



Wootton Bassett Infants' School English and Literacy Policy

Vision

Our school values and mission statement - Where Learning is Fun - is at the heart of this policy.

"Writing is the Painting of the Voice" - Voltaire

"A little magic can take you a long way." "If you are going to get anywhere in life you have to read a lot of books." Roald Dahl

At Wootton Bassett Infants' we believe that through the teaching of speaking, listening, handwriting, writing and reading we are equipping our children with skills for life. The teaching of Literacy is embedded in our creative and practical curriculum where children learn through a creative topic based approach.

Aims

At Wootton Bassett Infants School we aim for the children to be able to

- read with confidence, have an interest in books and read for enjoyment
- move from early reading and a systematic phonetic approach to reading fluently with comprehension.
- write with confidence using initially a phonetic approach leading into writing with correct spellings, punctuation, grammar and a varied vocabulary
- write with a clear joined handwriting style
- read and discuss a range of text types and to be able to write in a variety of styles and forms
- have an interest in words and develop a rich and growing vocabulary to use in both spoken and written forms
- speak clearly using a range of suitable vocabulary and to sustain attentive listening to others in a variety of situations.

Statutory Requirements

The National Curriculum aims for English state that we should:

1. Promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language.
2. Develop children's love of literature through widespread reading for enjoyment.

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
- encourage competence in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

EYFS

We teach English in the foundation stage as an integral part of the topic work covered during the year. We relate the English aspects of the children's work to 'Communication and Language', 'Literacy', 'Understanding the world', 'Expressive arts and design' and 'Physical Development' detailed in the document 'Development Matters', which underpins the curriculum planning for children. English makes a significant contribution to the ELGs of developing a child's language and literacy skills. English learning experiences are provided for through continuous provision both indoors and outdoors. Children will be exposed to rhymes and poems within their day.

Subject Organisation

The teaching of English is incorporated into our curriculum through a topic based and creative approach to learning. This cross-curricular approach allows the children to make links between English and other areas of learning and to understand the uses and importance of English skills.

Teachers plan using the National Curriculum for KS1 and the Early Learning Goals in Reception. Letters and Sounds (2007) is used to plan for the teaching of phonics, spelling and reading. Jolly Phonics is used for the teaching of the actions of the sounds. Literacy Shed and Vipers is used as a key programme for reading. We use a comprehensive spelling progression that KS1 use. Teachers plan in year groups to ensure provision is consistent across parallel classes and split year groups. English is planned for on a termly, weekly and daily basis. The children read from colour banded books and from decodable books which allow the teaching of early reading skills alongside phonics

Guided reading is also planned for using Big Cat Collins decodable books. Guided reading takes place four times a week in KS1.

Spoken language

At Wootton Bassett Infants' our children learn in a very language rich environment. Children are encouraged to speak clearly and in an audible voice and they are exposed to and encouraged to use a wide and varied vocabulary. Books are often chosen as the centre of our topics so that the children are exposed to a creative and often challenging use of words for their age. Adults provide good role models of spoken language and listening skills. Children are taught how to listen and respond appropriately to adults and their peers. They learn how to maintain attention and participate in conversations.. They also learn how to ask relevant questions to extend their understanding and knowledge. Children

have structured opportunities to build their vocabulary and learn to speak audibly and fluently. They are also encouraged to answer and speak in complete sentences justifying their answer, eg, "I think because". They learn how to articulate and justify answers, arguments and opinions.

Reading

We aim to create a reading rich environment and children are encouraged to read for meaning and pleasure and to develop a love of books.

They are taught to read through a variety of teaching methods

- Individual reading
- Guided reading (including whole class guided reading)
- Shared reading
- Independent reading

The skills of reading are taught mainly through systematic synthetic phonics (see phonics section of policy). Children in the Foundation Stage are taught to blend sounds for reading as soon as they have learnt the first 6 letters sounds. Reception children start phase 2 in week 2 of term 1. Tricky words are learnt alongside the phonic approach and the children are taught other strategies needed to read such using syllables to break down unfamiliar words as they progress through their phonics. Children's reading comprehension is also developed through the different teaching methods listed above and also specific comprehension skills are taught through more structured reading comprehension activities.

Individual reading

Each area of the school has its own collection of reading books from a wide variety of commercial schemes. These are structured and colour-coded. The collection includes fiction and non-fiction. At the higher levels, children are encouraged to select, collect and replace their own reading material from the appropriate level.

