

Literacy Policy

Introduction

At Brookhill Leys Primary School we strongly believe that literacy is a significant life skill that is essential to participating fully as a member of society. We aim to develop the abilities of all children in our school to communicate their ideas effectively in speech and writing. We also believe that by developing the reading and listening skills in our pupils they will become effective communicators.

Aims

We aim to develop in all children, irrespective of background, race, gender:

- A love for reading where pupils choose to read frequently for enjoyment and information
- The ability to read easily, fluently and with good understanding
- A strong command of the written and spoken word in order to communicate and respond effectively
- A high awareness of audience and the ability to adapt their language and style for different purposes/genres and audiences
- An interest in words and their meanings to acquire a wide vocabulary
- A good understanding of grammar and punctuation
- Legible fluent handwriting style
- The confidence and competence to produce high quality writing and solve problems through the application of knowledge and skills
- Be developing the powers of imagination, inventiveness and critical awareness

Objectives

- To provide a language rich environment that promotes a culture of reading and writing
- To develop in children a love of books by exposing them to a wide variety of quality books
- To teach the basic skills of writing daily – grammar, spelling, handwriting and punctuation – to liberate creativity
- To foster in children the confidence, desire and ability to express their views and opinions both orally and in writing
- Enable all children to reach their full potential in becoming primary literate pupils by the time they leave at the end of year 6 irrespective of race, gender, physical or intellectual difficulty or special needs
- To identify pupils who require additional support and intervene at an early stage

Planning

Staff are required to produce a medium term plan which sets out clear objectives.

All year groups use a planning sheet in a common format. Differentiation should be clearly seen in these plans and the Headteacher, Literacy Manager and Senior Leadership team can have access to them for monitoring purposes.

Planning for EYFS for literacy can be seen across the Foundation Stage and more structured basic skills lessons are taught when appropriate. Each lesson is evaluated, generally using post its or

jottings and any further action is taken using support staff or by changing lessons to accommodate needs.

All class teachers are responsible for their individual weekly planning this will include:

- Identifying the teaching and learning strategies required
- Providing clear differentiation for specific needs
- Clear progression of skills
- Include one big write session a week – with talk homework provided
- Any cross curricular links
- Basic skills (with a focus on SPAG)

Learning and Teaching

Teachers will use a range of strategies including:

- Interactive whiteboards, as they take part in demonstration, instruction and modelling sessions.
- Pupils should have easy access to resources to help to foster independence from the EYFS to Y6.
- In the EYFS especially, literacy will be a play-based experience with oracy, experiential and hands on learning being of particular importance.
- Targeted questions
- Scaffolding
- Development of critical and reflective responses to texts

Displays

Displays should celebrate the work that is ongoing in the classroom and should also include developmental aspects of literacy (eg spelling patterns, VCOP, key vocabulary etc). VCOP displays should be evident from the earliest stages (Y1) up to Y6 and utilised at all times. There should be an interactive phonics display from EYFS to at least Y2 and spelling strategies displayed in KS2. Wherever possible displays should be interactive and vibrant to inspire pupils and show that literacy is valued in our school.

Reading

Reading is a skill essential for life and at Brookhill we want our children to leave school with a love of reading. Children need to see adults loving books, so school staff are encouraged to share their love of reading with the children.

Components of Reading

Shared Reading:

Teachers read *with* pupils a range of texts focusing on comprehension and specific features in relation to objectives. This is an opportunity for teachers to model the act of being a fluent reader. Teachers demonstrate to the class by 'thinking aloud' the skills required to be a reader. For shared reading, the text chosen should be at a level slightly higher than the majority of the class and the teacher should plan differentiated questions around the text that encourage the children to enjoy, understand, discuss and analyse the written word in a supported environment.

Guided Reading:

We aim to have guided reading every day outside of Literacy lessons every day. Each child should have a session supported by their teacher and a follow-up activity as well as stimulating and meaningful activities linked to reading in those sessions where they are not working directly with the class teacher.

