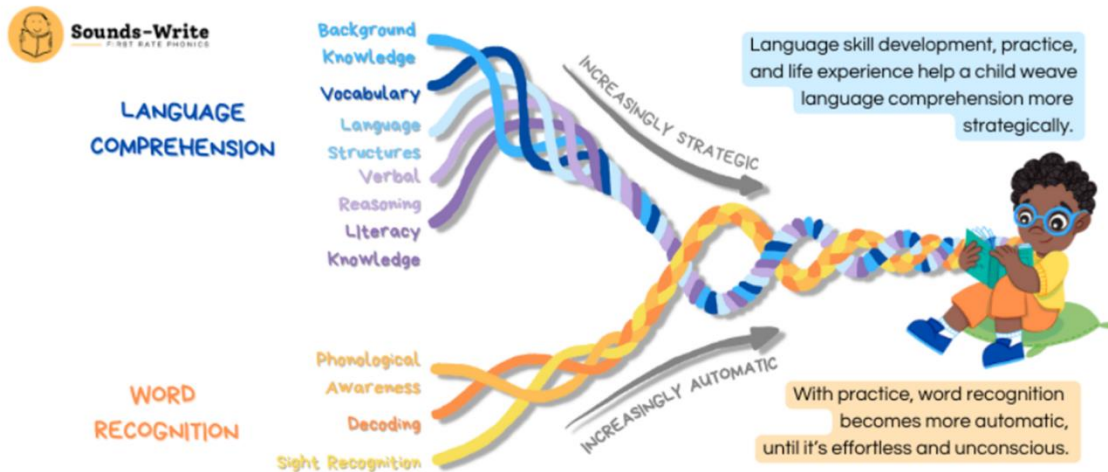
Statutory requirements for the teaching and learning of English are laid out in the English section of The National Curriculum (September 2014) and in the Communication, Language and literacy sections of the EYFS document (January 2024).

Implementation

The English Curriculum is delivered using the National Curriculum for England framework document (2013). The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum stages. Pupil provision is related to attainment, not age. In years 1-6, children are taught English in their own class. Work is planned by senior leaders, teachers and teaching teams, is differentiated to the abilities of the children and will include in Early Years and Key Stage 1 'Talk for Writing' and in Key Stage 2 a sentence stacking approach to learning. Learning support assistants are involved in planning and delivery of lessons and work closely with teachers to identify and support specific needs. Teachers use The National Curriculum (2014) to support long- and medium-term planning. Teachers may also use reliable schemes of work and resources to support planning.

Scarborough's Reading Rope

by Laura Walker | Jul 8, 2023 | News



Reading is taught through word recognition and language comprehension.

Word recognition

Reading is first taught using wordless books so that the children begin to use the pictorial clues to develop oral storytelling and develop a love of story and how it feels to be a reader. From this the children begin Sounds-Write programme and are supported with books that match their phonological level.

Home Reading

From Pre-School onward, all children are provided with appropriately leveled reading books to read at home. The children will read their home reader at least once week to an adult in school and will have the opportunity to change their books three times a week. Parents are encouraged to write in their child's reading record book to maintain an ongoing dialogue with their child's teacher. If children read at least three times a week at home they will be invited to a reading treat session on a Friday afternoon. Once children are competent readers they will become free readers and able with support to choose their own books from the school library.

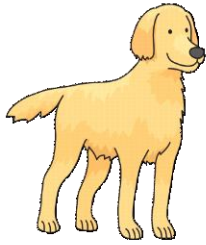
Language Comprehension

Reading is taught daily as a discreet whole class subject using either echo or choral reading. The children will share a variety of age appropriate quality texts and will focus on the key skills needed to develop their reading comprehension skills.

