

Ringway Primary School Literacy Policy

The Future starts here

Our aim is to provide the foundations for a positive future for our pupils.

A future where pupils learn to stay safe, to understand the importance of a healthy lifestyle , and to enjoy all they do.

A future where they are money smart & make a positive & respectful contribution to their culturally diverse community - at a local, national & global level.

A future where they aspire to be the best they can be & achieve their full potential.

Created ...2015 To be reviewed 2018

Signed C of Gov.....

Headteacher.....

Ringway Primary School's aim is to provide quality inclusive education for all pupils and access to the full range of National Curriculum subjects in a safe, caring environment where all achievements are valued and celebrated. We are committed to safeguarding, promoting the welfare of all of our pupils and protecting them from risks of harm. As part of Ringway's commitment to safeguarding and child protection, we fully support the government's Prevent Strategy. We aim to fulfil the Prevent Duty by protecting our children from harm and to ensure that they are taught in a way which is consistent with British values and the law. We aim to raise awareness, enable learners to make a positive contribution, and to safeguard the wellbeing of our pupils.

This policy reflects the values and philosophy in relation to the teaching and learning of literacy at Ringway Primary School. This policy is written out with regard for the National Curriculum 2014 which sets out in detail what pupils at different stages of development should be taught. This document is intended for all teaching staff, governors, parents, inspection teams and advisors.

Aims

- To develop children's confidence as users of language.
- To teach children to read fluently and with good understanding, developing a habit of reading for pleasure and information.
- To encourage children to appreciate and enjoy our rich and varied literary heritage.
- To give children confidence and competence in using a variety of written forms for a range of audiences and purposes.
- To enable children to speak clearly and to a range of audiences and to listen with concentration in order to understand.
- To enable the children to develop a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- To teach children to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.
- To teach children to debate and discuss as a vehicle for learning. They should be able to elaborate and explain clearly their understanding and ideas.

- To encourage the decoding of stereotypes.
- To teach children to be competent in the arts of speaking and listening. They will be taught to make formal presentations and participate in debate.
- To encourage critical thinking.
- To encourage a love and respect of diversity.

Teaching methods and approaches

- Our teaching is based on National Curriculum 2014.
- We are committed to providing Visual, Auditory and Kinaesthetic opportunities for children to learn.
- Children have access to a variety of ICT resources to enhance their learning.
- KS1 and KS2 are expected to have at least one hour's literacy per day and this may be cross-curricular in nature.

Cross Curricular Links

The skills that children develop in literacy should be applied to other curriculum subjects. Every opportunity should be taken to use first hand experiences or visits out of school as motivation for the development of literacy skills.

Speaking and Listening

Language is linked to thought. It is our thinking voice and we use it for organizing, coaching ourselves, categorizing information and judging. Early language development is a major influence on later development. With this in mind, speaking and listening activities form an important part of literacy sessions. Children should feel confident to express themselves to others and should listen to other people with respect. Each unit of work will have opportunities for children to orally rehearse the subject matter through various ways which include:

Puppet play

Thought tunnels

Paired talk / talk partners

Assembly performances

Hot seating

Debates

The adult role is of facilitator, inspiring confidence and modelling good language skills. The adult also needs to encourage the children to think critically and to see issues from different perspectives.

Reading

All children will be encouraged to enjoy reading and will be given opportunities to share a wide range of books and other reading materials. Guided reading is regarded as the key teaching tool, although full class guided reading sessions may be evidenced where appropriate. Beginner readers are given daily systematic phonics teaching to enable them to decode words.

Guided Reading

The children will begin to experience Guided Reading sessions in class from the Foundation Stage/ Year One when the teacher feels that they are ready. Guided Reading takes place in a small group, with a teacher or teaching assistant, and focuses on developing the children's abilities to become independent readers, thinkers and learners. The teacher will guide the children through the text, providing signposts to the most important and most helpful features of the textual landscape, as well as asking questions in order to develop understanding. The pupils are usually grouped by ability, and will read individual copies of the same text, which is written at an appropriate decoding level to the group. Texts will be selected from the school's Guided Reading resources and teachers will have access to comprehension resources.