White	Light Blue	Pink
White +	Light Green	Dark Blue
Red	Purple	Dark Green
Yellow	Orange	Rainbow 1 and Rainbow 2

In addition, each class has its own collection of decodable books which link with our phonic phases. This supports the children's phonetic development and are intended to be 90% decodable and include a range of fiction and non-fiction texts. The children take one of these home alongside their colour schemed book. Parents are encouraged to read the books three times- once for word recognition, once to develop fluency and reader's voice and once for comprehension. There are guidelines in the front of the books as well as key words that extend the children's vocabulary. These books are also used as group reading texts and one book is explored over two weeks- fluency and writer's voice in week 1 and comprehension in week 2.

It is the schools aim to hear a child read from their school reading book as often as possible. Each reading level comes with an associated bookmark with appropriate questions and discussions points for that level. These go home in the reading folder along with reading

record book where positive comments regarding achievement are written, as well as stating progress through the book and areas to work on next. The children have word lists which they take home to learn at their own pace. These are words which have been taken from Letters and Sounds Phases 2-5 and also the next 200 words. (see Letters and Sounds document 2007). We have introduced the 150 club which aims to encourage a minimum of five reads a week at home. A new reading charter sets out school, parent and child expectations for reading.

Guided reading

Guided reading is introduced in the Reception class in Term 3. In Years 1 and 2 the children have four guided reading sessions per week with planning for 4 groups. When possible 2 groups are supported by adults in the classroom, two groups work independently on reading based activities and using computing resources to develop specific comprehension or reinforcing phonic skills. In addition, Year 2 teachers will give children opportunities to whole class guided reading which allows all children to have access to age related texts to teach a specific reading skill. Peer support and pre reading are used to help those children who find the text difficult and all children are encouraged to respond to the texts both orally and in written form. Children's oral responses are recorded and used to annotate records which are then used for ongoing assessment purposes. Questioning relates to the following reading strands as defined in the National Curriculum and in the programme Vipers.

- A Vocabulary
- B Find it
- C Sequence it
- D Think about it
- E Predict it
- F Explain/ **F Enjoy (reception)**

Records are kept of the children's progress and the focus of each reading session. Packs of books for guided reading are kept centrally in the Rainbow room and are colour coded to match our individual reading scheme books and decodable books provide specific phonetic support. Texts for whole class guided reading have been purchased for Year 2.

Shared reading

Shared reading sessions are mostly whole class using our selection of big books, large print shared texts and the Interactive White Boards through resources from Literacy Shed plus and Pobble 365. Shared reading allows teachers to model reading and to teach specific skills which then inform the children's writing.

Independent reading

Each classroom has a book area where children have easy access to a range of literature including comics, stories, non-fiction and poetry books. These are displayed attractively and changed regularly. Children are taught to value and care for books. We value the importance of providing a positive classroom environment to promote reading.

The introduction of our new library has further enhanced the reading environment of the school with the purchase of high quality and stimulating books. It has provided new opportunities for shared reading and book related/library activities as each class has a

specific library time in order to browse and select from a large variety of books or have a specific story time with an adult. Book choosing and sharing is given high priority across the curriculum.

Children have regular access to school library books and they take these home to share with their families. We have made our school library a very bright and attractive space in order to encourage the children to use it. The school has introduced a reading incentive called The 100 books to read before you leave WBIS. These books are highly regarded as significant texts. The front covers of the books are represented by butterflies that decorate the walls of the library. The children receive a stamp on a bookmark for every text they read and when the bookmark is complete they receive a prize from Mrs Pass.

We also promote reading throughout the year through various events such as visits to our library, World Book Day activities such as books swaps, visits from authors and also a yearly book fair.

Our PTA have purchased Collins e-book library which teachers can allocate books matched to the child's phonic phase to read at home.

Phonics

The teaching of phonics is at the centre of how we initially teach both reading and writing. We follow the Letters and Sounds phonics materials (2007) and we also use the Jolly Phonics scheme as teaching materials. Jolly Phonics is used throughout the school and each FS2 class uses the Jolly Phonics resources to introduce and teach each letter sound.

We teach phonics daily and follow the 4 part lesson of review, teach, practise and apply. The teachers will identify children who need support in 'keeping up'. These children will be positioned closely to the teacher for immediate feedback. If possible, these children are supported by a TA as well.