Reading Skills Key Stage 2



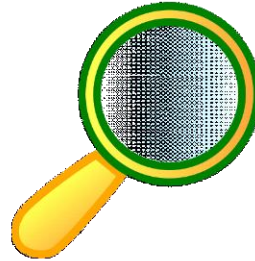
Predict



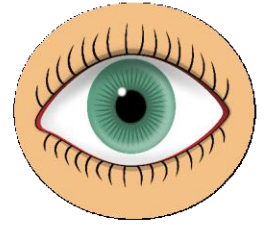
Retrieve



Summarise



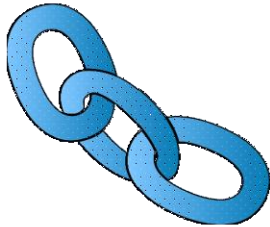
Infer



Visualise



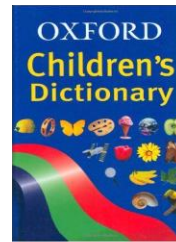
Clarify



Connections



Question











Vocabulary



Evaluate

These skills are supported by question stems that help develop the children's confidence and vocabulary when talking like a reader. At Pinchmill Primary School we believe that if you can say it you can write it. Therefore, if a child is confident to talk like a reader this will support their ability to write confidently about what they have read.

Talk like a reader

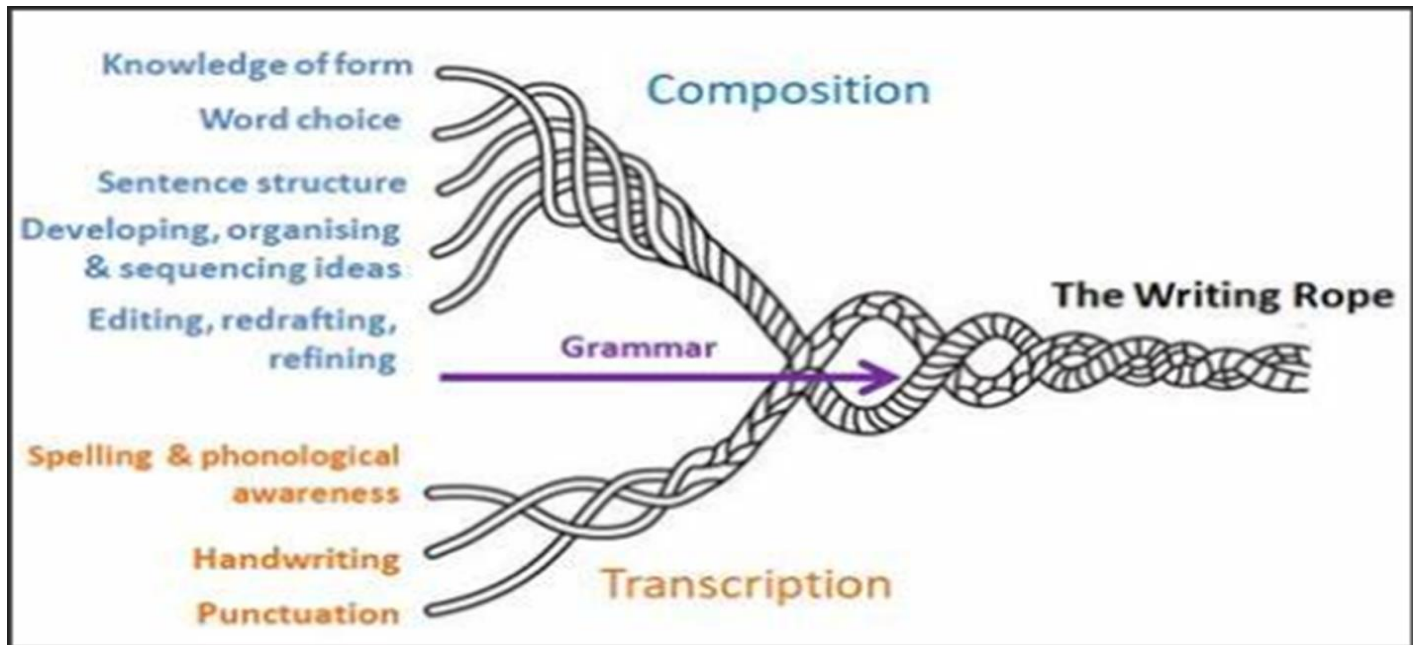
Reading Sentence Stems	
 Predict	 Infer
<ul style="list-style-type: none"> • I wonder if • I predict • I think that • I bet that because • I imagine • I think *** will happen • I think I will learn • I think it will be set out • The next part will be about 	<ul style="list-style-type: none"> • The word *** tells me • The part ** tells me • This makes me think that • I think this character because • I think the setting is • I think the mood is • I think the writer's viewpoint is • I think this character's viewpoint is
 Ask questions	 Evaluate
<ul style="list-style-type: none"> • Who • What • When • Where • I wonder • Why? • How • What if • Why do you think • How do you think • How do we know 	<p>Language</p> <ul style="list-style-type: none"> • The word/phrase *** works well because • I like the way the author uses *** it makes me think about • I think it would have read better if • It's very clever the way the author uses ***because • The sentence *** has high impact because <p>Organisation</p> <ul style="list-style-type: none"> • The text is organised well because • The presentation helps the reader because • The structure could be improved by
 Clarify	 Make Connections
<ul style="list-style-type: none"> • I think that means • I didn't understand • What does *** mean? • I need to reread this part because • *** is a tricky word so I • I didn't understand *** so I • Let's reread because it didn't make sense 	<p>Text to self:</p> <ul style="list-style-type: none"> • I know about this because I • I've been to/seen • I saw a programme about this • I can identify with this character because <p>Text to text:</p> <ul style="list-style-type: none"> • I think this book is a *** (Genre) book because • This is similar to *** because • This character is similar to *** because <p>Text to world:</p> <ul style="list-style-type: none"> • This links to • This is because
 Summarise	 Reading Learning Behaviours
<ul style="list-style-type: none"> • The key idea is • The most important ideas *** and I know that because • This part is about • The headline would be • In 10 words • The main theme is 	<ul style="list-style-type: none"> • Support and actively listen to others • Discuss and explain our ideas • Take responsibility for your own and your group's learning

