

Literacy Policy for Meole Brace C E Primary School

Written by Brigette Wilson and Ruth Jones Summer Term 2018

How the policy was developed

This policy has been written by the literacy coordinators, Brigette Wilson and Ruth Jones. It has been agreed upon by the staff and governors of Meole Brace CE Primary School.

Philosophy

Through language not only do we communicate our knowledge, ideas and feelings, but we also structure and make sense of our experiences; in this sense, language is a tool for both our thinking and learning.

Aims

To enable children to:

- Enjoy using language in different contexts and have the confidence and ability to do so.
- Enable children to be articulate speakers and good responsive listeners in a variety of situations.
- Understand that language they have acquired may be relevant across all areas of their learning and life and to apply that language where possible.
- Develop understanding and skills to become independent, enthusiastic readers and writers.
- Use a range of spelling strategies and apply them in their independent work.
- Develop a fluent, legible handwriting style and take care with presentation of their work.

Speaking and Listening

We give children a range of purposes for speaking and listening, using conventions of speech e.g. manners. We encourage using a variety of different sized audiences to contrast purpose. Speaking and listening will sometimes be taught discretely, but more often it will be taught within other areas of the National Curriculum.

Examples of where speaking and listening might occur within the classroom:

- Stories, songs & poems.
- Storytelling.
- Describing events, observations and experiences.
- Giving reasons for actions.
- Explaining ideas and opinions in discussion and responding to others.
- Planning, predicting and investigating in small groups.
- Presentation to different audiences.
 - Reading aloud.
- Imaginative play and role play.
- Drama.
- Hot seating.
- Listening to CD's.
- Class council / school council.
- Circle time.
- VCOP activities
- Talk for writing activities.

Assessment

Teachers assess children's speaking and listening skills continuously using National Curriculum and creative curriculum skills criteria (Chris Quigley). Speaking and Listening assessment is also integrated into other records.

Reporting

Children's progress will be discussed with parents/guardians at termly parents meetings. Informal discussions may happen at any time.

Reading

Reading will be taught through the implementation of the Letters and Sounds scheme starting in nursery, alongside actions from Jolly Phonics Scheme.

During Literacy lessons, the children will also have opportunities to read a range of texts linked to the writing units. This may be through shared reading as a whole class or in small groups.

Reading will be taught discretely and across a range of subjects in accordance with the National Curriculum and EYFS.

Children will read to and be read to by teachers, other adults and each other during literacy sessions and at many other times during the school day as part of a broad and balanced curriculum according to their individual needs.

Children will read to an adult in school at least once a week. This may be individually, part of a guided group or whole class. Children in Key Stage 2 take part in whole class reading at least four times a week.

Literacy resources will be organised effectively to develop a stimulating and literate environment throughout the school.

All children select books to take home to as often as they wish. They are encouraged to take library books/book box books for parents to share with them as well as their phase appropriate books.

Any reading done in school or home is recorded in their home/school reading record book. Parents and teachers, TA's and volunteers are encouraged to comment in this. As soon as pupils are able they should be encouraged to keep their own reading diaries.

From Reception and throughout KS1 children will take part in regular Guided Reading sessions (usually on a weekly basis- excluding special/assessment weeks). Guided reading is taught to small groups of children. The teacher selects an appropriate text and plans sessions. Books in EYFS and Key Stage 1 are phonically decodable until children reach turquoise level books. The value of parents and other family members helping children with their reading cannot be overestimated. Letters and Sounds training sessions are delivered to parents/carers every autumn term. Children in Key Stage 2 take part in whole class reading at least four times a week.

Extra letters and sounds sessions will continue into Key Stage 2 for children who are still working within the phases.

Resources

- School Library - non fiction / fiction
- Class library books
- Reading Schemes - distributed in shared areas/classrooms.
- Fiction /non-fiction books in classroom
- Book Areas
- Topic books in classrooms
- Banded book boxes in Key Stage one and lower Key Stage two.
- First News papers in Key Stage Two.
- Guided reading books, phonically decodable in Foundation Stage and KS1.
- Letters and sounds resources in every Key Stage.
- Use of Shropshire Library Service resources.
- Whole class reading sets.
- Curriculum Visions website.
- National Geographic Magazines.

