



Coombe Academy Trust

Knollmead Primary School

Literacy Policy

Equality Analysis Impact

Title of Policy: Literacy

Considered at Governors' Committee meeting: Curriculum

Date of last review: January 2017

Date of next review: October 2018

Is there relevance to equality?

1. Does the policy have an adverse effect on employees, pupils or the wider community and therefore have a significant effect in terms of equality? If yes, then please answer questions 2 and 3. **No**
2. Does the policy have an adverse effect upon a group with protected characteristics? (sex, race, religion or belief, disability, sexual orientation, gender reassignment, pregnancy or maternity, age) **No**
3. Does the policy affect one or more of the equality objectives set by the school? (Please refer to the Equality and Diversity Policy) **No**

If the answer to question 2 or 3 is yes, a full equality analysis will need to be completed by the SLT Lead before the next committee meeting.

Please detail the objective and explain the relevance of the policy to the objective and protected characteristics below.

Literacy Policy

At Knollmead Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety. Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

Purpose

To promote a shared love and understanding of literacy;
To establish an entitlement for all pupils;
To establish high expectations for teachers and pupils
To promote continuity and coherence across the school.

Overview

This policy consists of key paragraphs that explain how English is taught and appendices that give further guidance about:

Reading – appendix 1

Speaking and listening – appendix 3

Spelling and Phonics – appendix 4

Aims of Policy

To encourage children to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.

Expectations

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

We are using the national curriculum programme of study for each year group to assess the children's reading and writing. Data related to this is recorded on SIMS. We are also using the Rising Stars termly assessment tests in reading and SPAG.

Time Allocation

The time allocated for English is one hour of literacy per day, 30 mins of guided reading per day and 30 mins of SPAG per day.

In addition, it is expected that cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the curriculum. Children will also benefit from daily guided reading / story sessions / daily readers/ drama activities / discussion groups.

Planning

The new National Curriculum forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson.

Teachers work towards independent learning and plan for different working groups. Teachers employ a range of generic teaching strategies.

Teachers use the National Curriculum as a starting point for creating their medium term literacy plans. These medium term plans follow the five key aspects of Literacy teaching: familiarisation with the genre and text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence. This is used as a basis for short term planning and adapted according to the needs of the children.

The length of a unit may vary. Teachers plan closely with year group / phase colleagues to ensure consistency of opportunity for all children.

Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support.

Literacy is encouraged and developed across our curriculum and links are made where appropriate.

ICT is used where it enhances, extends and complements literacy teaching and learning.

Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

Inclusion

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

There will be additional support for pupils who have additional needs e.g. PPG, EAL, SEN.

Pupils that are more able are planned for in line with our policy for teaching pupils that are more able.

The needs of children with English as an additional language will be met through planning and support from external agencies (e.g. Achieving for Children advisors) where appropriate. This is supported by our equal opportunities policy.

Assessment and Recording

Teacher Assessment is an integral part of the teaching of Literacy and is used to inform planning and set targets for the whole class, groups of children and individuals.

Assessment and recording is undertaken at three levels : short-term , medium-term and long-term :

- short-term assessments are the records teachers make as part of the evaluation of their daily lessons . These daily assessments are annotated onto weekly plans and will help inform future planning ;
- medium– term assessments are undertaken at the end of each half term when key objectives which have been covered during the term’s work , are tested . As a result of these assessments class, group and individual targets are compiled and discussed with pupils and parents during consultations ;
- long-term assessments are made through a combination of teacher assessment and end of year tests . National tests at the end of Year 6 and Year 2. This information is reported to parents in the form of an annual school report, and is passed on to new teachers to aid them with groupings and setting targets for the new academic year.

All of the above mentioned feed into the recording of pupil progress as part of the assessment process, where staff record judgements against performance indicators and progress made is recorded on SIMS.

Where possible children should be involved in assessing their own work. This might include:

- using the traffic light system (red, amber and green to indicate how they found the work)
- WALT and WILF which are linked to the learning objectives and success criteria
- peer assessment where children assess their peers work against success criteria.

Marking

Marking is a very powerful tool, which should be carried out according to the needs of the individual child. It should relate directly to the task objectives, offer encouragement and advice, and direct the child towards improvements and new target. Children are informed of their own targets for learning and supported to make progress towards them. Children are also involved in setting their own steps to success and encouraged to review their progress towards these through self, peer and teacher assessment. (See Marking Policy)

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

Additional Needs

All children with Additional Needs, More Able children, will be taught and given the opportunity to learn and progress at their own pace and level of achievement . This will be achieved through appropriate planning, differentiation and the use of support staff. Through assessments, some groups of children will be identified to take part in intervention programmes such as cluster school more able writer events, and others may be identified as needing further support, to be provided by teachers, teaching assistants and senior leaders, and will have individual plans and targets to address their specific needs.