In reception children take home a 'sound book' and guidance booklet to enable them to share and practise their phonics with their adult carer. They have regular activities which develop their ability to blend sounds for reading and segment sounds for spelling which is a central principle of the Letters and Sounds materials.

In Year 1, the children will review phase 3 sounds in the first term and then move on to cover phase 4 and phase 5.

In Year 2 the children reinforce Phase 5 before moving on to Phases 6. Children who did not achieve the Phonics Check in Y1 are given extra support from a TA to help them catch up and work towards achieving the Phonics Check in Y2.

All children learn to read using decodable reading books which follow our phonics scheme - Letters and Sounds. The books progress through the phonics phases.

INTENT:

Moving forward with our phonic learning, from March 2022 we will choose a SSP agreed by the staff (Term 3) and buy the programme with the resources. We will begin whole school training in terms 5 and 6. This will allow our staff to become experts in this programme and can teach it effectively. We will then be ready to implement the scheme from September 2022 to ensure consistency in all year groups with resources we use and the teaching and learning.

Writing

Through our topic-based and creative approach to learning children are motivated to write and have opportunities to write for different purposes. Handwriting, spelling and phonics are mostly taught as discrete subjects. Our aim is to give children confidence when writing for any given purpose. A lot of effort is put into planning the stimulus for writing so that children are motivated. Writing is often topic based and the result of stories, drama or art sessions.

Writing is taught using both a **shared writing** and **guided writing** approach. During shared writing sessions specific learning intentions are modelled and taught by the teacher. This enables the teacher to model, explore and discuss the choices writers need to make and during guided writing sessions the children work in small groups with adult support and a clear focus for their work. Children also have many opportunities for **independent writing** - this may be a writing task set by the teacher in KS1 or a self-chosen task such as using the writing table in the EYFS.

Talk for writing. Children should have rehearsed what they want to write before they start. This may be as simple as asking the child what they want to write before they begin or may be role-play or drama activities where vocabulary is developed or the sequence of a story or event is made clear.

Writing is initially taught in the Foundation Stage through developmental writing which starts with children making marks on paper and moves on to using letter shapes, then letter sounds which can be heard in words. The most important thing about this initial approach to writing is that children are free to "write" without worrying about getting things wrong. Time is organised to allow for listening to the child read their writing back and for an adult to transcribe it. Response from the adult should encourage development of the child's writing process and extend their creativity. In later stages this process may be the "original drafting" level - prior to spelling/accuracy/presentation revising.

It is not necessary for every piece of writing to reach the "published" stage but children should be made aware of the process, so that by the end of Key Stage 1 children are given the opportunity at times to edit and produce a final presentation of a piece of work.

Correcting children's written work

Children's work should be received in a positive way by the teacher and work should be corrected with sensitivity according to the child's ability to retain the teaching point. Ideally, corrections of children's work should take place on a one to one basis with the child at the time of writing. However, there are times when this is not possible and it is therefore reasonable to correct work away from the child as long as there is some positive feedback and response for the child at a later date. Children are given time to correct their work - either at the time, or at a later date (see our Marking Policy).

Spelling, Punctuation and Grammar

We teach spelling following the approaches and strategies used in Letters and Sounds (2007) and also the Support for Spelling materials (2009)

In the Foundation Stage the children are taught the sounds that letters make in words and spelling is taught as the segmenting of these letter sounds. Phonics is taught through daily whole class sessions and these sessions are carefully planned and follow a highly structured

approach. Letters and Sounds (2007) and Jolly Phonics are both used to teach phonic skills. However, spelling is also a visual skill and time is spent in teaching children to spell "tricky" words which can't be segmented and spelt using letter sounds alone. We teach these in the order set out in the Letters and Sounds Document.

At the beginning of Term 3, the Foundation Stage children are given a spelling book and three words are sent home for them to practise each week. This is only practice as these 3 words will be the focus for whole class teaching during that week. These words again are taken from the Letters and Sounds document. If appropriate, the children are given a book to practise these in at school and this is often used as an early morning task.

In both Year 1 and 2 the children are again taught to spell through daily whole class sessions. Again, this follows a structured phonic approach. In Year 1, segmenting sounds is still the main strategy for the teaching of spellings, and daily whole class spelling sessions take place. However, again "tricky" words are also taught following the suggested order for phase 2, 3 and 4. Time is also allowed for topic words and words of interest to be taught and investigated.