The school library is well stocked with both fiction and non-fiction books and each class has a weekly library session where the children can choose a book to take home, this supports a love of reading for pleasure and we are able to support children and stretch their reading experiences. On returning a library book children are asked to complete a short book review which creates an opportunity to share and talk about books.

Story time is incorporated into the school day whereby the class teacher reads a book out loud to the class. This offers another opportunity to widen the children's reading knowledge and enthusiasm and enables them to experience what a good reader sounds and behaves like.

Interventions are set up for those children who are not yet reading at the expected level (see separate section on SEND).

Strands of learning – Writing



Writing is taught through: transcription, and composition with grammar running through both these elements to give writing structure and style.

Transcription: Spelling

In Pre-School the children will be introduced to a sound a week, Children will be encouraged to bring objects from home and find objects at school that begin with the chosen sound. The children will also be encouraged to identify words that rhyme.

In Reception, single letter sounds (phonemes) and digraphs (two letters spell one sound) are taught through daily Sounds Write Phonics sessions. These help children to spell simple phonetically spelt words. In Reception children will also be taught a number of high frequency words, these will include 'tricky words' (those that cannot be spelt out).

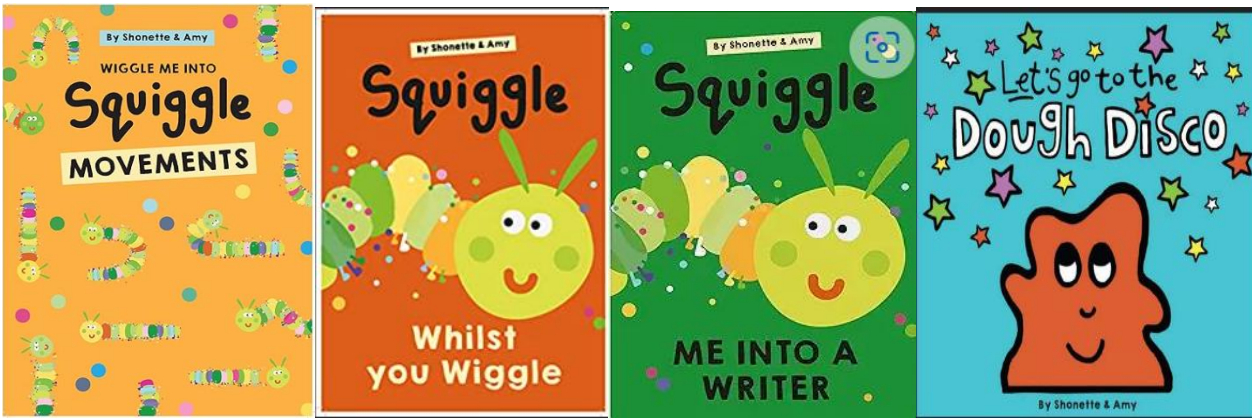
In Key Stage 1 children continue to receive daily Sounds Write sessions. The children will learn the different spellings for a sound e.g. ai, ay, ae, a-e, ey and ei.

In Key Stages 1 and 2 children will continue to learn how to spell common exception words and other spelling patterns outlined by the National Curriculum. To reinforce this learning, we will be following the Jane Considine Spelling programme.

Where appropriate, some children will continue to receive Sounds Write sessions in Key Stage. However, at this point the teaching of spelling may focus more on learning whole words and to support this we will use programmes such as 'Word Wasp', 'Word Hornet' and 'Toe by Toe'. Some children may be supported by using an online programme called 'Nessy'



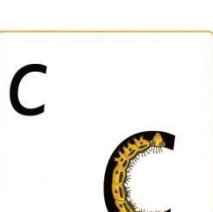


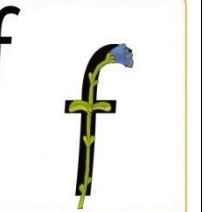

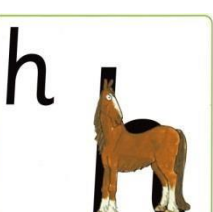

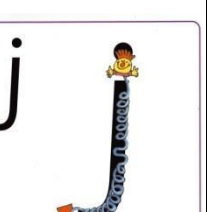
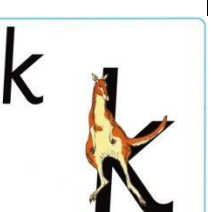
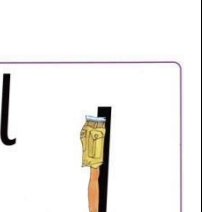
Transcription: Handwriting

Children need to develop fluent, legible and eventually speedy handwriting so that by the end of Key Stage 2 they can write their ideas confidently in all writing across the curriculum. A systematic and consistent approach to teaching handwriting is needed across all primary teaching. In Pre-School and Reception, the children follow the 'Squiggle whilst you Wiggle' programme and fine motor strength and finger isolation is developed through 'Dough disco' activities.



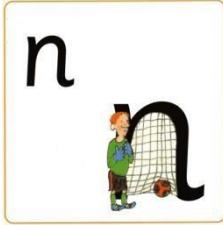
Once child demonstrates a level of control and a comfortable grip when holding a pencil, they will be introduced to the formation of each letter. To support the recall of this knowledge we teach the children a rhyme for each letter.

Rhymes for letter formation – taken from Read Write Inc.

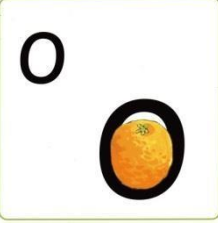
					
<p>Around the apple and down the leaf.</p>	<p>Down the laces to the heel and around the toe.</p>	<p>Curl around the caterpillar.</p>	<p>Around the dinosaur's bottom, up his tall neck & down to his toes.</p>	<p>Lift off the top and scoop out the egg.</p>	<p>Down the stem and draw the leaves.</p>
					
<p>Around the girls face, down her hair and give her a curl.</p>	<p>Down the head, to his hooves and over his back.</p>	<p>Down the body and dot for the head.</p>	<p>Down his body, curl, dot for his head.</p>	<p>Down the kangaroo's body tail and leg.</p>	<p>Down the long leg.</p>



Down Maisie,
mountain,
mountain.



