



# Montalbo Nursery and Primary School Literacy Policy

## Reading, Writing, Speaking and Listening

### 1. Intent

#### 1.1 Our ethos and beliefs:

At Montalbo, we believe reading is the fundamental building blocks to everything that we learn. We understand the positive importance of daily reading and we strive to create a positive learning culture where reading is loved, enjoyed and part of everyday life. Our school ethos is embedded in our literacy curriculum, and we endeavor in all that we do. We collaborate with each other to share ideas through speaking, and we take time to listen. At Montalbo School, we begin our literacy journey early, immersed in language rich settings and learning to communicate successfully. Our literacy skills progress year on year, developing both our knowledge and skills so that we can become confident, successful communicators.

#### 1.2 At Montalbo School, we aim for our pupils to (National Curriculum):

- 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.
- Build competency in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

#### 1.3 We encourage our pupils to:

- Read daily, for pleasure and to gain knowledge.
- Build a wide vocabulary by reading a wide range of texts.
- Perform in front of an audience in our school performances and assemblies.
- Endeavour in all areas of academic work.
- Inspire others and be inspired by exceptional work.
- Collaborate as part of a team and share knowledge.
- Build resilience and maturity to be secondary school and community ready.

### 2. Implementation within our school:

#### Subject Leadership / Subject Knowledge for teachers and TAs:

##### 2.1 Reading and Writing

- Teachers and TAs given support to deliver RWI phonics lessons in EYFS and KS1.
- Phonics delivery is monitored and assessed regularly by SLT.
- SLT and Phonics Lead to identify pupils who require additional support.
- CPD sessions delivered to give teachers up to date training in teaching phonics.

- KS2 teachers supported by CPD sessions and training where necessary.
- Staff training linked to reading delivered by Literacy Subject Lead.
- Literacy Subject Lead – advice and training given by Local Authority Advisory Teacher.
- All staff provided with CPD linked to writing.
- 'In house' writing moderation across both Key Stages and EYFS to be led by Subject Leader and Key Stage Leaders.
- Moderation of writing – part of the Durham County Moderation.

## **2.2 Speaking and Listening**

- EYFS immersed in language rich environments and high-level communication modelled.
- EYFS opportunities for speaking and listening e.g. show and tell.
- Year 1 – Year 6 provided with speaking and listening opportunities termly.
- Speaking and listening skills taught over 1 week and re-visited in foundation subjects.
- Children take part in a range of activities: debates, explanations, discussions, guided tours, voice-over scripts and persuasive speeches.
- Yearly performance for each Key Stage group.
- Embed discussion into daily lessons – asking all pupils to contribute.

## **3. Delivery of Phonics and KS1 reading**

### **3.1 Word Reading (Phonics)**

- Daily phonics lessons in EYFS for 60 minutes each day (Nursery progression over an academic year).
- Nursery focus on phase 1,2
- Reception focus on phase 2,3,4
- Year 1 focus on phase 4,5
- Year 2 focus on phase 6 and continuation onto the Literacy curriculum.
- Year 3 intervention when and where needed.

### **3.2 Word Reading in Reception/ KS1:**

- Carefully selected 'Book Bag Books' to read at home, evidenced in home reading records.
- Sound and word cards for appropriate phase to read at home.
- Regular 1:1 reading with pupils and recorded.
- Phonics lessons delivered daily, focusing on correct phase of RWI.
- Assessment of word reading (phase 2,3,4) recorded regularly (Reception)
- Assessment of word reading and fluency recorded regularly, focusing on the key areas of N.C (Year 1)
- Teacher led guided reading in Year 2.

## **4. Delivery of Reading Y2 – Y6.**

### **4.1 Whole Class Lessons for Word Reading and Comprehension (Y2 – Y6):**

- Y2 – Y6 National Curriculum reading objectives are embedded into our literacy curriculum through literacy lessons and reading skills lessons.
- Children repeat reading objectives individually, in groups and as class readers.
- Reading is split into two elements: Word Reading (fluency) and Comprehension.
- Reading skills lessons teach an explicit reading skill.
- Each Monday, children are taught reading 'inference' skills to aid and enhance comprehension of texts.

### **4.2 Class Texts**

- All classes Y1 – Y6 have a progressive long-term plan of class texts.
- Texts have been carefully selected to meet the needs of pupils and to enhance learning experiences.
- Texts are selected to inspire boys and often change to suit specific cohorts.
- Pupil voice questionnaires influence the texts that teachers and leaders choose.

