



## Dishforth CE Primary School



### Literacy Vision Statement

#### Intent

At Dishforth CE Primary School we believe that the development of literacy skills is of the highest priority. Pupils develop skills in reading, writing and speaking and listening, which enable them to express themselves creatively and imaginatively, and to communicate with others effectively, confidently, fluently and with understanding. We encourage children to develop a love of language through all forms of reading, writing and speaking. Through systematic and consistent practice, we seek to ensure that pupils leave our school as confident, independent and literate learners who have achieved their full potential in all aspects of literacy.

We encourage all children to develop a life-long love of reading. All children are exposed to, and study high quality shared texts, through daily whole class guided reading lessons. These texts are used as a spring board to interesting and creative writing opportunities. Within these writing opportunities we also teach the more technical components of spelling, handwriting, punctuation and grammar.

#### Implementation

##### **EYFS**

Children in EYFS are taught following the Early Years Foundation Stage Framework. Children are taught through daily whole class reading sessions, daily Read Write Inc phonics sessions and through individual reading times. Enhanced Literacy provision activities are carefully planned in all areas of the classroom for children to practise and consolidate learning. All children listen to books with an adult daily to ensure they experience a range of genres and to develop a love of listening to stories and language.

In Key Stage 1 and Key Stage 2 the National Curriculum is followed. Children have daily Spelling, Punctuation and Grammar lessons, and additional phonics lessons, if necessary. English lessons are taught daily, and children are exposed to a range of high-quality texts through Whole Class Guided reading. These texts are then used as a spring-board to stimulate high quality writing outcomes. Children are also given plenty of opportunities to practise their reading and writing skills in other areas of the curriculum. All classes have a daily story time.

#### **Planning**

**Long Term Plans:** These plans map out the literacy work to be covered over each school year, highlighting any cross-curricular links which could be made.

**Medium Term Plans:** These plans provide an overview of the learning objectives and outcomes being taught each half term. It identifies resources needed, key vocabulary to

be taught and how the learning objective will be successfully taught to all pupils in each lesson.

**Weekly Lesson Plans:** These plans give detailed information about how each week's lessons will be sequenced and taught. The Learning Intention for each lesson is included and the adult input/activities are noted. These short-term plans identify resources and appropriate differentiation. They also indicate key questions and vocabulary.

At Dishforth CE Primary School, we base our planning on the following structure:

- Reading and responding
- Analysing text
- Planning writing
- Writing and composition
- Reviewing and editing

## Resources

- Each class has a range of resources to support learning. These are easily accessible for the children so that they can lead their own learning. □
- EYFS and KS1 have Reading Scheme books accessible in their classroom KS2 Reading Scheme books are found in the shared area.
- Read Write Inc Phonics materials are stored in EYFS
- In KS1 and KS2 No- Nonsense Spelling and No- Nonsense Grammar are used.
- A range of ICT software to support learning including Clicker 7 to support composition and sentence structure.
- Whole class sets of books available for whole class reading.

## Assessment

Assessment in English takes place throughout lessons. Teachers listen carefully, observe, ask questions and review learning undertaken as part of their independent task. Within lessons, teachers are quick to identify any child who may need further support to develop the skills and knowledge necessary to achieve the lesson's learning objective.

Misconceptions are identified and addressed rapidly to ensure children made good progress. Teachers have a good understanding in the progression of skills and knowledge in English and can use this knowledge confidently to extend and challenge high attaining pupils.

## EYFS

Assessment of children's progress to the Early Learning Goal in reading and writing is made termly and is regularly reviewed and next steps are identified. Attainment is noted using photographs and observational notes. Progress is recorded in each child's Learning Journey and the next steps to be taken are identified. Statutory assessments are made at the end of EYFS.

## Key Stage 1&2

Formative assessments are made during each English lesson. Teachers review children's learning against the lesson's learning objective using evidence from questioning, observations and children's independent learning task. This formative assessment is used

to inform further planning, identifying next steps in learning and identify children who require further support and challenge.

Summative assessments are made at the end of each term to monitor children's knowledge and understanding of concepts taught.

Progress in Reading Assessment (PIRA) tests or NFER tests are used in all year groups from 1 – 6.

Progress is discussed at termly 'Pupil Progress Meetings' and focus children are indicated.

Statutory assessments are made at the end of each key stage.

Subject leaders to have a termly meeting with the class teacher to track progress.

## **Monitoring**

The headteacher and English Subject Leader will monitor and evaluate the quality of teaching and learning of English in the school, through a variety of methods including:

- Book and planning scrutinise
- Pupil voice
- Learning walks
- Lesson observations

## **Role of the Subject Leader**

The subject leader is responsible for monitoring children's attainment and progress to ensure that all learners complete their programme of study at each stage. In addition to this, the subject leader is responsible for supporting and developing staff's subject and pedagogical knowledge to enhance the teaching of English. Evidence gathered from the monitoring process, will be collated in the subject leader folder, fed back to staff at an appropriate time and be fed into the English action plan.