Down Nobby and
over his net.



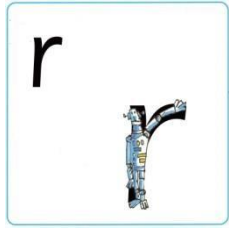
All around the
orange.



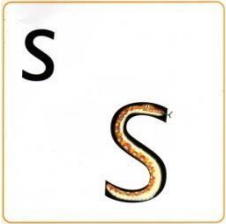
Down the pirates
plait and around
his face.



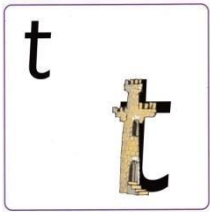
Round her head,
up past her
earring, down her
hair, and flick.



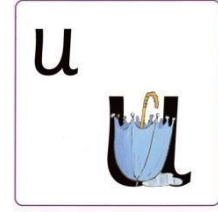
Down the robots
back and curl over
his arm.



Slither down the
snake.



Down the tower,
across the tower.



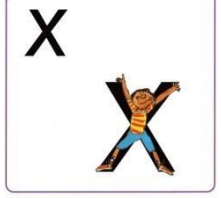
Down and under,
up to the top and
draw the puddle.



Down a wing, up a
wing.



Down, up, down,
up.



Down the arm
and leg,
repeat the
other side.



Down a horn, up a
horn and under
head.



Zig-zag-zig.

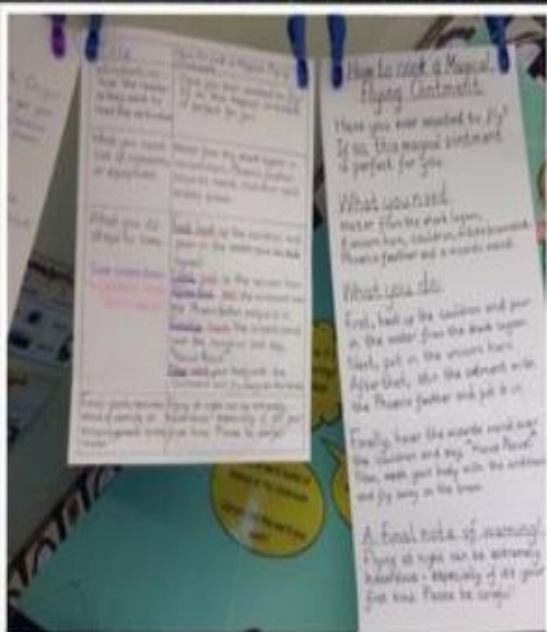
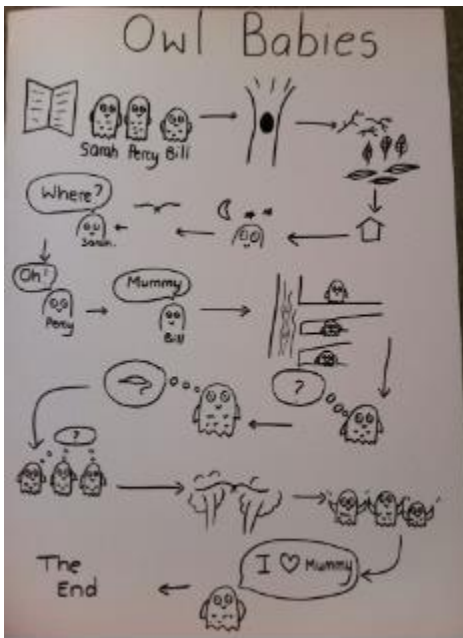
Key Stage 1, handwriting is taught daily with the focus being on the correct formation of letters with initial joins leading to fully joined writing in year 2.

