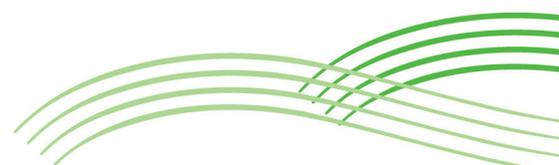




Literacy Policy

Key Document details:

Author:	A Gale	Approver:	Quality Man/CEO
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Introduction

Literacy at Haydon Wick Primary School:

The use of English is the foundation of all learning. Literacy encompasses the skills of reading, writing, speaking and listening. As our Literacy teaching is topic-based, we look for opportunities to promote literacy skills through all areas of the curriculum. Literacy skills are taught in class but are also encouraged in other important areas of school life such as pupils' assembly presentations, drama productions and small group / whole class discussions across all areas of the curriculum.

Aims

Literacy is a core subject in the National Curriculum and our aim is that all children will develop the necessary skills to use the English language confidently, appropriately and accurately to the best of their ability. At Haydon Wick we have put into place the National Curriculum 2014 as a basis for planning our literacy work and where possible we do cross curricular literacy to suit our class topics.

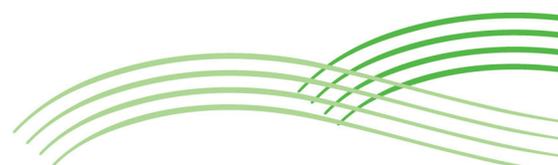
Structure

Foundation Stage

We believe that communication and language with opportunities to explore reading and writing underpins children's future learning. The practice in Foundation Stage will follow the QCA/DFES curriculum guidance and will work towards the Early Learning Goals and month bands aiming to meet the statement of the goals by the end of reception year.

In reception the daily routine will include planned adult led activities and child initiated time to encourage independent learning, these include:

- a wealth of opportunities to develop and experience speaking and listening;
- experiences that develop gross and fine motor skills through play and handwriting activities;
- sharing and enjoying a range of rhymes, songs, stories and books;
- immersion in a print rich environment with opportunities for oral language and written communication, e.g. differentiated phonic activities;
- focus activities that teach children early communication language and literacy skills.

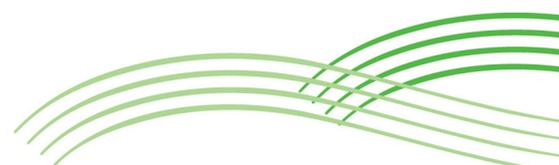


KS1 The teaching of literacy in KS1 will include:

- explicitly taught and planned sessions following the guidance and objectives of the English curriculum.
- speaking and listening activities, e.g. role play, paired talk, drama and hot seating in order to prepare pupils for the writing process;
- word level work with explicit teaching of phonics and spelling, following the letters and sounds programme;
- sentence level work led by quality texts to develop grammatical awareness and punctuation skills;
- text level work using a range of genres will develop comprehension and composition skills and the understanding of print;
- letter formation and handwriting taught and modelled using the Nelson style;

KS2 The teaching of literacy in KS2 will include:

- speaking and listening activities, e.g. making formal presentations, role play, Talking Partners, drama and hot seating in order to prepare pupils for the writing process;
- word level work with explicit teaching of spelling strategies and rules and phonics where required;
- sentence level work led by quality texts to develop grammatical awareness and punctuation skills;
- text level work involving reading a range of genres to develop comprehension skills and writing;
- a range of text types, including cross-curricular writing, modelled to promote sustained composition;
- handwriting and presentational skills are taught and modelled;



Speaking and Listening:

In line with the New National Curriculum, we believe that speaking and listening is fundamental to children's development and that confidence in this area is essential to be successful in all areas of the curriculum. The four strands to speaking and listening are:

1. Speaking;
2. Listening and responding;
3. Group discussion and interaction
4. Drama.

These oral skills are directly taught, modelled and sensitively encouraged in whole class and small group settings. Opportunities across the whole curriculum are planned for and developed. Children play an active part in presentations, topic talks, group discussions, debates and drama activities.