### **4.3 Guided Reading**

- Pupils read texts appropriate for their age and ability.
- Books are selected from our school library or resource room.
- Questions are developed from 'Blooms Taxonomy' or are linked to the content domain coverage.
- Verbal reasoning/ responses are discussed, pupils are encouraged to make their own responses.
- Guided reading feedback sheets are completed as a tracking tool and a source of evidence of progress.

#### **4.4 Independent Reading**

- Pupils select their books from the levelled baskets in each class.
- The level of book is decided by the class teacher (formative and summative assessment).
- Parents and carers are expected to sign their child's reading record.
- Those who are noticed as 'non home readers' should be targeted for individual 1:1 reading, intervention or additional reading in school.

### **5. Delivery of Writing**

#### **5.1 Writing and Mark Making in EYFS**

Children should be encouraged and supported with writing by:

- Being immersed in language rich classrooms.
- Having instructions to read and follow (could be pictorial supported with words).
- Mark making and writing encouraged through role play areas.
- Writing as part of a theme or topic e.g. letters to a friend.
- Word building with letters and correspondences in play areas.

#### **5.2 Writing in Y1 – Y6**

- Children take part in daily 60 minute literacy lessons.
- They cover the National Curriculum objectives for reading, writing, spelling, grammar and punctuation for their appropriate year group.
- All units of literacy work build up to a final 'big write' piece of work.
- Writing is assessed by the Montalbo School Teacher Assessment Framework which is displayed in the front of individual pupil's literacy books.
- Pupils build up a bank of writing skills over the course of a unit – they then apply these skills in their 'big write' at the end of the unit.
- Subject lead and classroom teachers identify pupils for additional support.
- Writing in books is continuously monitored by Subject Lead.
- Progress and attainment of pupils is measured by teacher assessment.
- Teacher assessment is scrutinised by internal moderation (Y1-Y6) and external moderation (Y2 and Y6).

### **6. Delivery of Vocabulary, Grammar, Punctuation and Spelling**

#### **6.1 Spelling**

- Spelling is taught 4x per week in Y1-Y6 using RWI Spelling Programme.
- Key spellings are sent home to learn every week (spellings are age related).
- A spelling test is held once a week, in class.
- Spelling rules and content coverage are in line with the National Curriculum Appendix 1 for Spelling shown here:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

#### **6.2 Vocabulary, Grammar and Punctuation**

- All vocabulary, grammar and punctuation objectives are taught through the TAF in the front of children's books and embedded into literacy lessons.

- Vocabulary, grammar and punctuation content coverage is in line with the National Curriculum Appendix 2:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335190/English\\_Appendix\\_2\\_-\\_Vocabulary\\_grammar\\_and\\_punctuation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)

## **7. Delivery of Speaking and Listening**

### **7.1 Speaking and Listening skills**

At Montalbo Nursery and Primary School, we embed speaking and listening skills into all areas of academic study. We encourage pupils to contribute in lessons and discuss ideas. We follow the National Curriculum objectives to ensure accurate coverage of skills and development. We encourage all children 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.

To further enhance our pupils' speaking and listening experiences, we have developed the Montalbo School Oracy Progression Map. This provides children with an additional 3x S&L opportunities per year. The four key skill areas include: physical, linguistic, cognitive and social and emotional. Examples of S&L opportunities include: debates, presentations, explanations, interviews, reports, adverts, demonstrations, sketches and guided tours.

## **8. Impact and Assessment**

### **8.1 Assessment**

- Assessment for Learning takes place in classes continuously across the year.
- Formal summative assessment points are made in December, February and June each year.
- Summative assessment of writing is teacher assessed. For reading, teachers use the NTS Reading Assessment, linked to the MARKS Assessment tool. Speaking and Listening is assessed by the class teacher according to the Oracy Progression Map.
- In Y2 and Y6, statutory assessment forms the final progress measures.

### **8.2 Impact of Practice**

- Increased number of pupils achieving 'expected standard+' in literacy at all stages.
- Teacher knowledge and ability to teach literacy is improved.
- Lessons are more productive, with tighter linked objectives.
- Children are inspired by and endeavour in literacy lessons (through the use of pupil voice and high quality texts).
- Greater speaking and listening opportunities for all pupils.

**Montalbo Nursery and Primary School Literacy Policy 2022 – 2024.**

**Policy written on: 02.09.2022    Review Date: 01.09.2024**