 <p>Up we go... around the apple and down the leaf ... and off we go</p> 	 <p>Up we go... down the laces to the heel then around the toe ... and off we go</p> 	 <p>Up we go... curl around the caterpillar</p> 	 <p>Up we go... around the dinosaur's bottom, up his tail neck and down to his toes ... and off we go</p> 
 <p>Up we go... lift off the top and scoop out the egg</p> 	 <p>Up we go... down the stem and draw the leaf</p> 	 <p>Up we go... around the girl's face, down her hair and give her a curl</p> 	 <p>Up we go... tall and down the head to the hooves then across his back... and off we go</p> 
 <p>Up we go... down the insect ... and off we go... dot for the head</p> 	 <p>Up we go... down his body, curl and dot for his head</p> 	 <p>Up we go... down the kangaroo's body, tail and leg... and off we go</p> 	 <p>Up we go... down the long leg... and off we go</p> 
 <p>Up we go... Maisie, mountain, mountain... and off we go</p> 	 <p>Up we go... down Nobby's net... and off we go</p> 	 <p>Up we go... around the orange... and off we go</p> 	 <p>Up we go... down the pirate's plait and around his face</p> 
 <p>Up we go... around her head, up past her earring, down her hair and flick</p> 	 <p>Up we go... down the robot's back and curl over his arm...</p> 	 <p>Up we go... slither down the snake... and off we go</p> 	 <p>Up we go... down the tower ... and off we go... across the tower</p> 
 <p>Up we go... down and under, up to the top... and off we go</p> 	 <p>Up we go... down the wing, up the wing... and off we go</p> 	 <p>Up we go... down, up, down, up... and off we go</p> 	 <p>Up we go... down the arm and leg, repeat the other side... and off we go</p> 
 <p>Up we go... down a horn, up a horn and under the head</p> 	 <p>Up we go... zig, zag, zig ... and off we go</p> 		

In years 3 and 4, handwriting is taught twice weekly with the focus being on the consistency and legibility of joining letters together. In years 5 and 6, handwriting is taught weekly, with the focus now on developing a sense of style and increasing speed whilst remaining legible. The Schofield and Sims Writewell scheme is used to support handwriting across the school (see the skills, knowledge and progression document for more details).

Composition

At Pinchmill Primary in writing is taught as a discrete subject on a daily basis. In Early Years and Key Stage 1 we use a 'Talk for Writing' approach where teaching is based upon using quality texts that enrich the whole curriculum and improve children's vocabulary. Children are enabled to learn the language needed for a particular topic orally before reading and analysing it, and then planning and writing their own innovated version. Across the school we use a set of icons to support the children with generating vocabulary and ideas.



Talk for Writing Process

<ul style="list-style-type: none"> ● Cold writing task (unaided writing, baseline oral story) ● Set key focus and goals for the unit ● Select, adapt or create a model text 	Daily spelling, sentence and paragraph activities	<p style="color: red; font-weight: bold;">Preparation</p> <p style="text-align: center;">↓</p> <p style="color: blue; font-weight: bold;">Imitate</p> <p style="text-align: center;">↓</p> <p style="color: green; font-weight: bold;">Innovate</p> <p style="text-align: center;">↓</p> <p style="color: purple; font-weight: bold;">Independent Application *Invent</p>
<ul style="list-style-type: none"> ● Oral learning of model text ● Reading as a reader ● Reading as a writer ● Boxing up the text / Create the toolkit 		
<ul style="list-style-type: none"> ● Planning ● Whole class / group teaching ● Daily shared, guided and independent writing ● Daily feedback 		
<ul style="list-style-type: none"> ● Guided and independent writing ● Application across the curriculum ● Hot task ● Feedback ● Publication or performance 		

Learning environment Early Years and Key Stage 1

- Clear Literacy working wall.
- Magpie wall showing examples of interesting words and phrases chosen by the children to try to include in their writing. These can be taken from key texts, group work, guided reading texts or from their own personal reading.
- “Talk 4 Writing” poster showing actions for key conjunctions, story maps, vocabulary sheets, examples of shared writing, examples of sentence structures including grammar and punctuation foci, boxing up (if appropriate) and tool kits (if appropriate).

