

The Literacy team is Mrs Mattley, Mrs Thornley and Mrs Hedges.

The Literacy Governor is Mrs Livesey.

During the last three years there has been an improving upward trend in our SAT's results for reading and writing.

READING

In 2012, 83% of pupils attained Level 4 or above in the key stage 2 reading test. This was an increase of three percentage points since 2011. The school's result was in the middle 20% of similar schools. (Based on Ofsted School Data Dashboard) This year, out of 18 pupils in year 6 who took the SAT's papers, the results for reading were that every child attained Level 4 or above; 44% gained level 4 and 56% gained level 5.

In all classes, the teaching of reading is very important. Each child has an appropriate book for their reading level. Class teachers encourage parents and grandparents to come in and help to listen to readers. Teachers read stories and model reading as part of their literacy lessons and in cross curricular activities. Individual reading is reported in home-school diaries, where parents and other adults are encouraged to also record a pupil's reading activities. Class teachers hear every child read individually at least once a week in school. Staff in Breakfast and After-School clubs also volunteer to hear pupils read.

In Foundation and Key Stage 1, pupils have access to a wide range of books, some in the classroom and some organised in book bands in the corridor. They also have use of the school library.

In addition, the **Foundation** class teacher uses 'Story sacks' to stimulate an interest in reading as well as the use of ICT. Story time is an important element of the school day.

In **Key Stage 1**, pupils are also encouraged to read a variety of texts, moving from simple word decoding to reading for meaning. Pupils are listened to by staff at least once a week.

In **Key Stage 2**, guided reading is part of the weekly timetable. Pupils are also asked, as part of their literacy lessons or homework, to write book reviews or to express their opinions about books. Teachers use book talk to encourage pupils to respond to different types of genres and to explore new vocabulary. The pupils also have opportunities to choose a book from the school library, which they are allowed to take home to read. Each class has a reading area which the pupils are encouraged to use. The school also subscribes to the Aquila magazine and the children's newspaper First News, which the Key Stage 2 classes receive monthly.

Money bequeathed to the school by Mabel Bancroft, a much-missed member of the village, has been dedicated to replenishing the school library.

ICT is used where appropriate, laptops and ipads are available for each class. There is also a visualiser which is shared by all classes as well as a set of kindles, which at present are being used in the Pioneers class.

The school tries to encourage extra-curricular reading activities like the Library summer reading challenge and celebrates reading success in Celebration assemblies.

We invested in the online resources 'Rapid Reading' (Pearson) and Espresso with our Pupil Premium money to support key children in broadening their general knowledge and experiences in reading.

WRITING

In 2012, 75% of pupils attained Level 4 or above in the key stage 2 writing assessment. The school's result was in the bottom 40% of similar schools' results (Based on Ofsted School Data Dashboard)

This year in writing, 5% achieved level 3, 67% level 4 and 28% level 5. (The one pupil who did not secure a level 4 was a pupil on the SEN register.) This year the writing marks were based on moderated Teacher assessments. The children made good progress (+13.4APS) in writing from a low starting point at the end of KS1.

For the first time, the pupils sat a Grammar, Punctuation and Spelling test. The results were that 22% secured level 3, 28% level 4 and 50% level 5.

Improving writing levels has been identified as an issue for the whole school to address and is a key part of the school development plan. Efforts have been made to help give our pupils experiences so that they have something to write about, and we are trying to make sure that there is a purpose and audience for their writing, by writing to other schools and entering competitions.

In Foundation Stage, literacy lessons are largely drama or book-based. Letter formations are practised and there is a daily phonics session. Pupils write on whiteboards, in the sand, in chalk on the playground, in books and on the laptops.

In Key Stage 1, pupils practice their phonics phases every day and continue to build up the complexity and richness of their sentence structures. Progress in grammar, punctuation, spellings and handwriting is being closely supported and differentiated as appropriate. Different genres of writing are explored. Weekly spelling tests are introduced.

In Key Stage 2, a joined handwriting style is developed and pupils work towards gaining a pen licence. Literacy skills are taught, which incorporates grammar and punctuation. Weekly spelling tests take place. Pupils can work in pairs and groups to compose creative pieces of work, across a variety of genres.

All teachers model examples of writing and write shared compositions. Writing frames, word banks and dictionaries are available where necessary. Differentiation, marking and feedback, self and peer assessment, all form part of the literacy lessons, at some stage. In addition, ICT is being incorporated, where appropriate, into the daily lesson structure.

Pupil achievements in writing are celebrated in Celebration assembly. The Chair of Governors observed a celebration of writing assembly. In the past, pupils have had their poetry published in a book and some have had success in a story-writing competition.

Progress data in both reading and writing is recorded on a termly basis on itrack and in class progress books. Pupils are informed about their levels and progress in assessments in class. Parents are informed at parents' interviews and by end of term reports about the standards attained and the progress made by their children.

Staff are encouraged to participate in any literacy training that is available as part of their CPD.

Mrs Mattley attends the FWTSA literacy meetings which are held four times a year, which keeps literacy teachers aware of current initiatives and literacy developments. The new Literacy curriculum will be starting in September 2014 and this is available for staff to view on the school's website. The school will be looking at INSET training for the changes and the school's literacy policies will be revised to reflect these changes, in due course.