Word Level Work

Phonics

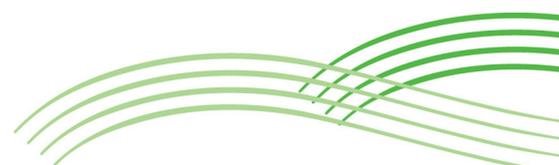
Children in the Foundation Stage and KS1 follow the programme: 'Letters and Sounds.' Phonics is taught explicitly in Foundation Stage and KS1 and where necessary in KS2. Letters and Sounds is a powerful teaching tool which ensures that young children will be well-placed to read and spell words with fluency and confidence by the time they reach the end of KS1. Phonics is taught regularly with fun, rigour and pace.

Spelling

Children's phonological awareness and spelling strategies are regularly assessed and informs teaching. Dedicated time is allocated for teaching and investigating spelling, as well as word level work linking to a related text in the main literacy session. Most children are given spellings to take home and learn each week. Children will be able to write from memory simple sentences dictated by the teacher.

Vocabulary, grammar and punctuation

Children will be taught age appropriate grammatical features of written Standard English in line with the new National Curriculum.



Sentence level work: This includes grammatical awareness, sentence construction, punctuation and the higher skills of grammar. This is taught directly through quality texts, modelled examples and investigation. Shared Writing is used alongside personal writing, children's examples and participative activities. Sentence level work is taught through the main literacy session and at other times where required. Pupils will be taught to use adventurous vocabulary, put their ideas into sentences and use a clear structure to organise their writing. Children are encouraged to read their work aloud.

Reading:

We believe in developing a reading culture throughout the school by creating class book areas and a school library. Children are encouraged to read a wide range of reading books. Children are able to take home a reading book to share with to their parent/carer regularly. KS1 parents are encouraged to make a comment in their child's home-school reading record on how their child read. KS2 children are expected to complete an activity related to the book, chosen from a given selection.

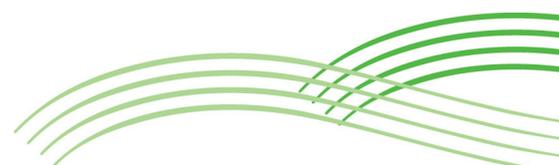
To further enhance our children's enjoyment of reading, and to inspire them, we organise twice yearly author visits.

Reading is taught through:

1. **Whole class reading** that develops listening skills, a love of story and reading for pleasure. This is teacher led reading with children listening, and responding to questions, predictions and vocabulary choices as appropriate.
2. **Shared reading** that immerses children in the pattern of story and features of text types. This happens in literacy sessions when introducing text and prior to writing. Immersion in reading, talk and preparation for writing is essential to the writing process.
3. **Guided Reading** where children are grouped according to their ability. They work with a teacher or TA to read and discuss various aspects of different texts. Books are often reread to improve fluency.
4. **Individual Reading** where children read one to one with an adult. Through this phonics, decoding strategies and comprehension are modelled. For a more specific account see below.
5. **Reading comprehension** to develop the children's reading skills by ensuring that they fully understand the text they are reading.

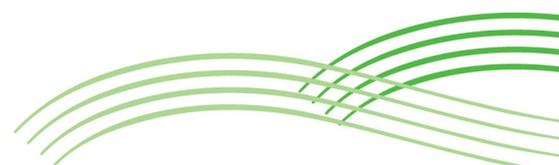
In KS2 we use a range of methods to teach reading. These include Guided Reading, individual reading; whole class 'Story Time' in addition to sharing texts as part of our everyday Literacy sessions.

We believe we should tailor our use of strategies to the child and children who we are working with. We have agreed:



- We need to use a wide range of texts to include all genres for Guided Reading, planning for which can be on the separate sheets if necessary, or otherwise in the same style and format as the other subjects.
- We recognise the importance of the Whole Class Reading Book or 'Story Time'.
- Children reading at a level lower than age expected – especially ones on the scheme, need to be heard regularly and the teacher monitors closely their progress and further support required.
- Children on reading scheme need to read every colour but not necessarily every book in that colour – teacher discretion.
- We use Monday assembly time to help focus on Guided Reading if needed.
- In Year 6, in the spring term, children take part in reading booster groups, as part of their Guided Reading time.

All the above strategies are flexible and must be to meet the needs of the class; however **the class teacher** must always know the current ability of their children and make any decisions about the reading of the children in their class e.g. What support is appropriate for them, when to move up a reading level etc.



