

Newlands Primary School

Literacy Policy



THE KEMNAL ACADEMIES TRUST

Headteacher: Mr C Markham

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SIGNED BY CHAIR/HEADTEACHER.....

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DATE.....

Newlands Primary School Literacy Policy

Introduction

At Newlands Primary School we believe that the development of language and Literacy skills is of the highest priority. In studying Literacy, pupils develop skills in reading, writing, speaking and listening enabling them to express themselves creatively and imaginatively and to communicate with others effectively. By studying Literacy, pupils will also develop an understanding of how language works through analysing patterns, structures and origins.

This policy summarises our approach to the teaching of Literacy at Newlands Primary School. It is a statement that will ensure systematic and consistent practice throughout the school and result in improved results and pupils leaving Newlands Primary School as confident, independent and literate learners. Our policy recognises the current thinking on the National Curriculum as well as harnessing aspects of other creative and innovative approaches in order to provide a broad and balanced scheme of work which provides for all children at their own level.

Our aims

We aim to:

- Offer an exciting and accessible curriculum.
- Develop the skills of each child to the highest level.
- Produce confident children able to understand and use appropriately the varieties of language available to them.
- Grow confident children, who leave the school with a passion for reading and Literacy itself.

The National Curriculum

The National Curriculum clearly outlines what must be taught within each year group in KS1 and phase in KS2. As an academy, we have chosen to continue to use National Curriculum levels in order to assess and monitor progress. Newlands Primary School teaches children to understand a range of genre, building on children's understanding year on year, ensuring continuity and progression in the teaching of Literacy.

Newlands Primary also adopts a topic-based approach to Literacy. Genres are matched to topics to provide a relevant stimulus for text-level work, and word and sentence level objectives are mapped alongside to ensure coverage is met. This means that the children are equipped with the skills and tools needed to write fluently for a range of meaningful purposes throughout the years.

Accelerated Learning and Teaching for Understanding

Newlands Primary recognises the importance of looking at how children learn. Within a lesson there will be clear learning objectives, Success criteria, opportunities to build on and connect to prior learning, time for reflection and self and peer assessment, including opportunities for the children to make decisions on future learning. We ensure that children are offered learning opportunities that cater for a range of learning styles.

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Literate pupils should be able to read, write and converse with confidence, fluency and understanding. Newlands Primary School achieves this by ensuring pupils engage in:

- Shared, guided and independent reading
- Shared, guided and independent writing
- Spelling, phonics and handwriting
- Speaking and listening

While we believe that all aspects of the teaching and learning of Literacy are closely interconnected, for purposes of clarity we have divided this policy into separate subject sections - reading, writing, spelling and handwriting, speaking and listening.

Reading

Reading is a skill essential for life and at Newlands Primary we want our children to leave school with a love of reading. Reading is a habit and that habit needs to be grounded in what we do at school. Children need to see adults loving books, so school staff are encouraged to share their love of reading with the children. This of course includes magazines, newspapers and online reading as well as traditional books.

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. Shared reading plays a big part in the Language and Literacy scheme we follow for children working at level 3 and above. It is also accessed by all children in the class book time at the end of each day.

Guided Reading:

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

In Foundation Stage, 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 KS1, 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. During the teacher led session, the teacher will introduce the text and the learning intention/relevant targets for the session and discuss and/or model the

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strategies for reading which the children are working on. The main aim in guided reading sessions is to develop comprehension skills. The children will then take turns to read the text aloud while the teacher listens. The group will then finish with a discussion that allows the teacher to check comprehension and to promote reinforcement of the learning intention for the session.

In KS2, whole class reading is used to designed to teach children the comprehension skills of deduction inference and interpretation. With the raise in expectations that new curriculum has brought, we use whole class reading to address this' we aim to expose children to a rich variety of texts and genres. In these sessions we use a stimulus which hooks the children (usually a video) and use the language of comprehension tasks when discussing it,talking about the writer's choice and what impressions are created.This is modelled at first by the class teacher so the children become accustomed to using the language they will need to be successful at the tasks.

The children read the text and answer questions which are designed to help them digest and interpret a text and become used to finding detail which is inferred rather than explicit.

Independent Reading:

At Newlands, we encourage children to engage in independent, sustained reading. It provides an opportunity for pupils to read and enjoy a range of texts and to apply reading strategies. We run a 'Race into Reading' initiative across the whole school, whereby raffle tickets are issued to children each time they have read to an adult at home five times. This must be recorded in their reading record.

There is also a central collection of group reading packs which are currently levelled by National Curriculum levels. These are intended for use in Guided Reading sessions. Shared reading resources including big books can also be found in the resource room.