Later in Key stage 1 and 2 we use additional icons to support tools and techniques the children must include in their writing.



(Taken from Jane Considine The Write Stuff)

In Key Stage 2 we use sentence stacking approach.

Each lesson has three sections (One for each sentence to be written)

Initiate: Stimulus to capture the pupil's imagination and set up a sentence.

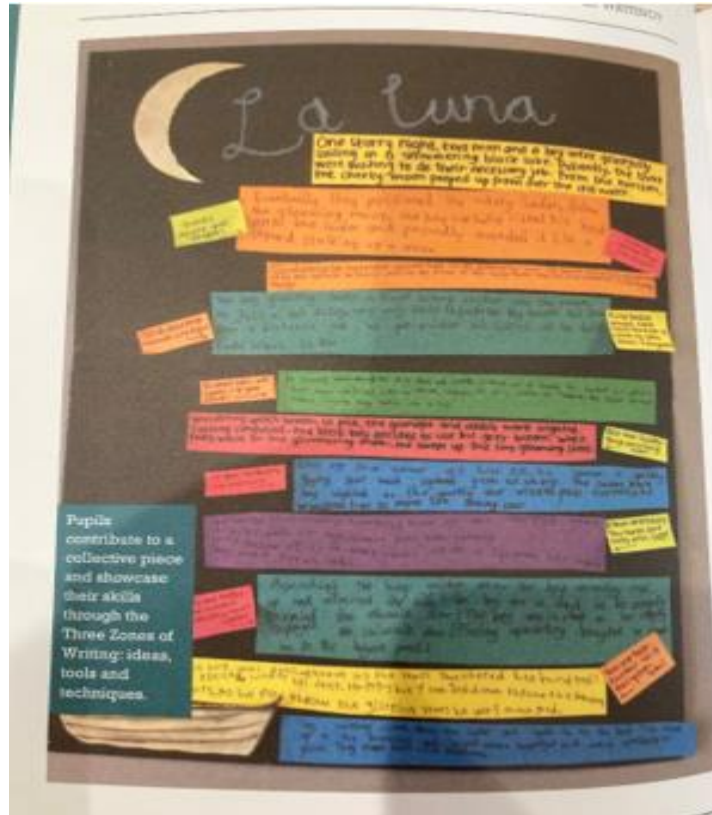
Model: Close modelling a sentence that outlines clear writing features and techniques.

Enable: Pupils write their sentences following the model

Each session will build three sentences. These will be written up on a piece of coloured sugar paper and displayed on the sentence stacking working wall. A different colour is used for each session, this helps to reinforce the idea of creating paragraphs. Around the edge vocabulary is generated by the children and the visual icons for the key tools and techniques that have been used. This not only provides a high quality model text but helps the children retain the writing skills they have learnt.

Key Stage 2 learning environment

- Clear literacy wall to include a sentence stacking space.



All learning environment should have

- All agreed icons and sentences stems.
- Accessible resources for the children, demonstrating the age appropriate grammar and punctuation.
- Accessible age-related common exception words taken from the 2014 National Curriculum spelling lists and age-related high frequency words.
- In Reception and Key Stage 1, a phonics board should display clearly the sounds / spellings for that week.

Vocabulary, punctuation and grammar

In line with the National Curriculum guidelines, vocabulary, punctuation and grammar is taught daily in 15-minute sessions to all year groups. Pinchmill Primary uses Pie Corbett's grammar and Punctuation progression plan to assist with this.