In Nursery and Reception children are given the opportunity to explore books in small groups. This may involve books without words where the children are encouraged to tell the story, learn how to handle books, discover the directionality of print, look at and learn high frequency words and talk about familiar stories. In the Spring Term, Reception children start the Daily Supported Reading programme in preparation for Guided Reading later on in school.

In KS1 and KS2 children are grouped according to their ability. It is expected that they will read a text at instructional level, i.e. a text that they can read independently at 90% accuracy. The teacher will introduce the text and the learning intention for the session and discuss and/or model the strategies for reading which the children are working on. The children will then read the text independently while the teacher moves around the group and listens to individuals read. The group will then come back together for a discussion that allows the teacher to check comprehension and to promote discussion that reinforces the learning intention for the session. A follow up activity is then provided for the children to do independently the following day.

Supported Reading:

A full time Ecar teacher supports children in Year 1, this is a 20 week reading programme, upon completion children will be regularly monitored.

Small groups and individuals work with support staff, parents, and their buddy readers.

Independent Reading:

Children engage in independent, sustained reading. It provides an opportunity for pupils to read and enjoy a range of texts and to apply reading strategies. In Foundation Stage and KS1, teachers keep a record of what the children are reading. In KS2 children are encouraged to keep their own record of the books they read; each class teacher will make a record of books read and book bands.

Each class has a collection of materials for the teaching of reading which children can access in their classroom.

Teachers know the level/colour book that the children are currently reading. All children are benchmarked to ascertain a current reading level and inform teaching and learning as part of termly Literacy assessments. Children working above Level 4 are assessed using APP.

Home – school support:

EYFS and KS1: In the EYFS and KS1 children should take home:

A book that they can 'read' *with* a family member and

A second book that a family member can read *to* them.

Teachers and Education Support Staff:

monitor reading choices for home reading

check that books are returned to school from home on a daily basis

follow up any books that are lost

Parents:

Play a vital role in their children's reading development

Be able to discuss provision and ask for advice from teaching staff

Will have access to borrow books from the school library
Maintain reading records using our home-school reading diaries

Reading is a habit and we can reinforce this by ensuring that all children:
Bring the Book Bag to school every day with a book in it, even if it is a long chapter book and they are still reading it. Time for reading may be found during the school day.
Keep a record of books they read.

Writing

The key purpose of writing is to communicate meaning and therefore all writing tasks should have an identified and clear purpose. It is expected that teachers will model all the stages of the writing process – planning, composing, revising, re-editing and redrafting and that children will then use these strategies increasingly independently as they become more experienced writers. All children should learn to write in a variety of styles – poetry, fiction and non-fiction – and for a variety of *real* audiences.

From Year 1 -6 teachers should plan for a variety of writing skills to be covered over an academic year based on the Literacy Overview for each year group. The overview is based on year group expectations outlined by The Primary Framework, APP for writing and the Ros Wilson Criterion Scale for writing, and should be annotated to show the progress the class is making and which skills still need consolidation.

Time should also be made for writing to be shared aloud and celebrated in other ways too, such as class anthologies, display work and in read aloud assemblies.

Components of Writing

Shared Writing: This provides an opportunity for teachers to demonstrate writing, including the thought processes that are required. Teachers should make explicit references to genre features, as well as word and sentence level work within the context of writing. Pupils contribute to the class composition by sharing their ideas with partners, in small groups or using individual white boards.

Guided Writing: Children are ability grouped and given the opportunity to write an independent text with the support and guidance of their teacher and group. The group work together to begin a piece of writing and then continue independently while the teacher moves around the group and supports with individual needs as they arise. It is important that guided writing sessions are used with the range of abilities represented across the classroom and planned carefully according to children's targets to promote progression in writing skills for all children.

