



What we do today, matters tomorrow.



Literacy Policy

Aims and objectives:

We intend that our pupils develop their skills in Language and Literacy so they continue to improve in their ability to:

- Communicate effectively in speech so they can talk appropriately with confidence to different audiences.
- Listen attentively with understanding.
- Express themselves clearly in writing and understanding, using good spelling, punctuation and grammar.
- Write in ways appropriate to an intended audience and/or for the intended purpose
- Produce well-presented work using good, legible handwriting and using current standards of ICT.
- Develop reading skills so that they become proficient, enthusiastic, knowledgeable and responsive to a variety of texts.
- Develop reading skills so that they can analyse and extract meaning from increasingly challenging texts.

Teaching English

All teachers plan lessons using the 2014 National Curriculum Framework. Within each year group, teachers plan from the programmes of study outlined for that year group. For instance, children in Year 1 will experience learning opportunities which will help them become familiar with the expectations in Band 1.

The Long Term plan

The Long Term plan for 2018 in Y3-6 is currently under revision to ensure speaking and listening, reading and writing coverage inter-link in the most effective way to support children's learning. The writing aspect is well-embedded and further effort is being made to ensure that reading texts realise the potential of cross-curricula teaching links. Furthermore, the Long Term plan will now show more clearly which



What we do today, matters tomorrow.

comprehension strategies are being delivered throughout the year to support better attainment in reading.

Medium Term Plans

Teachers write their own Medium Term plans capitalising on cross-curricular learning but making sure objectives taught are specific to covering literacy skills relevant to the band in which the children are taught.

Any short term plans are modifications of Medium Term plans which should include specific groupings or amendments which are tailored to differentiation, or alterations to delivery of content or additional coverage of skills which the teacher has found the pupils need further time with to ensure learning is consolidated before moving on.

Assessments, targets and recording

Our school uses Target Tracker to record the progress of children throughout the school (see school assessment policy).

Teachers gather information about what children understand and can do on a day-to-day basis using careful questioning and constructive marking. Tasks in the classroom are designed to engage the children through speaking and listening in collaborative situations. This gives teachers opportunities to 'eavesdrop' on children and gain an insight into how children are grasping concepts.

Final pieces of written work are marked by teachers using a marking grid which links to the main writing features of each year band. Year 1 use marking grids for longer pieces of writing and those pieces that are completed without additional support from support staff within the classroom. Year 2 use TAF statements to mark independent pieces of writing that focus on different genres every half term. In addition, these pieces of works are moderated internally and externally. In this way, evidence is being continuously gathered so that judgements on Target Tracker at the end of the year are secure and reliable.

Targets set for children should be from the Band which they are working in. This should correlate with their current year group. However, they are a number of



What we do today, matters tomorrow.

children who may be set targets from a lower band where learning difficulties have been formally identified.

In Y3-6, formal reading assessments are done every half-term. We use an assessment resource from Twinkl which ensures that children are assessed on their ability to comprehend a fiction, poetry and non-fiction text. These results are recorded on an electronic spreadsheet and used to inform next steps in the teaching of reading.

In June 2018, Y3-5 will be trialling the NFER reading test to further secure accuracy of reading assessment at the end of the year. Y6 will sit SATs.

The school has also developed a recording document called I.R.P.s (Individual Reading Profiles) which hold details on individual pupil performance on the Accelerated Star Reading Test and further assessment outcomes for children who are identified as falling behind in reading.

Elements of literacy

Handwriting

In 2017, the school made the decision to begin teaching cursive script from Nursery stage. The expectation is that children beginning Y3 should have mastered a joined handwriting style. Handwriting is taught through teacher modelling and no commercial resource is used.

As a school, we aim for high standards of presentation and this should be modelled at all times by teachers when writing on the board and in children's books.

Reading

Two experienced members of staff attended the Leadership of Reading Course run in 2017-18. The school's approach to reading in KS2 has been comprehensively revised as a result of this. This approach is still being embedded but comprises of the following main points:

- A shared reading lesson is taught once a week where the teacher models an explicit strategy using a challenging text and allows children to apply this strategy in a mixed ability pairing



What we do today, matters tomorrow.

- Subsequent guided reading sessions are taught where children further engage with the strategy and the teacher checks understanding of individuals in the group and provides further guidance
- Children not participating in the guided group read their accelerated reading books, take quizzes, or undertake other reading tasks which may link with the strategy from the shared reading

In Y3-6, children are taught inference skills using a resource called 'Reading for Meaning' to further promote the thinking skills needed for this particular strategy as this has been identified as a particular weakness. The texts are very short and are designed to give opportunities to explore what barriers can occur when trying to work out meaning in a text.

Guided reading at KS1 is heavily based on the KTC model which staff received intensive training for in the academic year 2014-15 and also completed a refresher course in 2018. Reading skills are also modelled in literacy lessons. Further independent practice opportunities are also planned in to the wider curriculum.

Children are expected to read daily at home as part of their homework. They are expected to return a 'Monkey Diary' that has been signed everyday by parents/carers. Rewards are given to the class who has the least number of non-returns. We have a very well-stocked library and reading events are planned throughout the year to engage parents and children alike.

WRITING

We aim to teach writing in a range of genres, fiction and non-fiction, in line with the National Literacy Strategy. We aim to give pupils the opportunities to practise all the skills of writing in a particular genre towards the end of the teaching unit.

Planning draws heavily on the 'Talk for Writing' resources and approaches pioneered by Pie Corbett. The school does not use any particular commercial schemes for the teaching of writing. We endeavour to be creative and respond to the children's interests, learning styles and the wider curriculum.

Again, in line with the 2014 curriculum, the general model for the cycle of writing is set out below:

1. Thinking and planning (with a creative stimulus)



What we do today, matters tomorrow.

2. Drafting (with talk partners and red pens)
3. Revising (with talk partners and red pens)
4. Editing and proof reading (with talk partners and red pens)
5. Publishing/rewriting to a high level of presentation
6. Reflecting and evaluating

This cycle should be supported by high quality modelling from the teacher and opportunities for shared writing before children write independently. Children are heavily encouraged to use peer response partners in order to explore ideas, sentence structures and vocabulary choices.

Grammar, vocabulary and spelling

Children are set spellings each week relevant to the programmes of study set out in the National curriculum. Parts of literacy teaching time are dedicated to sentence work using these spellings and strategies to be successful at spelling. Children are formally tested every week. They are given dictation sentences every fortnight to revise the use of the spellings and punctuation requirements relevant to the Band.

Aspects of grammar are taught explicitly in grammar lessons. However, it is expected that grammar should also be taught as part of the writing process. Attention should also be drawn to aspects of grammar relevant to texts being studied in class.

SEN provision

Children in Y4-6 who require literacy interventions attend a class run by Mr Tansley (an experienced SEN teacher) supported by two very experienced teaching assistants. These classes are instead of the literacy lesson taught in the mainstream class. This group of pupils use 'Nessie' (software designed to support dyslexic learners), 'How to teach your Monster to Read', the Read Write Inc programme and Lexia software.

Children in Y1-3 who require literacy interventions are supported in 1:1 sessions with teaching assistants. These interventions include; Read Write Inc, Lexia, Better



What we do today, matters tomorrow.

Reading Partners, Early Words and precision teaching approaches. There are also additional group phonics, individual reading tasks and handwriting interventions in place for those children who require it. Children not able to access the shared reading session at all are taught in a separate group with an easier text but focusing on the same comprehension strategy.

Children that are new to English, take part in the Race to English intervention with a teaching assistant.

This policy has been updated in November 2018