Each class has evidence of a Guided Reading schedule, which needs planning to ensure that teachers are reading regularly with children. When the teachers/ teaching assistants are reading with groups, the rest of the class will have access to a range of alternative independent reading activities. The children will experience a range of reading activities throughout the sessions each week. The activities may include pre-reading tasks, follow-up tasks, comprehension activities, Bug Club reading and spelling investigations. Work should refer back to the groups' current target.

Phonics

- Phonics is taught through the Letters and Sounds (2007) resources.

- All beginner readers have discreet daily phonics sessions appropriate to their stage of development and progress through the Assertive Mentoring Stages as appropriate.
- Children in the Nursery begin with Letters and Sounds Phase 1.
- Children should continue to progress through the phases and it is expected that most children will complete Phase 5-6 by the end of Key stage 1. Interventions are put into place in Key Stage 2 for those children who do not achieve this.

Assessment of phonics

- Children will be tested weekly on the sounds that they are learning. Children will also be tested half termly on their reading and writing of high-frequency words.

Reading in the Foundation Stage

- Children are given the opportunity to listen to a story at least twice a day.
- When children are ready, they take home a book banded reading book. Parents are asked to hear children read and to communicate through a home/ school reading log.
- Children will experience Guided Reading sessions in Reception if the teacher judges that they are ready.

Reading in Key Stage 1

- Children continue to have the opportunity to listen to stories and so experience the language of stories.
- All children should have one guided reading session per week. This will begin at the stage in Year One when the teacher decides that they are ready.
- The children continue to take home book-banded library books to read at home.
- Individual readers, in particular those who are not heard to read at home, are heard to read once a week.
- Children will take home an ability-based reading book. Parents are asked to hear children read and to communicate through a home/ school reading log.

Reading in Key stage 2

- In Key Stage 2, the progress made in Key Stage 1 is built upon. The focus in Key Stage 2 is on developing higher-order reading

skills such as inference and deduction, skimming and scanning and the ability to read texts critically.

- Opportunity is given for children to listen to stories, novels and poems
- Children need to experience a reading session with their class teacher weekly in Key Stage 2. This will usually take place in a Guided Reading session where alternative reading tasks are given to the rest of the class during this time. In Upper Key Stage 2, whole- class reading sessions may take place instead of Guided Reading. These sessions will contain a more explicit higher-level comprehension focus.
- Children take class or KS2 library books home with them on a daily basis to read either independently or with their parents.
- Individual readers are heard at least once fortnightly.

Assessment and recording of reading progress.

- Teachers should use the EY2P Guidance for the Recording of Guided Reading.
- Reading groups should be displayed in the classroom and in Guided Reading files so that children and adults are aware of them.
- All children should have a reading record card in order to monitor which books are at home and who is changing their book frequently.
- Each teacher should have a reading file in which they store their guided reading planning/ whole-class reading planning and assessment sheets. At the front of the file there should be a list of children, their groupings and when their guided reading session will take place.

*Children are using an appropriate book level if they are confident to read 90% of the material and they have displayed the relevant reading behaviour for that level.

Big Writing

As a school we follow Ros Wilson's approach to the teaching of writing- 'Big Writing,' whereby an independent piece of work is produced fortnightly.

Key Stage 1 and Key Stage 2 classes will cover a range of fiction, non-fiction and poetry writing across the course of each year. A list of genres is provided for each year group at the beginning of the year in order for the teachers to plan accordingly. The teaching of each genre should last two weeks and should encompass a wide range of VAK activities. These genres should be taught alongside the class topic in a cross-curricular approach where appropriate.

A 'Big Writing' session should take place at the end of each fortnightly unit of work, after the children having the opportunity to embed the features of the genre. The session should be given importance and characterised (for example by candles lit in the classroom) and the children will have a separate "Big Writing" book for these pieces. Magpie-ing ("stealing" words and phrases from other writers) or modelling is a key feature of Big Writing, with children sharing ideas and using resources around the room for support.

