



## Sun Hill Junior School Literacy Policy

### **Introduction**

At Sun Hill Junior School, we believe that literacy plays a pivotal role in raising standards and improving learning for all children. By providing the children with quality teaching and learning in all areas of literacy, the school is enabling them to access the full curriculum, foster their love of learning and communicate effectively. Becoming literate learners is crucial for allowing the children to emerge as articulate communicators who are fully prepared to thrive throughout their education. Therefore, we strive to adhere to a whole school approach that enables all children to reach their potential in the key literacy skills of reading, writing and speaking & listening.

### **Aims**









By the end of Year 6 we aim for our pupils to be able to:

- Have a positive attitude to reading, writing, speaking and listening.
- Read and write with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors.
- Be enthusiastic and reflective readers, through contact with a wide range of fiction and non-fiction texts.
- Listen to others and respond and build on their ideas and views.
- Have developed a growing vocabulary in speaking and writing.
- Write clearly, accurately, and coherently, adapting language and style for a range of purposes and audiences.

### **Reading**

We have striven to provide our children with an engaging and immersive reading experience throughout the school. We use **Reading Roles** to teach the different domains within reading. It is our aim for all children to be able to recognise the different roles and to be able to become independent learners across the key domains. Guided reading lessons run on a 3-week cycle across the school. 2 weeks of the cycle are teacher-lead, and the children are provided with

the scaffolding and modelling required for them to gain a secure understanding of the different domains within reading. The 3<sup>rd</sup> week is an 'independent learning' week. During this week, class teachers select a range of texts so that each child has a decodable book to work with. The children then complete tasks, like those experienced during the teacher-lead weeks, independently. We believe that this final stage in the cycle is crucial for enabling the children to become fully secure across the reading domains.

<b>Translator</b>		The translator knows and can explain what individual words in a text mean.
<b>Reporter</b>		The reporter finds the main facts in a text and writes them down.
<b>Editor</b>		The editor finds the most important pieces of information from the text.
<b>Detective</b>		The detective works things out based on clues in a text.
<b>Weather Forecaster</b>		The weather forecaster uses information from a text to say what will happen next.
<b>Author</b>		The author explains why language and structural choices are made.
<b>Librarian</b>		The librarian looks for similarities and differences between texts.
<b>Performer</b>		The performer builds a repertoire of poems and recites them fluently.

## Fluency

Every other day, teachers provide children with a fluency lesson. At Sun Hill, we believe that fluency is important because it bridges the gap between word recognition and comprehension. By teaching our children to become fluent readers, we are enabling them to make connections between what they read and their own background knowledge, which in turn aids their understanding. During our fluency sessions, we focus on:

- 1) Decoding unfamiliar words
- 2) Asking questions to improve understanding
- 3) Identifying how we can use **scoop phrases** to avoid 'choppy' reading
- 4) Looking carefully at punctuation and considering how we may need to adjust our volume when reading

- 5) Thinking carefully about how we can read with expression and how it can be manipulated to match the mood of the passage
- 6) Being able to go back and re-read passages until we can achieve all of the above with confidence

During our fluency sessions, teachers work hard to ensure that all children have the appropriate level of challenge. Whilst it is important for the children to be exposed to unknown vocabulary, it is also crucial for at least 80% of the text to be fully decodable to the children for the fluency session to be effective.

