

Kelsey Primary School

POLICY for LITERACY



Literacy Policy

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

How do we teach Literacy at Kelsey?

- **It is critical that staff understand deeply what a child should be able to do at each stage and year of teaching. The end of year objectives must be reached for every child.**

The reception class follow the stepping stones of achievement towards Early Learning Goals as outlined in the Curriculum Guidance for the Foundation Stage, as updated 2014.

However, as we move into the creative curriculum, it is also encouraged that Literacy lessons are linked to the classes' current topic and may be cross-curricula when suitable, using Chris Quigley's Creative Curriculum as a structure for planning a skills based curriculum.

Usually each class undertakes daily Literacy lessons. Some aspects of Literacy such as spelling and guided reading may be taught outside of that lesson.

In addition to daily Literacy lessons, each class engages in the 'Bratton Big Write'. This comprises a minimum of two VCOP (Vocabulary, Connectives, Openers, Punctuation) sessions per week and one independent Big Write piece of writing fortnightly. This piece of writing is undertaken according to the Big Write structure with time for talk plan, write plan and reminders of VCOP at certain points in the independent write. (Please see Big Write document).

Children can be taught as a whole class, in groups and individually.

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 tapes and CD's.
- Class council / school council.
- Circle time.
- VCOP activities

Resources

- Fiction and non-fiction books
- Novels
- Poetry Books
- Plays
- Historical documents
- Music
- Media-broadcasting and publications
- Tape recorders to play back children's
- Taped stories
- Videos / DVD's
- Photographs / speech etc.,
- ICT
- Pie Corbett's Jumpstart Literacy

Assessment

Teachers assess children's speaking and listening skills continuously using National Curriculum and Chris Quigley skills criteria.

Reporting

Children's progress may be discussed with parents/guardians at the termly parent's evenings. Informal discussions may happen at any time.

Reading

Reading will be taught discretely, as well as in conjunction with other subjects in the National Curriculum and the Early Learning Goals. 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 on a regular basis as part of a broad and balanced curriculum according to their individual needs.

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

Children in the Foundation Stage select books to take home to share with their families as often as they wish.

Gradually they start to participate in the reading scheme and are heard regularly in the class. The reading books and key words are also taken home to share This is all recorded in their home/school reading record book.

From Reception all children will take part in regular Guided Reading sessions (Ideally weekly – excluding special weeks).

The value of parents and other family members helping children with their reading cannot be overestimated.

Children will take books home regularly from the class library and book boxes in Key Stage 1, with progress and frequency detailed in the Home/school reading record book in key stage 1 and the homework diary in key stage 2.

Parents and teachers are free to comment in this.

Class reading certificates are given weekly to children in key stage 1 if they have read at home 4 times or more and in key stage 2 for regular reading activities.

Resources

- School Library – non-fiction / fiction
- Class library books (4 levelled bands)
- Reading Schemes – distributed in classrooms
- Fiction books in classroom Book Areas
- Topic books in classrooms
- Banded book boxes in Key Stage one
- First Newspapers in each class and interactive
- Grouped reading books e.g. Super Sixes (some available on loan from WSLR) , sets in school
- Letters and sounds activities
- Use of Wiltshire Library resources

Assessment

Teachers assess children's reading in a variety of contexts (both informal and formal) continuously and levelled according to APP criteria

Some examples of reading assessment opportunities:

- On-going teacher assessment.
- Use of Home/school learning journals (KS1) and Homework Diaries (KS2).
- Guided reading focussed skill record sheets.
- School record sheets for Letters and sounds
- Provision group (NESSY) books
- Early Literacy Support (ELS) records
- End of key stage and non-statutory test scores
- NFER and Salford Reading Assessments for SEN Pupils
- Foundation stage stepping stones and Early learning journeys

Reporting

Children's progress will be formally reported to parents/guardians in the summer term and may be discussed with parents/guardians at the termly parent's evenings. Informal discussions may happen at any time.

Writing

Children are taught writing skills in daily literacy lessons (underpinned by the Primary National Framework but encompassed into the creative curriculum, using Chris Quigley's Creative Curriculum) and through the creative curriculum regular opportunities to apply and practice these skills across a range of subjects and situations are planned by each class teacher. Therefore giving the children the opportunity to:

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

Sometimes writing is planned so that children can follow the process through incorporating modelling, scaffolding, independence, re-drafting and producing a final draft.

Children have individual writing targets which are stuck in their workbooks and children are expected to work on these in all their writing. They are monitored by the teacher and pupil on a regular basis and new targets set when necessary according to individual needs.

Children are taught skills in VCOP (Vocabulary, Connectives, Openers, Punctuation) in a minimum of two lessons per week and practice these skills in all cross-curricula writing but particularly focussed in a 'Big Write' session fortnightly as outlined in the 'Big Write' document. This piece of work is levelled using Chris Quigley skills and APP criteria and detailed feedback included 'tickled pink' and 'green to get better' highlighting is given to each child in writing (and in addition to this, if necessary, verbally) as soon as possible after the event. Writing targets are monitored at this time also. The children are then expected to take responsibility for making recommended changes and implementing next steps in all their writing.

