



Literacy Policy

Reviewed: July 2016
Approved:
Renewal Due: July 2017

Aims

At Ryhill we believe that language and literacy is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We aim to deliver quality teaching of basic and higher order reading, writing, grammar, spelling and speaking and listening skills to enable children to become confident and successful in literacy.

We want all our pupils by the end of Year Six to be able to:

- 📖 read and write with confidence, fluency and understanding
- 📖 be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes
- 📖 understand the sound and spelling system and use this to read and spell accurately
- 📖 have fluent, legible and cursive handwriting
- 📖 have an interest in words and their meaning and a growing vocabulary
- 📖 know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot
- 📖 understand, use and be able to write a range of non-fiction text
- 📖 plan, draft, revise and edit their own writing
- 📖 have a suitable technical vocabulary through which to understand and discuss their reading and writing
- 📖 be interested in books, read with enjoyment and evaluate and justify their preferences
- 📖 through reading and writing, develop their powers of imagination, inventiveness and critical awareness
- 📖 Understand the rules of grammar and spelling and apply this knowledge to written work and in context.

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 EYFS curriculum guidance.

In FS2 the daily routine will include planned and spontaneous activities that 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
- 📖 Guided Reading groups

- big book/interactive text activities with a shared reading and writing focus each week
- Daily teaching of phonics through the *Letters and Sounds* programme.

KS1

At the beginning of Year 1, the assessments from Foundation Stage will enable the planned work to follow a smooth transition.

The teaching of literacy in KS1 will include:

- explicitly taught and planned sessions following the guidance and objectives of the National Curriculum
- Speaking and listening activities, linked to Talk for Writing strategies, e.g. role play, pair talk, drama and hot seating in order to prepare pupils for the writing process, where appropriate
- Immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication.
- Best Write sessions to encourage the development of independent writing
- Daily teaching of phonics through the *Letters and Sounds* programme

KS2

At the beginning of Year 3, the teacher assessments and the statutory tests will enable the planned work to follow a smooth transition.

The teaching of literacy in KS2 will include:

- explicitly taught and planned sessions following the guidance and objectives of the National Curriculum
- genre overviews to identify the success criteria of each unit of work and weekly plans tailored to the needs of our children
- explicit teaching of spelling strategies and rules (and phonics where required)
- reading a range of genres to develop comprehension skills and scaffold writing;
- a range of text types, including cross-curricular writing, modelled to promote sustained composition;
- handwriting and presentational skills taught and modelled using cursive script;
- immersion in a print rich environment that promotes a reading culture and develops speaking and listening;
- Best Write sessions every week/two weeks (depending on the needs of the class) to further develop independent writing
- A weekly, discrete grammar lesson

Phonics

Children in FS2 and KS1 follow the programme 'Letters and Sounds,' which encapsulates the reading review recommendations led by Jim Rose, (refer to the Rose Report for further details). 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 every day in FS and KS1

Spelling

Children's phonological awareness and spelling strategies are assessed and inform teaching. Dedicated time (3 x 20minutes per week) is allocated for teaching and investigating spelling, as well as word level work linking to a related text/task in the main literacy session. Activities/work/photographs of this is recorded in children's 'Spelling Activity Book'. Teachers use the **No Nonsense** spelling scheme to support the teaching and learning of spelling in class. Each class has a Spelling display to show which pattern or rule is being learnt and investigated each week.

Each class teacher provides weekly spelling lists for children to take home and learn. The spelling lists are differentiated according to ability, if needed. **Spelling for Literacy** books in each class are used to provide children with their weekly spelling and activity homework. Children are encouraged to practise their spellings on a weekly basis as a homework task and each teacher completes a spelling test, weekly, recording pupils' scores in order to track progress. . Word banks (given and created), along with dictionaries can be used to support children's spelling at the point of writing.

Reading

We believe in developing a reading culture throughout the school by creating welcoming book areas in classrooms and raising the profile of reading through a print rich environment, attractive book displays and promoting the written word at all times. High priority is given to reading in KS1. Children are placed in ability groups for reading and read a wide range of reading books suitable for their reading age. Children are able to take home a reading book to read to/with their parent/carer each week.

All KS1 and KS2 children are provided with a home reading record book (home-school diary) and are asked to record their home reading. Children are expected to read and return their signed reading records at least 3 times per week. Children are expected to read their school-provided book (based on their ability) at home but are also encouraged to read books, magazines or newspapers of their choice at home, in addition.

If children are not reading 3 times a week (evidenced with their signed reading records), there will be consequences in the form of yellow and red cards. Children will be reminded daily when reading records are checked that they must read and have their reading records signed to avoid such consequences.