Equal Opportunities

We aim to give all children access to a rich, balanced and rewarding curriculum for literacy and will ensure that all children have the opportunities to become literate. Care will be taken to ensure equal access to the curriculum by:

- providing a range of materials and resources which will appeal to all children regardless of ethnicity or gender;
- use a variety of teaching strategies to cater for different learning styles;
- ensure equal access to ICT resources;
- using a variety of groupings within the class to maximise learning for all.

Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance and through induction programmes. These will be reflected in the School improvement Plan. The Literacy co-ordinator will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the Literacy co-ordinator leads or organises school based training.

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

Resources and Accommodation

A comprehensive range of resources is available in school. Every class has a selection of reference books e.g. dictionaries, thesaurus etc. and access to the school library.

Teacher resources are located in classrooms. Guided reading books are kept in The Hub. These books are organised according to KS1 / KS2 Guided Reading'.

The school library contains a range of fiction and non-fiction books.

Learning Environment

Teachers should provide an attractive and stimulating environment to support the children's learning. Every class should have a literacy working wall which is changed or added to on a regular basis, including the displaying of group targets. In addition to the working wall there should be prompts and resources to support, challenge and motivate the children to become independent learners.

Evaluation

There are systems in place to monitor the teaching and learning in literacy within the school and to evaluate how effective these are in raising standards. This is primarily the responsibility of the Literacy co-ordinator and is supported by the school's Leadership Team.

The Monitoring and Evaluation process is undertaken systematically by:

- scrutiny of pupils' work ;
- discussions with groups of children ;
- observation of lessons ;
- scrutiny teachers' planning ;
- analysis of a range of data and assessments .

Appendix 1 - Reading

Aims

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding

- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Entitlement

Pupils have access to a wide range of reading opportunities that include:

- guided reading
- shared reading
- regular independent reading
- home/school reading
- hearing books read aloud on a daily basis
- selecting own choice of texts including ICT texts
- reading in other subjects including ICT texts

Much of the Programme of Study will be taught through Literacy lessons. Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, using the library, events for World Book Day, listening to whole class stories and research linked to other subjects.

Teaching and Learning

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

In guided reading texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading. Teachers follow the five-part structure when planning guided reading sessions.

Teachers plan for independent reading activities during sessions of Literacy teaching. Texts are selected so that pupils can access them without support. The focus for the reading is to provide practice and develop personal response to text.

Many other opportunities are provided for pupils to practice and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and special displays should promote authors and books.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through Home-School Link Books.

Reading Frequency

All teachers are responsible for hearing children read at least once per week and TAs hear children read weekly where possible. This should ensure that all children are heard read by an adult at least twice per week although this may be more frequent depending on need.

Resources

The school has a well-stocked book area with a range of fiction and non-fiction. Pupils also have opportunities to read magazines, information leaflets and ICT texts. The school library is an important resource and pupils are taught how to use it appropriately.

Once a week children have the opportunity to borrow a book and take it home to through our Junior Librarian system. The library is also used as a whole class reading area for KS1 and KS2.

Guided Reading Packs: We use Oxford Reading Press, project X origins Guided Reading Scheme 3. All classes take part in daily guided reading and use the assessment grids to measure attainment formatively. The books are leveled so differentiation and key questioning is planned for. All activities in guided reading are based on the story and help develop key reading and comprehension skills.

Appendix 2 - Writing

Aims

Children should learn to:

- write in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan draft and edit their writing to suit the purpose
- use ICT as a literacy medium for presenting work and manipulating text
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

Entitlement

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- Big Writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. The following teaching sequence for reading and writing will be used as a framework:

The writing process breaks down into a number of steps that will need to be taught and practised regularly:

- Planning
- Drafting and Writing
- Evaluating and Editing
- Proof-Reading
- Reading Aloud and Sharing

Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'talk for writing' as an integral part of the process.

Handwriting

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. A mixture of whole class, small group and individual teaching is planned for and delivered.

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books.