Assessment

- Assessment can take place whenever pupils are engaged in reading activities and whatever type of text is being read.
- Letters and Sounds groups are assessed each half term and are used to inform next steps.
- YARC reading assessment is used for a more diagnostic assessment for some children. In KS1 and KS2 PIRA assessment are used every term. These assessments provide a standardised score and reading age for the children.
- Lucid Rapid (dyslexia screening test) is used when needed (this could be red alert or SEND children.)
- Phonics screening tests take place each year for year one pupils and year two pupils who did not reach expected level.
- At the end of year two and year six children will sit the SATS tests.

Writing

Children are taught writing skills in daily literacy lessons.

The children have the opportunity to:

- Write in a variety of contexts including in discrete literacy lessons, through the creative curriculum, topics and cross-curricular writing and through the Foundation Stage curriculum.
- Study language through shared texts.
- Learn compositional skills.
 - Drafting
 - Grammar
 - Punctuation

Writing can be planned so that children can follow the process through incorporating modelling, scaffolding, independence, re-drafting and producing a final draft, if appropriate.

Teachers will work with small groups to provide guided writing sessions.

Children are taught skills in SPAG (spelling, punctuation and grammar).

(Vocabulary, Connectives, Openers, Punctuation).

Writers are celebrated weekly in class where children can be the "Writer of the week".

Opportunities for extended writing and writing weeks are planned in regularly. There is an expectation, where possible, that children will write every day. Journals are given to each child in key stage one and two to encourage opportunities for personalised writing about things which interest them.

Resources

- The Primary National Framework
- Creative curriculum (Chris Quigley)
- Pie Corbett's Talk for Writing
- Letters and sounds

The above are teaching aids to use when appropriate. Teachers will often supplement them from their own resources.

Assessment

- Assessment can take place whenever pupils are engaged in writing activities.
- Children complete unaided writing each half term. These pieces of work will be in their unaided writing books. Across the year there must be a balance between fiction and non-fiction, and between the various genres and text types. The non-fiction samples of writing should, where possible, have links to the cross-curricular schemes of work being studied within that half term.
- At the end of each year, children will be assessed as to whether they are end of year ready or below or above. This will be fed back to parents.
- Lucid Rapid (dyslexia screening test) is used when needed.
- In order to standardise assessments across the school, several staff meetings in each term are assigned for moderation of samples, with a mixture of teachers from across the school moderating one sample of work from various year groups. Moderation takes place within church school teams to ensure consistency.
- Standards in writing are monitored in book scrutiny meetings.
- Cross school moderation for EYFS to produce a collaborative schools group exemplification material. The group also designed a ten step marking scheme to show progress in writing.

Marking

Our school has a policy for marking and responding to pupils' work (see Assessment and Marking policy). The following forms the basis for the school's routines for marking pupils' written English work:

- Response is made to content linked to the learning objective, first.
- Marking is matched to individual pupils' age and ability.
- The pupils should clearly understand what the teacher is looking for (assessment criteria **MUST/SHOULD/COULD**). This helps them to focus on the kinds of things they need to look for when they check/evaluate their own work.
- Teachers aim to mark **with** the pupil where possible. Children respond to marking with a purple pen and teachers mark in pink pen.

- A written comment is frequently used and teachers should remember that the audience for these comments will be wider than the pupil to whom it is directed.
- Marking ladders and peer assessment are used to consolidate children's understanding.
- Teachers will make constructive intervention (close the gap marking) e.g. by posing a question, asking the pupil to write an example, add or change a word or phrase. There is an expectation that this will be done once a week for every child.

Spelling

Spelling may be taught discretely or in conjunction with other subjects in the curriculum. From the Nursery, children engage in regular Letters and Sounds lessons following the letters and sounds guidelines. It is taught four times a week in Key Stage one and used as an intervention in Key Stage two for some children.