In Year 2 we follow our own spelling progression which starts with a recap of Phase 5 phonics and include the list of common exception words that the children are required to know by the end of Key Stage 1. Parents are encouraged to support their children with the common exception words which are sent home at the end of every term with an update of which words the children can read and spell. We also encourage the investigation of spellings and teach spelling patterns and rules which the children are encouraged to apply in their own writing. The word lists used are taken from the National Curriculum. Word banks in the classroom are also useful as reference points for children to refer to and how to use dictionaries is also taught. Also in Year 2 the children practise their spellings daily and are tested on them weekly with a termly focus on the Common Exception words. Formal spelling assessments take place at the end of each term. However, the main emphasis for assessment is looking for the use of spellings and spelling patterns in the children's own writing.

Grammar and punctuation in Year 2 is taught through the children's writing and good practice is highlighted through all of the children's reading and writing experiences.

Handwriting

At Wootton Bassett Infants' School we use the Letter Join handwriting scheme. This is a cursive joined style and by the time the children leave Y2 we aim for them to be confident at writing in a cursive handwriting style.

Children in Reception will start by learning how to write their letter shapes. This will follow the Letter Join style using only the flick lead outs. The children will continue to develop their gross and fine motor skills, learn a correct and comfortable pencil grip, and learn letter formation alongside phonics (letter sounds). The children use a range of writing materials such as chalks, paints, pens, crayons, big brushes and water, finger in the sand etc. This enables the children to learn using large movements first and also provides fun ways to teach the orientation of letters. The children all start by using a pencil grip on their pencils which teaches a correct and comfortable pencil grip. These are easily adapted for left handed children. We initially use the Jolly Phonics resources to introduce the letter sounds and our Letter Join scheme to teach the formation. The parents have access

to the Letter-join materials at home. Throughout the Reception year the children will also be practising handwriting patterns from Letter-join

In Year 1 the children continue to learn the formation of pre-cursive letters and also capital letters and numbers. This then leads in to learning how to join the letters. These lessons are discrete lessons where the focus is handwriting. This continues into Year 2 where handwriting is also taught discretely and moves onto some dictation exercises.

Correct letter formation is encouraged right from the start of a child's writing career and parents are encouraged to help their child. An example of correct formation is included in the child's reading folder.

Good examples of clear joined handwriting in our Letter-Join style are modelled by the teacher. This is through shared writing sessions and also on signs and labels around the classroom or on the children's work.

Children who are left handed often have difficulties with reversal of letters and how they hold their pencil. We have specific handwriting activities to use with any left handed children who may be experiencing difficulties. For example the classroom tables can be marked with a v to show left handed children how to slant their paper or books to aid their writing.

Computing

Opportunities to use computing to support teaching and learning in literacy will be planned for and used as appropriate. Our classroom computers, iPad and Chrome books are some of the resources that we use to support the teaching of literacy. Each classroom has an Interactive Whiteboard which is used as a whole class teaching tool for literacy and also as a tool for children to use to develop their literacy skills. Our handwriting lessons use the online Letter-join resources, and programmes such as Nessie and Phonics Play are used to support our phonics teaching. Our handwriting resource, Letter-Join, has a website with a login for teachers, pupils and parents.

Assessment

Work is assessed in line with our Assessment and Marking policy. Regular assessments are undertaken to ensure that each child is making appropriate progress. A baseline piece of work is at the front of the children's writing book at the start of the year. Children complete one piece of writing each term that is assessed and put in the child's sample of work book. This provides a record of each child's progress and attainment. Regular phonics assessments are also carried out to monitor progress. In Year 1 this takes the form of previous Phonics Check assessment papers alongside assessing the number of sounds children know in each phonics stage.

Learning environment

We aim to provide a classroom environment that is rich in print. This reflects the importance of language through signs, notices and books. Books we have enjoyed as a whole class are displayed in our reading corners. Provision is made for children to experiment with writing for themselves, for example writing tables and when appropriate books/magazines or writing materials in the role play area. The children's own writing is displayed and celebrated through displays and class books. The agreed handwriting style is also displayed and used in every room.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in literacy according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children will be identified and suitable learning challenges provided. (see Inclusion policy)

Equal Opportunities

All children are provided with equal access to the literacy curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity, religion or home background.

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