By the end of key stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

Resources

Each class has a range of materials to support the writing process Rainbow write (KS2) / Phonic Cards, EAL packs, SEN packs and ICT based resources. Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it to where it belongs. Each class also has a set of age appropriate dictionaries, thesaurus and word banks. These include:

- Big Writing
- Talk for Writing materials
- Developing Early Writing
- Grammar for Writing
- Improving Writing Fliers
- Exemplification plans
- Target statements for writing

Appendix 3 – Spoken Language

Aims

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

Entitlement

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Talk Home Learning
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.
- Use dramatic techniques, including work in role to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama

Teaching and Learning

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English.

Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children. Spoken Language outcomes are planned for in all areas of the curriculum. Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc.

Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading.

Spoken Language will be a focus across the curriculum and across the school day in a variety of settings.

Resources:

Oxford Reading Tree scheme on ipads

Appendix 4 – Spelling and Phonics

Aims

- Children should be able to:
- Blend and segment sounds easily
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information
- Use a range of approaches to learn and spell irregular words.

Entitlement

Pupils have access to a range of phonics opportunities that include :

- Whole class teaching of specific spelling patterns
- Daily discrete phonics teaching
- A variety of phonics challenges set up for children to access which encourage them to practice and apply their developing phonics knowledge.
- Using phonics knowledge in real life contexts
- Applying skills in cross curricular contexts
- Pupils have access to a range of phonics opportunities that include at KS2: It looks good. Not quite sure what you want to write about the phonics opportunities in EYFS and KS1 but you could talk about there being a variety of phonics challenges set up for children to access which encourage them to practice and apply their developing phonics knowledge.
- Whole class teaching of specific spelling conventions and rules
- Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- Using phonological knowledge in real life contexts
- Applying skills in cross curricular contexts

Teaching and Learning

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. All teachers use multi-sensory phonics materials based on Letters and Sounds and / or Support for Spelling as a basis for their planning for the teaching of spelling.

Learning takes place in a variety of situations and group settings. For example, these could include working independently to practice tricky words, possibly using ICT; working collaboratively on an investigation and participating in short, focused whole class activities.

Children are expected to spell high frequency words correctly and the word lists for their particular year group.

Spelling Home Learning

KS1 - Five spellings per week

LKS2 – Five to 10 spellings per week

UKS2 – 10 to 20 spellings per week

Spellings may be taken from the Letters and Sounds Document, the differentiated lists from weekly Spelling lists or based on spelling patterns being learnt in class. It must be stressed that spellings should be based on

prior attainment and phonological need and children's learning should be tested regularly to ensure that spellings are fit for purpose.

Resources

Support for Spelling

Appendix 5 - Some Characteristics of Effective Teaching and Learning

Spoken Language

Children:

- Feel their ideas and opinions are valued
- Listen to verbal instructions which are clear
- Offer ideas and opinions which may differ from others
- Verbalise ideas in a variety of situations
- Ask and answer questions appropriately
- Think before they speak – plan out
- Appreciate opinions of others
- Speak aloud with confidence for the appropriate audience
- Communicate collaboratively

Teachers:

- Plan for speaking and listening
- Speak clearly
- Listen
- Consider oral outcomes
- Encourage discussion, debate and role play
- Value and build on pupils' contributions
- Understand how to develop skills progressively
- Use resources effectively
- Set realistic goals
- Use different approaches

Reading

Children:

- Are motivated to read a variety of genres for a range of purposes
- Have access to a range of stimulating books
- Enjoy reading at their level
- Talk about reading and reading material
- Use a range of comprehension strategies to engage with text

Teachers:

- Offer a range of reading opportunities
- Encourage independence
- Read to children daily
- Teach the full range of reading strategies
- Understand the progression of skills in reading development
- Plan for shared and guided reading
- Monitor independent reading
- Promote reading for enjoyment and as a life skill
- Use reading in other subjects to consolidate skills
- Maintain home/school links

Writing

Children:

- Take pride in their writing and know when different writing styles are appropriate
- Understand why they are writing
- Experiment and draft ideas
- Talk about what they are going to write (mentally rehearse)
- Are confident to share ideas with others
- Write for different audiences and purposes
- Use a variety of sentence types and structures
- Plan effectively
- Use support materials effectively
- Use ICT as a tool

Teachers:

- Make clear links between reading and writing
- Offer a wide variety of writing opportunities, including handwriting practice
- Are confident in modelling the writing process
- Know key features of different text types and narrative styles
- Use modelling/scribing and supported composition
- Plan outcomes and clarify audience and purpose
- Provide equipment to allow children to achieve their best results
- Clearly outline objectives and targets
- Encourage children to self-correct and redraft work
- Identify and use cross curricular links
- Plan to use ICT in writing activities
- Provide prompts and scaffolds to support independence