Strands of learning: Speaking and Listening

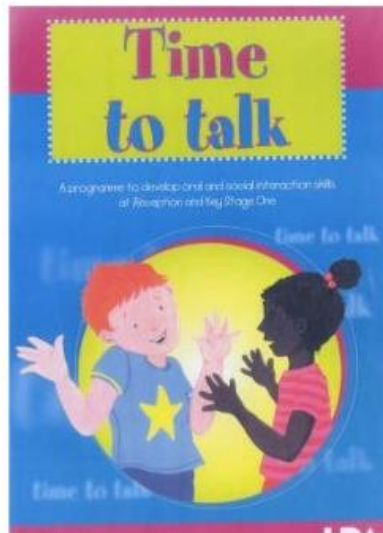
Spoken language in the Foundation Stage should provide children with the opportunities to: speak and listen and represent ideas in their activities; use communication, language and literacy in every part of the curriculum; become immersed in an environment rich in print and possibilities for communication.

When children arrive with us in Pre-school we complete a baseline assessment of their speaking and listening skills. We use information such as 'Blanks levels' to assess Receptive and Expressive language skills and screening tools that can be found here:



[Home - Children's Speech and Language Therapy for Luton and Bedford \(childspeechbedfordshire.nhs.uk\)](http://childspeechbedfordshire.nhs.uk)

Once we have collated all the information we need, we use programmes such as 'Lift off to language', 'Time to Talk' (Social and Pragmatics skills) and 'Helicopter Stories' to develop their language further. Around the Early Years environment, we display intentional vocabulary that we want the children to learn. These intentional vocabulary sheets are to remind the adults working with the children to use a rich vocabulary and offer opportunities to explore new words and extend the children's vocabulary and confidence when using new words.



We also ensure that there are different spaces within the Early Years environment such as the Reading Shed and Messaging Centre and den making that provide opportunities for different types of talk and encourage children to interact with each other.



Speech and Language is interwoven throughout our whole curriculum, with many subjects identifying age related vocabulary and sentence stems to enable children to confidently talk about their learning and ask questions that develop their understanding and thinking. Alongside this, we have a Speaking and Listening Progression map to enable us to ensure that all children have the experiences and opportunities to reach their full potential.

The requirements for spoken language Years One to Six.

Spoken language – years 1 to 6

Spoken language

Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

SEND

When a child is identified as having SEND, the school will take action to remove barriers to learning and put effective special education provision in place. The support put in place will vary according to the needs of the child. A Personal Progress Plan will be put in place which outlines the type and frequency of the provision needed to achieve. This will be monitored by the class teacher with support and advice from the SENCO (see the Additional Support Provision Map).

Remote Learning

In line with government guidance, all the curriculum content will be made available to remote learners. All literacy content is available on daily PowerPoints that can be accessed by a link from the Pinchmill Primary website as and when needed. Any accompanying worksheets will be available via that link also. Children are encouraged to join the class via a Zoom link sent by the class teacher.

Role of the subject leader

The subject leader is responsible for improving the standards of teaching and learning in English through (see separate Job Description):

- monitoring pupil progress and data discussions
- 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 and implementation
- the provision of CPD (continuing professional development)
- purchasing and organising resources
- keeping up to date with recent literacy developments and disseminating to staff effectively.

Impact

Assessment and target-setting

Targets for all children are set in the Autumn term with support from the senior leadership team, using knowledge of the children, statistical data and discussions with teachers.

Ongoing assessment

Reading – Children will undertake a baseline assessment at the start of the Autumn term and then at the end of each term. Headstart or equivalent assessments are used.

Writing - Children will produce one piece of assessed writing per half term which will be assessed in line with national curriculum guidelines. All other written work will be marked in line with the school marking policy.

Spellings – Children will undertake one spelling test per half term on the spellings introduced during that half term (key stage 2 only). Key stage 1 will use the Sounds-Write diagnostics to ascertain attainment on a termly basis.

Vocabulary, Grammar and Punctuation – Children will be assessed on a termly basis.

Teachers will also attend both in-house and cluster moderation meetings to moderate reading, writing and phonics, in-line with current assessment foci.

Statutory assessments

Children undertake the phonics screening in Year 1 (and if necessary Year 2) and SATs in Year 6.