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 to the level of the children.
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. The teacher models as an expert reader and draws out the key elements of the content.
3. Guided reading that targets children's reading skills. Guided reading takes place in small groups with teacher input using an appropriately levelled text. In Foundation, KS1 and KS2, sets of guided reading books are book banded and stored together. A Reading Assessment Tracker is used to track each group's progress and monitor the objectives they have covered. Each group reads with an adult at least once every week.
4. Individual reading in class (please see section below)
- 5.
6. Independent reading in school and at home. Books are changed on a weekly basis by teaching assistants or teachers in FS2 and KS1, and by a teaching assistant or the child in KS2.
7. The reading environment. The print rich environment encourages children to interact with displays, to follow instructions and signs, promoting functional language. Within the classroom the reading area is attractive and inviting and books are clearly accessible. Themed displays are encouraged throughout school. Books are also displayed and promoted around the classroom and the whole learning environment of the school. Book and audio tapes along with story props and puppets enhance the reading environment and process.
8. The school library provides reference and reading materials for children and teachers. Each class has an allotted time to attend the school library on a weekly basis. Children can borrow books from the library to take to class/home to read for pleasure or to support with school work.

Non-negotiable expectations for reading

All classes must have:

- A guided reading file which is easily accessible for moderation by the reading leader (weekly, or whenever needed).

The file should contain (Class teacher's responsibility)

- A record of books read by each group
- All session sheets and planning
- Assessment sheets for groups (Year 2 and 6 will have individual sheets for external moderation purposes)
- Salford Tests (list of all children's reading ages within the class)

Salford Test Results are colour coded to reflect the following:

- **RED** – if 2 years or more below their chronological age
- **YELLOW** – if 1-2 years below their chronological age
- **GREEN** – if 1 year or below their chronological age
- **PURPLE** – above chronological age

The following now applies for children up to and including Year 4

- **RED** CHILDREN – are listened to **EVERY DAY** by an adult
- **YELLOW** CHILDREN – are listened to **3 TIMES** a week
- **GREEN** AND **PURPLE** CHILDREN – are listened to **ONCE** a week

When a child is heard read, a comment is put in their home school reading record by the adult hearing them. A **TEACHER** will read once a fortnight with **EVERY CHILD** in their class.

Year 5/6

RED children will read twice a week with an adult – preferably the class teacher

Writing

We believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have the potential to be successful writers. The compositional and transcriptional skills are taught alongside the creative aspects. Immersion in reading, talk and preparation for writing is essential to the writing development process.

Writing is taught through:

1. Shared writing that is modelled by the teacher as the expert writer with contributions from the children. This is teacher-led writing with children watching and contributing ideas. Shared writing is not exclusive to literacy sessions and can be taught within other subjects. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, presentational and text-level skills or other key strategies needed in writing. Not all of these can be modelled in one session, but the teacher as the expert writer leads the cumulative writing process.
2. Guided writing that targets children at their point of writing. Guided writing takes place in small groups with a teaching focus using targets and writing already modelled. The main part of such sessions is spent with the child writing and the adult intervening as appropriate. In Foundation stage the child receives more individualised support from the teacher at the point of writing.
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 may be scribed by a teacher or adult working with the group.

4. Independent writing. Throughout the school children need opportunities to develop their confidence and practise their writing skills. All writing activities should have a purpose and quality should be promoted through book making, publication or presentation to another audience. Writing is modelled and supported from immersion to quality writing. Independent writing is supported through the use of dictionaries, thesauruses, word banks, writing frames or plans and alphabet cards. From Year 1 to Year 6, children take part in **Best Write** sessions, with the frequency varying according to the age and ability of the children. These sessions involve a teacher-led session which focuses on various aspects of writing (structural, grammatical, text-level etc.), followed by an independent writing session. The children are given a specific target (or targets) for each piece of Best Write work and are reminded of this target/focus mid-way through the session.
5. Writing environment. The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms should have attractive and well-equipped resources for writing that children can access through a writing area or table. Opportunities for writing are planned for and accessible throughout the learning environment and school day. Functional and creative writing are demonstrated and promoted by staff and visitors.
6. Skills in grammar, punctuation and spelling are taught both discreetly and in context. Weekly, discrete grammar lessons focus on a particular grammar or punctuation skill as per the National Curriculum expectations for each year group. Grammar and punctuation lessons should include primarily, practical, active and fun tasks to help children to investigate and play with grammatical rules. This learning should then be modelled, discussed and applied in context through other reading and writing opportunities in the remaining literacy lessons. Wherever possible, the content of the grammar lessons should be linked to the text-type, purpose or audience of the writing being covered that week/unit of work.

Best Write

Aims of 'Best Write'

-  To ensure that all children have a secure knowledge of basic skills and continue to practise them regularly throughout KS1 and 2
-  To practise and apply learning from literacy and grammar lessons, weekly
-  To develop a writing voice through speaking and listening activities
-  Opportunities to revisit text types and apply skills learned in current text type

Planning of 'Best Write'

-  Teachers should plan the 'Best Write' session linked to the unit of work which is being taught at the time.
-  On occasions when appropriate, 'one off' lessons can be delivered, these need to have a relevant stimulus which will motivate the children to write.
-  It is expected that children will apply the skills that they have been taught during the week – especially grammar skills and spelling rules/patterns

- 📌 The working wall will help to scaffold learning during the 'Best Write' session.