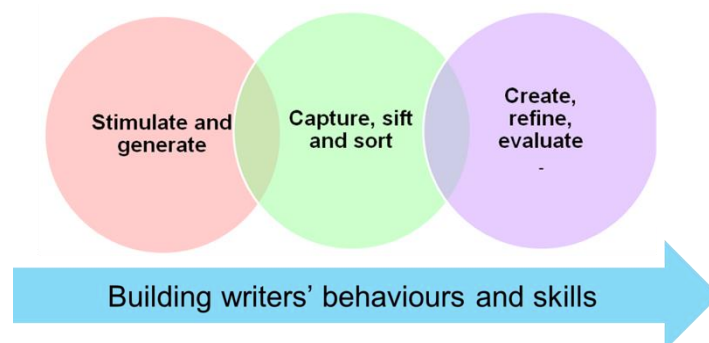
### Bug Club

All children at Sun Hill have access to Bug Club. Bug Club is a finely levelled, phonically based online reading scheme with interactive activities. Each child has a personalized homepage where they can find the e-Books they've been allocated by their class teacher. The online reading world ensures children can access independent reading resources anywhere at any time and enhances the reading opportunities we offer our children. We believe that the fine progression across the Bug Club bands gives children plenty of opportunity to develop their reading skills and master each fine step while moving through the reading programme.



### Writing

Our writing curriculum at Sun Hill Junior School is text-lead and we have a clear progression of texts that are used across the year groups. The texts have been carefully selected to ensure that children are provided with the opportunity to write in a widening variety of forms for different purposes. By the time the children leave Sun Hill Junior School, we want them to be able to independently select and use a wide-range of vocabulary, to develop an effective writing style, to organise and structure their sentences grammatically and select grammatical features that are appropriate for the given form. Writing units run for approximately three weeks and follow the three-phase model, which was introduced to the school by HIAS.



The three phases are as follows:

- 1) Stimulate & Generate- this phase is all about inspiration, content generation and immersion into the world of the text. (non-fiction, fiction, plays, poetry, film etc).

During this phase, the focus is on engagement, building vocabulary, thematic understanding and contextual knowledge.

- 2) Capture, Sift & Sort- during this phase, teachers provide direct instruction, deliberate practice and allow the children to play with and analyse language. The primary focus during this phase is teaching, modelling and developing key skills and processes linked to success criteria.
- 3) Create, Refine & Evaluate – the final phase is where the children can apply the skills and knowledge they've learnt in a sustained task with growing independence. The focus is on planning an extended outcome, drafting, editing and refining.

## **Spelling**

At Sun Hill, we recognise the importance of teaching spelling discretely to the children. All class teachers follow the spelling overview for their year group, to ensure the curriculum has been fully covered by the end of KS2. Throughout each year, there are gaps in which the teachers can conduct diagnostic assessments and teach one-off units to meet the needs of the children in their class.

We believe that it is essential for our children to be equipped with a range of strategies for learning spelling and to be able to apply their chosen strategies when spelling words within their independent writing. We encourage the children to embrace the complexity of the English language and enjoy exploring and investigating the rules and contradictions of it. Throughout our discrete spelling lessons, the children are taught to use their phonic skills effectively when segmenting phonemes for spelling. The children, from Year 3-6, are encouraged to identify the vast range of grapheme-phoneme correspondences within our language and to use the resources available to identify the correct one to use.

Our spelling lessons are engaging and encourage the children to develop an interest in words, their meanings and their origin. All children are supported in developing a growing vocabulary, both for speaking and writing. When editing or correcting spellings, the children use the **Spelling Strategies** taken from No Nonsense Spelling programme. The children are supported with this throughout the Lower Phase, so that by the time they reach the Upper Phase, they are selecting and using the strategies that work best for them.

## **Speaking and Listening**

Speech is our main means of communication in everyday life and is fundamental to the development of understanding. Therefore, speaking and listening activities are embedded throughout our curriculum at Sun Hill Junior School. We want the children at Sun Hill to develop increasing confidence and competence in oracy. During their time at Sun Hill, teachers endeavour to ensure that children are given opportunities to:

- Express their ideas with clarity by using appropriate language, vocabulary and terminology to explain their thinking.

- Adapt their speech to a widening range of circumstances, recognising degrees of register and formality.
- Use varied and specialised vocabulary and terminology.
- Speak for a range of purposes. For example, to narrate, to explain, to evaluate, to analyse and to report.
- Listen with understanding and respond sensitively and appropriately.