An example of cross-curricula writing (one piece from each class) is displayed on the School Literacy board to further encourage children to develop writing skills. In addition to this, each class has a writing board in the corridor on which they display writing, creating a literacy rich environment which celebrates writing both in and out of the classroom.

Resources

- The Primary National Framework
- Chris Quigley creative curriculum
- Pie Corbett's Jumpstart Literacy
- Letters and sounds
- Provision groups (NESSY)
- Early Literacy Support (ELS)

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

Assessment

APP in writing is used to continuously assess each child's progress and level in writing. These are kept in the class writing folder. An unaided piece of writing is done by each child on paper during Assessment Week three times a year (October, February and May). This will inform APP and teacher assessment. This, too, is kept in a class writing folder to demonstrate progress across the child's school life. This piece of writing is levelled, alongside other pieces of work, to support the judgement of the teacher, and results reported and monitored using the Wiltshire Tracker. National End of key stage and non-statutory test scores are used to support teacher assessment in each year group.

Reporting

Children's progress will be formally reported to parents/guardians in the summer term and may be discussed with parents/guardians at the termly parent's evenings. Informal discussions may happen at any time.

Spelling

Spelling may be taught discreetly or in conjunction with other subjects in the curriculum.

From the Foundation Stage children engage in regular Letters and Sounds lessons following the letters and sounds guidelines. This continues until Year 2 and into Year 3 if necessary. Success in spelling is used from Year 3 to Year 6. Children who require additional support in Key Stage one may participate in ELS, and in Key Stage two may follow the NESSY programme in provision groups. Children are also encouraged to use dictionaries and thesaurus' to support their spelling in all lessons. Children are set spellings weekly for homework and are given opportunities to practice these spellings during the week. They are then tested on a regular basis in each class.

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

Resources

- NFER spelling tests
- Dictionaries / thesauruses
- Individual word spelling tests
- Letters and sounds programme
- Limited use of Jolly Phonics in Foundation Stage to aid the transition between preschool and school
- Success for spelling programme

Handwriting

In Key Stage one handwriting will be taught discreetly at least once a week in each class and in Key Stage two taught according to the class or individual needs. It will be modelled by the teachers (see handwriting guidance policy).

Children will use a variety of writing implements ranging from pencils, chalk and broad felt tips in the Foundation Stage and Key Stage One to handwriting pens in the later stages of Key Stage Two.

When children's handwriting is of a consistently high standard (neat ascenders and descenders) children may be given a pen licence (see handwriting guidance policy). It is expected that by the end of Key Stage two most, if not all children will be using pen to write.

- Pre-writing fine motor skill activities develop handwriting proficiency.
- Provision groups (NESSY) in Key Stage 2
- Pencil grips are used when needed.
- Slopes may be supplied to pupils to aid writing style.
- Children are taught the pre-cursive script from Foundation Stage and by end of Foundation Stage are beginning to write cursively. This progresses as the child moves through the school with the expectation that all children will write in a cursive style by the end of Key Stage one.
- We encourage fluency and pencil/pen control
- Pupils are taught different forms of handwriting and their uses (e.g. print for labels, a faster script for note taking).
- Termly handwriting competitions focussing on a variety of aspects in handwriting promote good handwriting. A cup is awarded at the end of the term to the winner in each class. The children's achievements are celebrated in assembly and through a handwriting display on the school Literacy board.

Resources

- Laminated letter pattern sheets.
- Whiteboards and pens
- Interactive whiteboards
- Computer software

Roles and Responsibilities**The Head teacher will:**

- Provide support by encouraging staff and praising good practice.
- Monitor learning and teaching through lesson observations.
- Monitor planning and reviews.
- Give feedback to teachers following lesson observations.
- Support staff development through in service training and provision of resources.

The Literacy Leader will:

- Monitor Literacy in the school e.g. through lesson observations, termly curriculum walks and the scrutiny of children's work, teacher's planning, assessments and evaluations.

Ensure continuity in levelling throughout the school and lead practical staff meetings to support this.

- Keep up to date with new developments and keep the staff informed.
- Play a key role in formulating, maintaining and reviewing the Literacy policy.
- Lead colleagues and be supportive.
- Disseminate knowledge and materials.
- Audit resources regularly.
- Update the whole school 'Literacy Display Board'.

The Class teacher will:

- Be responsible for the teaching of English as set out in the policy.
- Provide planning and reviews for the head teacher and literacy leader to have access to.
- Provide samples of literacy work to the literacy leader at the termly 'curriculum walk' staff meeting.
- Assess children's work using APP in order to detail future planning.

Updated by Magnus Smedley (Headteacher) in September 2016

The Governing Body accepted this policy in September 2016

The Policy is to be monitored and amended on a yearly basis and fully reviewed not later than July 2021.

Signed

(Chair of Governors)

Date