Independent Writing: Children should be given the opportunity for a range of independent writing activities which clearly link to whole class writing objectives. These tasks will need an identified audience, clear purpose and to cover all aspects of the writing process. Children should be given the opportunity to self-assess and peer-assess writing, based on success criteria linked to the learning objective and developed by the class as a whole as part of the teaching sequence leading up to creating an extended piece of writing. This could be before and/or after teacher marking (based on the same success criteria). Ideally, time to review pupil and teacher comments should be built into future lessons to allow children to learn from them and input advice into future pieces of writing.

Creative Writing: In order to encourage creativity and the imagination, opportunities for creative writing are offered every week. Teachers are encouraged to use a wide range of activities to stimulate thought and talk for writing including story sacks, pictures, artefacts, sounds, and journeys. It is an opportunity to celebrate individuality and to develop literary criticism in a supportive

environment. This is an ideal opportunity to foster children's enjoyment of using writing to express themselves in creative ways. It is also an opportunity to incorporate word and sentence level work into learning by exploring how words work (such as poetic features like alliteration, simile and metaphor) and have fun with them together as a class.

Spelling and Phonics: We value spelling and phonics and use a direct teaching approach which is oral and interactive. We teach spelling systematically through the letters and sounds programme.

Spelling – Foundation stage

From Reception onwards children follow the phonics bug programme, alongside the National Curriculum 2014. Emphasis is on a multi – sensory approach through games and activities. Children learn how to discriminate and make connections between letters and sounds used in reading and letters and sounds used in spelling.

Spelling – Key Stage 1

Children continue to follow the letters and sounds programme and have daily phonics lessons. They focus on how to blend and segment words using phonemes. They will learn how to spell high frequency words, irregular words and investigate the use prefixes and suffixes. Teachers will use the statutory word lists for Year 1 and 2 (see appendix 1)

Spelling – Key Stage 2

In Year 3 onwards children follow the National Curriculum 2014 spelling list. This programme is taught for 15 minutes daily. Children will work on consolidating their knowledge from KS1. Teachers will use the statutory word lists for Years 3,4,5,and 6 (see appendix 1).

From Y1 class teachers will send weekly spelling lists home in our 'pirate' spelling books to use the look, cover, say, write check strategy to practise.

Handwriting:

At Brookhill, children are taught to write legibly, fluently and at a reasonable speed. We use the pen pals scheme, accessed on the IWB. We believe a cursive style with correct letter formation must be taught as early as possible. Handwriting should be taught and practised every day from Reception to Year 6 in designated handwriting books. Children must be watched closely to ensure that every letter starts in the right place and that errors can be corrected before they become habit. Those who need it should practise more often (practice time could be as part of the guided reading cycle). Handwriting practice should include phonic blends, clusters and digraphs to support spelling.

Big Write Reminders

- Big Talk homework given out every Thursday
- Big Write takes place every Friday morning as per timetable
- Before break a preparation lesson, teacher lead
- Children come in silently after break. Classroom is already been set up with music, paper, special pens
- Big write files - child's folder will have approx. 35 pieces of work in there from the year, showing progression and close monitoring
- VCOP should be used daily and explicitly with working walls and word banks

- Teachers should use their `Posh Voice` to differentiate between the written and the colloquial language and let the children know when they are doing this, encouraging them to do the same.
- Only children specified by the inclusion team are to have alternative provision during Big Write. This is a whole school expectation and when children know it takes place and it is a positive event , they work well within these expectations
- Even for children who have limited access to writing this emergent writing benefits them and you quickly see the developments.
- In foundation the expectation is Big Talk with exposure to text level words eg in sand pits etc. teacher lead groups.
- This work is completely independent and from Y2 is 45 minutes writing after 15 minutes planning
- Work should be placed on desks for children to do who cannot sustain this time or who finish earlier
- This work should be marked and levelled using NC criteria (if assessment week)
- Small step targets are set from this work which are reviewed during the following week and planned for so they are met

Speaking and Listening

Children should be encouraged to talk in a variety of situations and to varied audiences. Teachers should model appropriate syntax for children to use and always expect children to speak/answer in complete sentences. Speaking and listening is an integral part of not only Literacy lessons but the whole of the school day. All children throughout the school are given regular opportunities to engage in creative role play. Children will have the opportunity to see performances inside and outside of school.