Teachers know the level/colour book that the children are currently reading. All children below level 3 remain on the Read Write Inc. Phonics programme and will select books in line with their Read Write Inc. level.

Books Going Home:

EYFS and KS1: In the EYFS and KS1 children should take home a book that they can 'read' *with* a family member. It is essential that children are provided with a wide range of decodeable books to practise reading. If children are still at a level where they are not able to read the simplest decodable books, they should take home picture books to discuss/ Simple phonics books where appropriate.

Teachers and 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

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Reading is a habit and we can reinforce this by ensuring that all children:

- Have a Newlands Primary Book Bag (teachers keep a record of anyone who regularly forgets their Book Bag).
- 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

At Newlands Primary we believe that good teaching reinforces the close relationship between reading and writing. It is difficult to separate the two, as both should be combined to form a well-balanced Literacy programme. 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 for a purpose. These include, writing to persuade, writing to entertain, writing to inform and writing to discuss. Through these headings, children will explore different genres including, poetry, fiction and non-fiction.

From Year 1 – 6, teachers should plan for one 'Big Writing' session per week. Children who have successfully completed the Read Write Inc phonics programme will also follow a text based literacy curriculum for 4 weeks of the term. One week per term will be focussed on reading comprehension skills, and for the remainder of the term, teachers should plan topic based literacy using Pie Corbett's 'Storytelling' and 'Talk for Writing' process. Children will also access daily discrete grammar and spelling sessions (3 punctuation and grammar sessions and 2 spelling sessions weekly) which focuses on delivering the appropriate objectives for each Year group. A weekly spelling rule will be taught and spellings will be sent home to support this.

From Year 1 -6 teachers should plan for a variety of writing skills to be covered over an academic year based on the RWI overview and Ros Wilson Criterion Scale for writing, and should record the progress the class is making and which skills still need consolidation.

In year one, children who are able should also be given regular opportunities for extended writing. Topic will regularly have a literacy focus, and children who successfully complete the phonics programme before year two will continue to build upon their literacy skills using storytelling techniques.

Children in EYFS should be given consistent opportunities to write during continuous provision. They will begin with mark making, then writing their own name, moving on to initial sounds/ending sounds before building words and sentences.

In every year group, time should also be made for writing to be shared aloud and celebrated in other ways too, such as class anthologies, display work and end of

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year scrapbooks. Each class should have a display board dedicated to children's writing.

Components of Writing

Modelled 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.

Shared Writing: Pupils contribute to the class composition by sharing their ideas with partners, in small groups or using individual white boards. This is also the time when children are given the opportunity to discuss, verbalise and refine ideas before committing to print. With knowledge of text type from shared reading sessions, children should be able to generate a list of features that they would expect to use in any writing genre about which they have learned. This can be used by teachers and children alike as one way of assessing children's writing and their understanding of the purpose and organisation.

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). Time to review pupil and teacher comments is built into the timetable to allow children to learn from them and input advice into future pieces of writing.

Slow Writing: Often the emphasis on writing in schools has been for children to write a length and then to be assessed on this writing, typically in a 'Big Write'. While this still has a place as children need to be able to sustain their voice in a piece of writing; the 2014 changes to the curriculum meant that the emphasis is far more about the technical aspects of writing.

Slow writing is much more about slowing down writing to improve thinking. Slow writing hones the skills of writing by showing children how to put sentences together so that they are effective and have an impact for the reader. The children work on just one paragraph at a time editing and improving as they work. Initially, writing prompts can be provided by the teacher until finally children know what is necessary to write well and create their own prompts. In year 6 this has been

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effective in showing the impact of punctuation and in varying sentence length for dramatic effect which is always difficult to teach. Slowing down the process of writing means also that children become more adept at editing their own work and at being able to edit the work of a peer. This ability to self and peer assess is also a powerful learning tool.

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: Newlands Primary School values spelling and phonics and uses a direct teaching approach which is oral and interactive. From Reception onwards children follow the Read Write Inc. programme. From Y1 - 6, children are taught the spelling requirements taken for the National Curriculum appropriate for the year group. Two spelling sessions happen throughout the week. The first focuses on teaching the spelling rule and the second to assess the application of the rule. Spelling words are shared with parents/careers to reinforce at home.

English, Grammar and punctuation: Children participate in discrete lessons to teach these aspects at least three times per week. These aspects should also be embedded within the literacy lesson and play a key part in the text based and storytelling sessions.

Handwriting: At Newlands Primary, children are taught to write legibly, fluently and at a reasonable speed. Handwriting should be taught and practised every day from Reception to Year 2. (See appendix for the progression of cursive script at Newlands) 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. To support the acquisition of cursive handwriting, Reception - Year 2 also use the Write Dance programme to support and build gross and fine motor skills needed for correctly formed cursive script.