From Year 2 spellings are taught in accordance with No Nonsense Spelling Programme. In years 1-6, children are set spellings weekly for homework and are given opportunities to practise these spellings during the week. In Year 1 spelling tests begin in the Spring Term. They are then tested each week. Spelling tests may also take place during assessment weeks where spelling using digraphs/trigraphs, tricky words, knowledge of spelling patterns and high frequency words may also be assessed.

Children are also encouraged to use dictionaries and thesauruses to support their spelling in all lessons.

Children learn spellings in different ways e.g. Look, Say, Cover, Write, Check and the visual spelling strategy.

Differentiated Letters and sounds planning is available in each phase with resources. Some teachers may choose to adapt the planning for the needs of the children in their class or some may use support staff to teach separate phases with more/less able children.

Resources

- Dictionaries / thesauruses
- Individual word spelling tests
- Letters and sounds programme and resource boxes.
- Jolly Phonics
- Classroom resources - displays, tricky word cards, phoneme cards.
- No Nonsense Spelling

Assessment

- Spelling is assessed in the course of children's writing and also linked to individual and group targets and spelling test results.

Handwriting

At Meole Brace CE Primary School we follow the Letterjoin scheme. Handwriting should be taught discretely every day for approximately 15 minutes and all children should be encouraged to strive towards presenting their writing in the best way that they can. When

writing in all subjects, pupils should be reminded to adhere to the handwriting and presentation policy.

- Pre-writing fine motor skill activities develop handwriting proficiency.
- Pencil grips are used when needed.
- Standards in handwriting are monitored in book scrutiny meetings.

Special Educational Needs

- Once identified, pupils with special educational needs in speaking and listening, reading or writing will have their needs assessed and appropriate action taken in line with the "Code of Practice" (see school's Special Needs Policy).
- Intervention programmes used include wave three, additional guided writing sessions and high five, when support is available.

Planning

Regular planning and book scrutinies ensure that planning is well differentiated, personalised, shows a range of teaching styles and genres and is engaging.

Objectives are evident which match each group of children/child and challenge the children to meet or exceed expected targets. Writing objectives will focus on high value areas that will make a difference to the quality of writing.

Planning will show SEND, G & T, EAL, FSM and vulnerable groups.

Personalised learning and creative curriculum opportunities are planned in when appropriate to enhance learning.

On-going assessment is used to inform medium and short term plans and thus highlight pupils' strengths and areas for development.

We enable pupils to develop written and spoken Standard English through the model we set as teachers, and through sharing and providing good quality reading and writing materials and texts.

Monitoring pupils' progress

We use DCPro to input and analyse children's data. Half termly progress review meetings are held with the SMT/ Headteacher and class teacher. Children who are not making expected progress are identified and appropriate intervention is planned.

Links with parents

- Parents are asked to share home reading books with children as often as possible and to write appropriate comments in the home reading diary. Progress in literacy is discussed at the termly parents meetings.
- Letters and sounds training is available to parents each year.
- In Key Stage one and two parents are asked to support children with learning of weekly spellings.

Resources

The criteria for selecting and buying resources is matched to the demands of the National Curriculum and the needs of the pupils and staff at the time of purchase. In addition we try to ensure value for money, that materials are free from bias - racial, cultural and gender, and that they reflect our policy on inclusion.

Targets for Development

Targets for development are included in the School Development Plan

15. Evaluation of Policy

This policy will be reviewed by the Literacy Team twelve months from its date of implementation. The following criteria will be used to measure its success:

- How has the quality of children's learning been enhanced/improved?
- How has the quality of teaching been improved?
- Can we identify a range of teaching and learning styles in each classroom?
- Are staff and pupils following routines and rules?
- Is there clear evidence of assessment informing planning?
- Do pupils know what they are learning and why?
- Has any part of the policy been difficult to implement, or been ignored?

Signed by:

Literacy Co-ordinators _____

Head Teacher _____

Literacy Governor _____

Date of implementation _____

Date for review _____