Writing is taught through:

1. Shared writing that is modelled by the teacher as the expert writer with contributions from the children.
2. Guided writing that targets children at their present point of writing, whilst modelling the next stage of progress.
3. Opportunities for developmental writing.

In Foundation stage children should experience writing in a range of settings, and opportunities for developmental writing should be available through all areas of learning and throughout the learning environment. Children's own attempts at early writing should be celebrated and promoted, alongside the direct teaching of the key skills that will enable the children to progress through the stages of writing development. In Foundation stage and KS1, children's writing that needs interpretation must be scribed by a teacher or adult working with the group. Ideally this is during the literacy session.

4. Independent writing and increased sustained writing.
5. Develop a writing environment.

Handwriting

Handwriting and letter formation is taught explicitly throughout the Foundation Stage and KS1 and where appropriate in KS2, following the Nelson handwriting scheme.

Assessment

At Haydon Wick we use the National Curriculum Band descriptors, devised by The White Horse Federation, to Band children's writing at least 5 times per school year. Individual targets are then set and discussed with children so that they are clear how they can make progress across the next term. Samples of banded writing are moderated across the school regularly at each assessment point. We use Target Tracker to input assessment data.

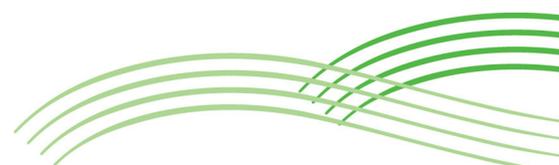
Reading is assessed 3 times per year and assessment data is put onto Target Tracker so we can clearly identify our target groups in both reading and writing.

Daily marking of children's writing is also completed by the teacher, regularly using 'Two Stars and a Wish' system to celebrate the children's successes, and to guide them as to how to continue to make progress. (See marking policy for further information).

Each child has a bookmark with specific personalised learning targets to help them progress in their literacy which is updated regularly by the teacher.

ICT

Information and Communication Technology is used to enhance the learning experience and support effective teaching. All classes have an interactive whiteboard and computer and there is a computer suite available with at least one computer per child. There are a number of additional laptops that may be booked out by individual teachers to support small group work within classrooms. In addition to these resources, a class



set of i-pads are also available to further support learning within the classroom. There are a range of writing and teaching programs on all computers to support the teaching and acquisition of literacy skills and for presentation of work.

Equal Opportunity

Equal opportunity will be extended to all pupils. All children have an entitlement to access the work outlined within the English Curriculum at an appropriate level.

Health and Safety

We recognise the importance of close supervision of the children during activities undertaken outside the classroom. We invite parents and Teacher Assistants to help the class teacher ensure the safety of the children on such occasions.

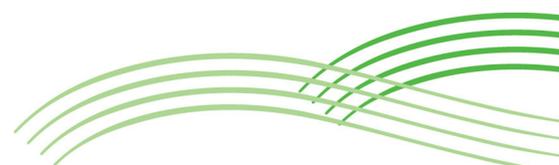
Special Needs

Those children who are recognised as having special educational needs will follow a similar scheme of work to that of their peers. However, the work, if necessary will be differentiated to meet individual children's needs. To help boost reading and writing we also use the ELS and ALS programme with those children who need extra support.

Children that are SEN will often work 1-1 on individual programs with a TA.

Review of the Policy

At the end of each academic year, or whenever appropriate, this policy will be discussed and if necessary revised in response to any changes made locally or nationally.



English Scheme of Work Upper KS2

Y5/6

Fiction	Poetry	Descriptive Writing	Story Writing	

Non-Fiction	Recount (Visit)	Instructions (science / DT)	Report (Newspapers)	Explanation
	Persuasive	Discussion		
Other Writing: Letters / Leaflet/ Invitation / Advice/ Complaints				
Story types: Dangerous Place (Spooky Cott), Character Flaw				

Y4/5

Fiction	Poetry	Descriptive Writing (based on topic – fig Lang)	Story Writing (more emphasis than Y6)	Narrative Poetry (Highway Man)?	Play scripts 2

Non-Fiction	Recount (Visit)	Instructions (science / DT)	Report (Newspapers)	Explanation 2
	Persuasive	Discussion		
Other Writing: Letters / Leaflet/ Invitation / Advice/ Complaints				
Story types: Defeating Fear, Warnings				