In Years 3 to 6 children should have lessons twice weekly and practice in guided reading books. Those who need it should practise more often in the form of interventions.

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Speaking and Listening

At Newlands Primary, we believe that children should be given every opportunity to express themselves verbally. Children should be encouraged to talk in a variety of situations and to varied audiences. This is a taught skill and teachers need to maximise opportunities within topic lessons as well as literacy to ensure that children acquire and practise necessary verbal skills. Teachers should model appropriate syntax for children to use and encourage 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 discussions, creative role play and drama.

Some starting points to teach speaking and listening:

- Drama and role play
- Story Time / Taped Stories
- Hot Seating
- Language Games and Puppets
- Collaborative Work
- Circle Time
- Philosophy 4 Children (P4C)

English as an Additional Language

As an increasing number of children at Newlands Primary speak English as a second language, it is important to ensure that the curriculum offered is accessible to all pupils. 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 where possible.

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Organisation of Literacy

KS1

Literacy is taught each day, usually for an hour in the morning. Children in Reception receive at least an hour Literacy learning a day but this is spread over the whole school day into manageable lengths of time for the children. In Year 1 the children follow the RWInc Phonics Programme while in Year 2, children who have completed the phonics programme move onto the texted based approach.

KS2

Read Write Inc is used as a catch-up programme. The majority of pupils follow the text based literacy programme for three weeks of each term. This is combined with one week of literacy lessons that have a focus on reading comprehension, and in the remaining weeks teachers plan in line with the 'Storytelling' process to deliver topic based literacy lessons. Handwriting, Spelling, Grammar, Guided Reading and Creative Writing (Big Write) receive time in addition to this on the weekly timetable.

Year Group	Main teaching programme	Catch up programme	Sessions outside the Literacy lesson
Reception	Read Write Inc. Phonics		Daily shared/ modelled writing and writing opportunities during continuous provision. Write Dance
Year 1	Read Write inc. Phonics	Read write inc. 1:1	Handwriting, Grammar, spelling - including Write Dance, guided reading, Big Write
Year 2	Read Write inc. Phonics OR RWI Literacy and Language Storytelling	Read write inc. 1:1	Handwriting, Grammar, spelling - including Write Dance, Big Write, Guided reading
Year 3	RWI Literacy and Language Storytelling	Read write Inc. Phonics/1:1	Handwriting, Grammar, spelling, Big Write, Guided reading
Year 4	RWI Literacy and Language Storytelling	Read write Inc. Phonics/1:1	Handwriting, Grammar, spelling, Big Write, guided reading
Year 5	RWI Literacy and Language Storytelling	Read write Inc. Phonics/1:1/Fresh Start	Handwriting, Grammar, spelling, Big Write, guided reading
Year 6	RWI Literacy and Language Storytelling	Read write Inc. Phonics/1:1/Fresh Start	Handwriting, Grammar, spelling, Big Write, guided reading

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Planning and Cross Curricular Links

In Foundation and Year 1 the cross curriculum links are more evident because of the less formal timetable. The main focus of most teaching at this stage is Literacy.

Read write inc. may be stand alone, although where suitable, teachers may use their discretion to re order Literacy and Language units in order to suit the topics they are covering. Storytelling lessons and Big Write sessions should link directly to the topic area being covered within each year group. This supports the use of reading and writing for real purposes and increases time for children to explore and deepen their understanding of the different topic areas. It is of utmost importance that core Literacy skills are not lost in this process, however. Teachers must plan very carefully to ensure coverage of sentence and word level work in order that children are equipped with the necessary skills to write successfully in each genre.

Class teachers should use the school medium term planning template and weekly planning sheets to show clearly what the Literacy objectives and learning activities are. Big Write should be planned on the individual planning sheets that have been devised for this purpose. Independent tasks are expected to be differentiated and varied in the skills they require, in order to support accessibility for all children. Modelled writing should be included in storytelling plans to demonstrate the level being taught to in each year group.

Every lesson should include a planned plenary session, which can be used for any number of learning activities. A successful plenary is a very important part of the teaching and learning process. It can be a chance for:

- Sharing and celebrating
- Addressing misconceptions from the lesson or earlier in the week or term.
- Groups reporting to their peers on learning they have been doing that week.
- Editing writing in pairs or groups and provide feedback and ways to move forward.
- Introducing new learning to be continued the next day, perhaps with a challenge to be completed.
- A combination of two or more of these purposes

Story Time

All classes are expected to have a relaxed reading time at the end of the day. This is a chance for the children and teacher to share a quiet and calm time before leaving for the day. It is a chance too for teachers to expose their children to a range of material from books and poetry to newspaper articles and leaflets that children would not always be able to access themselves in order to develop their love and experience of books. However the main focus will be on reading longer, quality texts. Teachers can choose to have this time as separate from the rest of the school day or to link it with the wider curriculum.