Teachers are required to approach 'Big Writing' with **enthusiasm** and give children **self belief** that this is going to make them a better writer. They should have **high expectations** and a good knowledge of what a piece of writing should look like to achieve a certain level.

Children should share and celebrate their work and be involved in self and peer assessment. (See assessment and target setting.) As the school expectation changes in response to the 2014 Curriculum, there will be more focus on drafting and editing Big Writing. Consequently, children in Key Stage 2 will be given time during the week to draft and redraft their Big Writing, before producing their final piece. They will also be given a short slot of time after completing their Big Writing to self-assess it and to up-level it and make it better.

For each Big Writing piece, there is a Big Writing trophy winner in each class. The winner will take the trophy home each fortnight, along with a copy of their work to show their parents or carers at home. Before the next Big Writing opportunity, teachers will plan a feedback lesson for their class. The "best example" of writing in each class will

be looked at and analysed and the children will have extra time to respond to marking.

For more information see www.andrelleducation

Assessment of Writing

From Key Stage One upwards, the children will complete a termly writing assessment. Teachers will use the Ringway Levelling Criteria, which is based off the Assertive Mentoring Criteria. The Ros Wilson Raising Writing Standards (2014) criteria may also be used as an extra form of reference, along with official materials for assessing Key Stage 1 and 2.

Spellings

- At Key Stage 1 and Key Stage 2, children should have weekly spellings to learn. These spellings should be differentiated by at least 3 levels but depending on the profile of the class, some individual lists may need to be given.
- At KS1, spellings are made up of Key Words from the Assertive Mentoring programme and phonics spellings. Phonics spellings will be given out weekly. The Key Words lists will be sent out as extra homework and practised in class time. High Frequency Words should be displayed in classrooms in order for children to become familiar with them.
- For Key Stage 2, children have spelling tests weekly. Spellings are taken from the Assertive Mentoring Spelling programme. Children are assessed on the different spelling Stages every term. This dictates the spelling groups and ensures that the children are receiving an appropriate and challenging set of spellings each week for their level. They will also be tested on the words from the Year 3 /4 or Year 5/6 Word List (Curriculum 2014) each half term, and these words will be practised in class regularly.

Punctuation and Grammar

Punctuation and grammar are taught as part of Literacy sessions, discretely or in context, depending on the scenario.

The teaching of punctuation and grammar is set out specifically by the Appendices of the National Curriculum 2014 and the teachers teach to these objectives. We also have a school Grammar and Punctuation Scheme of Work to ensure that objectives are being re-visited in later years to build on and secure the children's understanding. Aside

from this, teachers will use their own professional judgment from marking children's writing in order to identify if any other grammar and punctuation objectives need attention.

In Key Stage One and Two, one of the daily Literacy sessions each week should be given a spelling, punctuation or grammar focus. Across the other days, teachers can build five-minute Grammar-Blast starters into the beginning of their lessons in order to address any grammar misconceptions or difficulties.

Assessment of Punctuation and Grammar

Grammar is assessed weekly using the Grammar Hammer tests which are given to each class from Year One upwards. The tests assess each of the Grammar objectives for the relevant year group, and are peer marked. Each test will be repeated twice, once with support where needed, and once completely independently. Once the children become more secure, the class teacher may choose to only do each test once. The children are given a score out of twenty-five, and a colour of Red, Yellow or Green each week. The teacher keeps the scores of when the tests are completed independently and the children will all be encouraged to push themselves up to the green band (where they are scoring 20+ out of 25.)

Punctuation and grammar objectives are also included in the Assertive Mentoring writing assessment spreadsheets.