English as an Additional Language

Teachers are expected to plan and deliver their teaching in a variety of ways that are accessible to those children at the early stages of learning English. This may include ensuring that lessons are supported by the use of artefacts and visual materials as well as encouraging other children and adults to interpret and translate.

Assessment, Record Keeping and Monitoring

We recognise the importance of purposeful assessment. We see assessment as an important part of the teaching and learning process, allowing us to match teaching and learning to the needs of the children.

Foundation Stage

In Reception children are assessed at the beginning and end of the school year with the Initial Phonemic Assessment Test. This provides useful information regarding a child's potential to read and progress over the year. In Year 1, phonics tests for each phase are used at the beginning and end of the term to assess the children.

KS1 and KS2

Children are assessed formally by their class teacher at the end of Autumn 1, Autumn 2 Spring 1 Spring 2, Summer 1 and Summer 2, and the data is passed onto the Assessment Coordinator (see Assessment Policy for more detail).

Reading

At the beginning of the year, teachers should use assessments handed up from the previous class teacher to ensure they know the level/colour book that the children are currently reading. They should then benchmark the children. Ongoing weekly assessment's will be recorded using APP and

AFs. Schonell word reading tests will be carried out 3 times a year. In May, the children in KS2 carry out the optional QCA tests.

Writing

Each week children will complete a big write, teachers will use APP grids to inform their ongoing assessment's. Half termly assessments will be carried out where the children produce an unaided writing sample that is levelled according to the Ros Wilson Criterion Scale, while in May the children in KS2 carry out the Optional QCA tests.

Other Opportunities for Assessment

Opportunities for more informal assessments occur frequently, including observing children as they learn, questioning them, listening to child discussions and marking completed work.

Children's learning is regularly marked following the 'whole school marking policy' and feedback given for improvement/scaffolding to support understanding. Extended pieces of writing require detailed marking that involves highlighting successes and areas for improvement. The children should be given an opportunity to carry out this improvement (green pen work). Children should have the opportunity to self-assess and peer-assess extended writing, especially where it is an outcome of a unit of work, in order to show they understand what makes a 'good' piece of writing in the specific genre.

Guided reading and writing sessions allow teachers to make regular assessments of children's development and to set appropriate targets. Teachers also keep notes when they hear children read and change the learning focus as needed.

At the end of the academic year assessment sheets are handed on to the next teacher. The English and Assessment Coordinators also keep copies of children's assessment results at the end of the year.

Targets

Targets are set according to results in assessment in September, February and May. Parents receive copies of these targets during Parents' Week. Teachers set individual targets and discuss them with the children.

Inclusion

We aim to fully include all pupils with SEN in daily lessons allowing them to participate with their peers.

Where necessary teachers will, in consultation with the Inclusion Manager, draw up an Individual Education Plan (IEP) for a child. When planning, teachers will take IEPs into consideration and simplify or modify tasks or use a classroom assistant to support.

High Achievers

Teachers will identify gifted children. Their learning needs will be met through differentiated work. Where possible, children will be given opportunities to extend their knowledge, through use of open ended projects.

Reporting

Teachers meet with parents once a term to discuss their child's progress and to set new targets for the child's development and progression. At the end of the academic year, parents receive a written report on which there is a summary of their child's effort and progress over the year. The child's current level of performance is also indicated and parents are informed of the meaning of this level in terms of national targets.

Equal Opportunities

As a staff we endeavour to provide equal opportunities for all pupils in Literacy. We aim to take into account cultural background, gender and SEN, both in our teaching attitudes and in the published materials we use with our pupils.

To be reviewed Summer 2015