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Resources

Resources for the delivery of the Literacy curriculum are stored both centrally and in year groups.

- Guided reading books and 'Big Books' are stored in the resource room
- A range of fiction and non-fiction, as well as audio books and other media, can be found in the library.
- A variety of year-group-specific published materials to support the teaching of Literacy are stored within classrooms of the relevant year group.
- Each classroom has a book corner that contains a range of books suited to the ability of the children within the class, and linking to the current topic for that year group.
- A range of high interest/low ability books are stored outside the year 5/6 classrooms
- A central bank of RWI resources are kept in the RWI cupboard (next to the resource room)
- The use of ICT is also highly valued and every class has an interactive whiteboard (IWB) and visualiser. The IWB can be used to support Literacy teaching in a multitude of ways: displaying shared texts for reading and editing; providing a more interactive shared writing experience, offering rich visual and audio stimuli for writing; accessing internet programmes and resources.

Assessment, Record Keeping and Monitoring

At Newlands Primary School, 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

Children in EYFS are regularly assessed in line with Read Write Inc. Termly assessments are also reported based on activities that take place during continuous provision. In term 6, children are assessed using the phonics screener to provide teachers with a further understanding of the child's reading needs/ability as they enter year one, and to support with predictions for the Year One Phonics Screening check..

KS1 and KS2

Children are assessed formally by their class teacher every six weeks in line with our monitoring and assessment cycle. The data is uploaded to Target Tracker and discussed with SLT in pupil progress meetings.

Reading

When on the RWI phonics programme, children are regularly assessed in order to ascertain which group they should be working in. The colour groups relate to National Curriculum levels, which provide the teacher with an accurate reading level for each child. The class teacher will be able to further monitor this and support children towards targets within guided reading sessions. Beyond the phonics programme, children are teacher assessed using evidence from guided reading as well as lesson activities. These teacher assessments should take into account Accelerated Reader ZPD levels and test scores where appropriate. Teachers must use these assessments in order to plan suitable reading activities in class to ensure continued progress.

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Writing

On a weekly basis, children from year 1-6 will complete a big write task. Teachers should level ten children each week according to the Ros Wilson Criterion Scale, meaning that within each assessment period, each child has had two to three different pieces of writing levelled in order to inform assessments. Writing within topic and literacy lessons may also be levelled and used to inform assessment and future planning. In FS, assessments will be made from the consistent opportunities for writing offered during continuous provision.

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 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 timetable involves allocated time for children to respond and carry out this improvement. 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.

Targets

Targets are set on a termly basis and can be updated throughout the term where appropriate. Children have access to their targets in their targets from the Target Tracker target sheets in books and through the use of our Literacy next steps display. Children can then use these in conjunction with self-assessment to promote ownership of their progression in learning.

High Achievers

More able children are identified and fully supported through the guided reading and writing groups, which are based on individual needs. Groups for 'More Able' children exist across the school to extend and challenge the children (refer to the 'Newlands Policy for More Able children'). Level 6 interventions and boosters are provided for selected children in year 5 and 6, including outreach support from a local grammar school.

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Inclusion

At Newlands Primary School, 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 provision maps for children classified as 'School Support' or with an Education Health Care Plan. When planning, teachers will take provision maps into consideration and simplify or modify tasks according to individual need, planning for adult support as needed.

Home Learning

Children are set regular spellings to learn at home. Book bags go home every day with a book at the child's level to be read at home. Parents are encouraged to read with and to their children every day as part of the 'Race into Reading' initiative. Written pieces of homework are also set, which are often linked to another area of the curriculum. Alternatively, children may be set word/sentence level work for literacy homework. All children additionally receive weekly 'Talk Homework'. This is a question or statement for families to discuss together at home, and is the same for all children so that siblings are able to discuss together. This is followed up in class and/or assembly to allow children to share the discussions they have had at home.

Reporting

Teachers meet with parents three times per year 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.

Display

At Newlands we recognise the importance of display in the teaching and learning of Literacy. Every class should display Literacy work celebrating a variety of children's writing. The process of writing is as important to display as finished pieces of work – a 'working wall' can support children in seeing the journey their learning is taking towards a final outcome. Topic words are displayed in the classroom so that children have easy access to vocabulary they may need in their speaking and writing. Taught spellings are also displayed and changed weekly.

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, providing suitable learning opportunities for all.

This policy is a working document and is subject to changes in line with the needs of the school and our pupils.