The structure of 'Best Write' session

- 📌 'Best Writes' to be delivered weekly and writing to be seen in literacy or topic books.
- 📌 The timetable has been altered to give the children the opportunity to plan, orally rehearse and produce an extended writing session.
- 📌 The children should be given the opportunity to plan their writing in an appropriate format. This should be in a jotter, on a whiteboard or on paper. This can be a mixture of independent, group or paired work over the course of the year.
- 📌 The children in KS2 will be given at least 40 minutes to write and 30 minutes in KS1. Children in Y1 will work towards an extended writing by the summer term.
- 📌 Differentiated success criteria may be used to support children's writing. If in the form of a checklist, this can be stuck in books to support self and/or peer assessment.

During the lesson

- 📌 When children are given the opportunity to write, they will be expected to write in silence.
- 📌 Music will be played to create a calm, working atmosphere.
- 📌 Generally children will be expected to write independently. Adult support in class may be used to support a group on occasions, where appropriate.

Marking of work

- 📌 A 'cold' piece of writing MAY be completed before a unit (this should not be used to reach final assessment judgments in KS2). Cold pieces should be marked with a next step and a stamp. This can then be used to inform planning.
- 📌 All 'Best Write' should be highlighted as stated in the marking policy and next steps given. In KS2, children should be given an opportunity on a regular basis to self-edit and improve work (using green pens) *before* the teacher provides feedback.
- 📌  purple highlighter should be used to indicate to the pupil where they have used something that has enhanced their writing (e.g. vocabulary/a feature of the text type) or used punctuation correctly or for effect.
- 📌 A comment should then be made on what elements were completed well and which areas need improvement – A next step.
- 📌 Work should then be improved as suggested in the scaffolded comment or next step provided by teacher feedback.

Handwriting

Handwriting and letter formation is explicitly taught throughout the school. The correct way of forming letters with joining flicks is modelled by the teacher and patterns of letters are taught where appropriate in KS2. Handwriting sessions are held at least twice weekly in

class 1-6. Children in Y2 upwards should be taught cursive script, according to the expectations of the national curriculum.

Children need to have adult interventions during handwriting sessions to ensure incorrect formation is not practised. Good presentation is emphasised at all times and through all forms of writing. In Foundation Stage children are taught to write their name through tracing, copying and writing from memory. Support is given to those with poor pencil grip through triangular pencils and pencil grips.

In KS2, children who consistently produce neat, legible and joined handwriting can be nominated by their class teacher to receive a *Pen Licence*, allowing them to write in pen in literacy and topic books. The literacy coordinator will review the handwriting of the pupil 'nominated' and will decide if they meet the handwriting expectations to receive the award. Children who can then write fluently in a clear, joined script at pace with their handwriting pen, can also be nominated to receive a fountain pen through the *Super Pen Licence Award*.

Marking in Literacy

For each piece of work the learning objective stamper is used to show: learning objectives achieved, partially achieved or not achieved. This allows children to see at a glance if they have achieved, partially achieved or not achieved the objective of the lesson.

 If the learning objective has not been achieved or if it has only been partially achieved then next steps are provided. These are then identified and completed as part of the following lesson or morning work when appropriate. If the learning objective has been met, next steps are sometimes used to progress children through deeper learning questions/tasks (please see the SPaG marking book to help with ideas for next steps in grammar).

A positive comment is regularly provided in purple pen to celebrate a child's work when appropriate. Feedback aims to be as specific as possible, unless the writing is to be used for assessment purposes in Y6.

See 'Best Write' section for marking of Best Write work

Non-negotiable expectations for literacy

-  Teachers use the ***Progression In Writing*** and ***Progression In Reading*** planning documents to support planning for the year group expectations (Y1-6), according to the National Curriculum.
-  A 'discrete' grammar lesson is delivered every Monday, focusing on the grammar content identified in the Progression Planning documents.

-  These sessions should be linked, wherever possible, to the content of the unit of work and then continued to be taught and applied in context throughout the other literacy lessons that week.
-  A discrete spelling session should be taught for 20 minutes, 3 x per week in KS1 and KS2 which focuses on spelling investigations of spelling rules/patterns. The class spelling display should show which rule or pattern in being learnt that week.
-  Weekly spelling lists and activity sheet (differentiated where needed) should be given to children as homework, using the ***Spelling for Literacy*** resource books.
-  Spelling tests should be completed every week in every class.
-  The ***No Nonsense Spelling*** scheme should be used to support the teaching and learning of age-expected spelling in class.
-  A class author should be identified each term and a class book used as a stimulus/focus of most literacy lessons.
-  Best write should be completed in every class at least every 2 weeks.
-  Guided reading should be completed in every class, daily.
-  Individual readers are listened to in line with colour-coded system of the reading policy.
-  Home-School Diaries should be checked weekly by the class teacher to monitor home-reading.
-  All children should have a *Writing Journal* for regular free-writing opportunities.