



Catholic School

“Learning Together, Loving God”

Literacy Policy

September 2022 - to be reviewed September 2023

INTENT

Our mission statement 'Learning together, loving God' encapsulates the balance between learning about ourselves, others and knowledge of our world, with the aim of converting this knowledge into understanding and skills that combine to serve our community as a whole. We believe that a quality Literacy (English) curriculum should develop children's love of reading, writing and discussion. We have a high proportion of EAL children at Notre Dame du Rosaire and it is essential that our approach to teaching phonics, reading and writing is accessible to all learners, regardless of background, enabling them to read. We believe reading, the development of those all important comprehension skills, and the acquisition of vocabulary, is the key to all learning; as such we try to surround the children in a vocabulary and text-rich environment.

We also 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. 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

IMPLEMENTATION

English is a core subject which is taught daily but it is integrated into other areas of the curriculum. The Literacy Curriculum is led and overseen by our Literacy Leader, in conjunction with the Phonics and Early Reading Lead and SLT. They will regularly monitor, evaluate, and review literacy teaching and learning, celebrating and sharing good practice. Formative assessments will be integrated into everyday literacy teaching to ensure teachers have an in-depth knowledge of the children's learning, and alongside the Bailiwick Reading and Writing Grids, these inform next steps for every child. Children may receive extra support from our Literacy Intervention Teacher or through the Guernsey Dyslexia Day Centre.

Systematic Synthetic Phonics

We deliver our teaching of phonics through the use of Little Wandle. Children learn how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well. See our Phonics and Early Reading Policy for information on how phonics and reading is taught and assessed in the early years and Key Stage 1.

Reading

Reading is a key life skill and we strive to embed a culture of reading into the core of what we do by providing opportunities for children to read both independently and aloud as well as allowing them the chance to discuss and recommend books they have read to their peers. Reading and quality literature is implicitly interwoven into our curriculum through the use of key texts, carefully chosen to promote progress, reflect diversity, and to expose our children to various genres, famous authors, and to enhance the variety of exciting topics that we teach. Class texts are also identified and these are read to the children on a regular basis. Our English curriculum provides details of key

texts that children will be introduced to throughout the year - our Notre Dame Reading Spine.

Children's reading is assessed by class teachers using the Bailiwick Reading Grids (and supplementary assessments if needed) and from this the children are allocated a colour-banded book, which matches the child's reading ability and allows them to comprehend the text. In addition, children can select a reading for pleasure book that they can share with an adult at home. Reading Records are used between parents, students and teachers to record and share each child's reading.

As a school, we ensure that our children learn to read with fluency, accuracy and deepening understanding through Literacy and Reading lessons as well as cross-curricular learning opportunities. Guided Reading and Whole Class Reading lessons are used throughout the school as key teaching strategies, and are used to apply and embed phonics teaching, model and teach prosody, teach and embed new vocabulary, and model and practise key comprehension strategies.

Writing

We deliver our teaching of writing through Pie Corbett's scheme, Talk for Writing. This is a fun, creative yet rigorous approach to developing compelling writers through the use of high-quality texts, which are selected to complement the rest of the Notre Dame du Rosaire curriculum so that children are exposed to strong models from which they can investigate and base their own writing. Lessons are designed on a three-step approach: Imitation → Innovation → Invention. This model enables pupils to immerse themselves in the enjoyment of a text whilst developing key skills which will enable them to write independently and effectively for a variety of purposes and audiences.

Each year group or phase will have a yearly overview of the writing purposes, both narrative and non-fiction. These have been planned to ensure correct and broad coverage of the key genres as well as build on skills from year to year. The outcome of each unit will be an Independent Write which will be used to assess the pupil's skills against the Bailiwick Writing Grid.

Spelling

We employ a systematic approach to the teaching of spelling at Notre Dame following the Little Wandle Phonics programme. Once children have completed their phonics journey they take part in spelling lessons which aim to equip children with the strategies to tackle unknown words independently and sensibly. Lessons incorporate a range of learning styles and strategies and Spelling Shed is used to support the teaching of spelling across the school. Letter patterns are taught discreetly and spelling lists are shared with children and parents each week. These are then followed up with reinforcement activities and a spelling test the following week.

When marking work, teachers identify words that children have spelt incorrectly from within that child's known ability, and the child will practise these as part of their Literacy lesson.

Speaking and Listening

With a high proportion of EAL children, the development of speaking and listening skills are seen as vitally important and this is threaded through all areas of the curriculum. Approaches to teaching and learning encourage pupils to voice their ideas in small group and class discussions, as we recognise that sharing and explaining concepts with peers enhances learning. Staff model the use of higher level vocabulary within their speech and expanding children's vocabulary is a key focus from EYFS. Subject specific vocabulary is embedded across the curriculum, through teacher modelling, in context.

Intervention groups such as Talking Tables, Speech Link and Language Link are used to develop speaking in Key Stage 1.

Reading sessions encourage pupils to explore unfamiliar vocabulary and expand their knowledge of words. Staff model correct grammar in speech and encourage children to reflect this in their use of spoken and written language. Children are given the chance to orally rehearse ideas for writing regularly and our Talk for Writing scheme allows children to learn and recite texts before writing them.

Drama is used across the curriculum to explore and engage with different concepts, perceptions and attitudes. This gives children the chance to embed vocabulary purposefully in shared activities.

Children in EYFS and Key Stage 1 perform a nativity play each Christmas; Key Stage Two children perform in a Christmas Nativity and Year 6 in an end of year production in the Summer. All children are encouraged to lead class worship, and from Key Stage 2, to read in Mass.

All children's efforts are celebrated. Work that reflects the efforts of all children is displayed and named. Children are celebrated for their achievements in our Celebration Assembly and will also be shared on Class Dojo for parents to see.

The school supports and takes part in a range of additional events to promote and champion reading and writing, including World Book Day and Book Week.

IMPACT

Our Literacy Curriculum should ensure that:

- Children at Notre Dame du Rosaire will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment from their starting point in EYFS.
- Children at Notre Dame du Rosaire will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.

- Children leave Notre Dame du Rosaire with a love of reading. They are able to reference a wide range of different authors, from different literary traditions and genres.
- Children leave Notre Dame du Rosaire with a love of writing. They should be able to express their opinions and their creativity in writing that is well structured, clear, technically accurate and interesting to read.
- Children leave Notre Dame du Rosaire able to express their opinions verbally; to understand how to engage – and disagree – with others clearly and articulately; to communicate respect for other views and cultures.
- Children leave Notre Dame du Rosaire having made the best possible progress as a result of consistent, Quality First Teaching and (where appropriate) additional interventions.
- Children leave Notre Dame du Rosaire curious and confident to try new things, experiment with their writing, take risks, and continue to expand their experience of reading.
- Children leave Notre Dame du Rosaire feeling that their efforts were valued and their opinions heard. That they have had a chance to find their 'voice' and were encouraged to use it.