Handwriting

- Children in the Foundation stage have mark making opportunities throughout the continuous provision. Once a week they take part in Write Dance to develop pencil control and the flowing movements associated with handwriting. As appropriate to their stage of development, children are targeted once a week for letter formation practice where they are taught to form letters correctly.
 - Collins Handwriting Scheme is currently used in Foundation and Year One. These children will learn to form their letters cursively which will then continue as they move up the school.
 - Penpals scheme is currently used by Years 2-6.
 - Handwriting should be taught as a discrete session weekly, and emphasis should also be placed on this across all curriculum areas.

Presentation

- Children should be taught to put the date at the top right hand side of the page, leave a line and then write the title/ WALT and underline with a ruler. They should then leave another line and then start their work.
- Any mistakes should have a ruled line drawn through them in pencil and be crossed out in brackets.
- From Year 2, the teacher may make a judgement as to whether or not the child is ready to use pen.

Literacy Events

A whole school book week or day is held each year where we invite visitors to our school, such as poets, authors and librarians. Events will be planned across the school year to celebrate enjoyment of reading and writing, such as a Book Fair, poetry competitions and spelling bees.

Planning and Assessment and Target setting

- Planning is in line with the National Curriculum 2014. Medium and short term planning builds on prior learning, identifies objectives for the session, outlines activities and shows differentiation.
- Continuous assessment is an ongoing process whereby teachers build up a picture of what children know and are able to do. When marking children's Big Writing pieces, teachers should use the 'two stars and a wish' system where children are given positive feedback and a constructive comment about what they need to do next time.
- Children should have writing targets which should be accessed in their Target Folders. Targets for reading should be shared with children at the beginning of their reading sessions.
- Children on the Special Needs register should work towards their One Page Profile targets.
- Children should be involved in evaluating their own and each others work. At the end of each Big Writing session, children should discuss their work in pairs using the 'two stars and a wish system'.
- Targets should be changed at least every half term or sooner and ticked and dated when met.

Diversity and Inclusion

All teaching staff are responsible for the delivery of the Literacy Curriculum to their own age groups. Staff will ensure that all pupils gain equal access to the curriculum at a level appropriate to their own stage of development regardless of sex, race, colour or creed.

Through:

- setting suitable learning challenges
- responding to learning needs
- overcoming potential barriers to learning and assessment by differentiation and support.

Pupils with learning difficulties in literacy are planned for through differentiated tasks and materials, outlined in short term planning. These children are provided with extra support and resources from the class teacher/ teaching assistant.

The following intervention programmes are available for children who are not achieving levels expected for their age group:

- Narrative therapy
- Direct phonics
- Catch up

EAL

We are aware that EAL children who are new to our school and culture have specific needs but not necessarily special needs in its traditional form. EAL children should be grouped with appropriate role models and not automatically grouped with children with learning difficulties. Children with EAL will be given an assessment when they come to school; if it is needed then additional help will be sought.

Reporting to Parents

Parents have the opportunity to attend parent consultation meetings twice annually and receive a written report on their child's progress at the end of the school year. Parents are welcome to make further appointments to see staff should they have any other concerns. Results of SATs are forwarded to parents when made available.

Role of the Co-ordinator

The Literacy Co-ordinator will:

- In liaison with Key stage leaders, monitor the teaching and learning of literacy throughout the school.

- Carry out a twice yearly literacy walk to enable the co-ordinator to evaluate the environment, monitor planning, assess work in books, and observe teaching.
- Monitor resources, their use, accessibility and purchase of new stock.
- Support staff.
- Attend courses and disseminate information as well as directing staff to relevant own professional development training.
- Lead staff training on new initiatives.

Arrangements to make sure that all pupils make adequate progress:

- The analysis of data to use as comparative assessment.
- Individual pupil tracking systems.
- IEP reviews of progress for children with S.E.N by SENCO.

School Improvement Plan

When Literacy forms a key part of the School Improvement Plan, time is allocated in the form of Inset or staff meetings when internal or external providers will be used. Literacy Advisors may also come into school to help to advise and develop different areas of Literacy depending on the School Improvement Plan.

Policy Review

This Literacy Policy will be:

- agreed as a whole school policy
- presented to Governors
- available for parents
- reviewed 2018