

Haughton School



Literacy Policy

Updated: September 2024

Review Date: September 2026

At Haughton School we believe that providing children with a well-balanced, enriching and engaging literacy curriculum will aid them in reaching their full potential in speaking, listening, reading and writing.

Aims

Our literacy policy will ensure that all children:

- Interact and communicate effectively with others in a range of social situations
- Develop the ability to listen, to process, understand and respond
- Develop the necessary skills to enable them to become confident independent readers
- Develop an enjoyment of accurate and meaningful writing
- Enjoy a broad, balanced and creative approach to the teaching of literacy

Our literacy policy will ensure that all staff:

- Have clear expectations of the way in which literacy is taught within school
- Will understand the importance of assessment and how it supports future planning
- Will work together to meet the individual needs of the children
- Provide and support broad, balanced and creative cross-curricular learning opportunities

Teaching and organisation

Literacy is delivered in the Foundation Stage for 10 minutes a day with a whole class story-based activity. Activities linked to the stories are also available for children to engage with throughout the day if they choose to do so.

In Key Stage 1 literacy lessons are held four times a week (2 longer and 2 shorter sessions).

In our semi-formal classes literacy lessons are held three times a week.

In Key Stage 2, the lessons are held four times a week.

At Haughton School we use a variety of teaching and learning styles in our literacy lessons. Our lessons consist of whole class, group activities and 1-1 support as needed, providing children with opportunities to develop their skills, knowledge and understanding. Children have the opportunity to experience a wide

range of texts. Specific literacy skills are taught within lessons and applied across the curriculum, giving all pupils opportunity to generalise their skills and experience cross-curricular learning.

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of each individual child. All lessons are clearly differentiated with clear learning objectives and all children work individually or in small groups alongside an adult, either the class teacher or a teaching assistant, in order for their individual needs to be met.

Planning

Our literacy Curriculum was created in response to the statutory requirements of the National Curriculum 2014 and details coverage through literacy units across the academic year for each class and throughout school. This ensures appropriate coverage and the development of skills throughout school, building upon work from class to class, year on year.

We carry out the curriculum planning in literacy in three phases:

Our long-term plan is taken from the National Curriculum 2014. These are the writing overviews –genres that identify what is to be covered for each year group. The yearly overviews from Foundation to Year 6 are followed to ensure continuity and progression as pupil provision is related to attainment, not age.

Our medium-term plan shows where the different genres will be covered across each year. These are linked closely with the topic to ensure cross-curriculum learning. Each Key Stage also then produces a plan identifying texts, activities etc. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a weekly (short-term) plan for the teaching of literacy. This lists the specific learning objectives and expected outcomes for each lesson and gives details of how the lessons are to be taught. It also includes details of what each group/individual will be learning. The teacher and teaching assistants annotate on the planning daily. As we work on an assessment for learning basis, these annotations greatly support teachers as they plan for the next lesson – teachers are expected to plan a lesson following the completion of the previous lesson to ensure the assessment is used to address the children's learning needs. The class teacher keeps these individual plans, and the subject leader and Senior Leadership Team monitor them during the monitoring cycle.

Speaking and Listening

Children are given opportunities each day to develop and consolidate their speaking and listening skills, as we aim to make communication functional for our children at all times. The development of communication skills is an integral part of all areas of our curriculum. At Houghton children are encouraged to listen, understand and respond appropriately to others and to use talk to clarify and express themselves confidently. They are given opportunities to transfer these skills across the curriculum and in different situations such as 1-1, small group and whole class work.

Some children may have an individual programme that has been developed by a Speech and Language Therapist and one of our Therapy Assistants will work with the identified children individually or in small

groups to support them in achieving the identified targets. We also have class-based staff who are Ekklan trained and can support the delivery of class-based programmes.

Throughout school an inclusive communication approach is used, supported by Makaton signing, symbols and communication aids. See our separate Communication Policy for further information.

Writing

Children within our formal classes in Key Stage 2 are required to take spellings home each week. Children will be tested weekly on these spellings.

See our separate Handwriting Policy for formation guidance and more detail about the teaching of writing within school including early writing development and the implementation of Write Dance.

Literacy and Inclusion

At Haughton we teach literacy to all children, whatever their ability and individual needs. Through our literacy teaching we provide learning opportunities that enable all children to make good progress. We strive hard to meet the individual needs of all of our children.

Assessment

At Haughton School we are continually assessing our children and recording their progress. 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 children, thus benefiting the children and ensuring progress. Assessment is carried out on three levels.

Short term assessments are an informal part of every lesson and are matched to the teaching objectives. These are recorded on the planning sheets and marking grids by the teacher and the teaching assistants that are leading each group. They are for the teacher's immediate attention and will affect what is planned for the next lesson.

Medium term assessments are carried out at least half-termly. Children's progress within all areas of literacy is recorded on iASEND.

Long term assessments are carried out towards the end of the school year. The purpose of these assessments is to review and record the progress the pupils have made in line with age related expectations. Children's progress is recorded on iASEND.

Children working at age related expectations at the end of each Key Stage will undertake teacher assessments and SATS if it is deemed appropriate for the individual.

The Phonics Screening Test will be taken by children in Year 1 and then again in Year 2 if they did not meet the threshold the previous year.

All children on entry to school and at the end of each academic year undertake the Salford reading and comprehension test.

Intervention/Focus Groups

At Haughton we identify children who will receive additional literacy support in the form of:

- *Speech and Language Therapy*
- *Additional reading support with an adult*
- *Nessy Reading and Spelling*

These children are identified at the beginning of the school year after assessment and baselines are completed. They are then monitored on a regular basis to check for suitability of each program for each child/group.

Resources

There are a range of resources to support the teaching of literacy which are kept in school, for example big books and sound bags. The following resources are also used to support the children in their work such as dictionaries, word books, phoneme strips, word mats and the use of symbols. All classrooms have a selection of fiction and non-fiction texts and our library contains a range of books to support children's individual research, their enjoyment in reading and independence. Children have access to the internet through their classroom computer/laptops. We also use the internet as a teaching resource.

Role of the Literacy Co-ordinator

The work of the subject leader involves supporting colleagues in their teaching, being informed about current developments in the subject, providing a strategic lead and direction for literacy in the school and reviewing the policy. The leader has specially allocated regular management time.

Monitoring

Monitoring of the quality of teaching of literacy and the work produced by the children is the responsibility of the Leadership Team and is carried out as part of the schools monitoring cycle.