



“Always try your best to be your best”.

A Statement of Policy for the Literacy Curriculum

Introductory Statement

This policy is written within the context of the programme of study for English and the primary framework for literacy. The daily literacy session is designed to provide a structure of time and class management that reflects the teaching objectives in the Primary Framework. While the framework provides details of what should be taught, the literacy session is the means of teaching it. Additional time may also be needed for:

- Continuing the practice of reading to the class;
- Pupils' own independent reading;
- Extended writing through using the writers tool kit teaching sequence.

The English policy covers speaking and listening, reading and writing, grammar, punctuation and spelling. Some aspects of each are distinctive, but since language development depends on their interrelationship, teachers need to build on the links between them. Teaching should therefore ensure that work in speaking and listening, reading and writing is integrated.

Language and literacy are learned most effectively in social contexts, and for real audiences and purposes. Language learning takes place through interactions in meaningful events, rather than through isolated and decontextualized activities. Pupils come to school with some knowledge of the conventions of print gained through their interactions with the environment. They also demonstrate in varying degrees, a competence with speaking and listening.

It is essential that language and literacy are embedded in other curricular areas to reinforce learning. Teaching and planning ensures that knowledge and skills taught in English are applied in other subject areas.

The school acknowledges and builds on previous learning to enable all pupils to communicate effectively in speech and writing, and to become keen and enthusiastic readers. In order to become confident users of language, pupils need to be able to write, speak and read Standard English with fluency and accuracy. However, the richness of other dialects and languages is celebrated within the school.

At Lacewood we are aware of our responsibilities under the Children Act 2004. The five outcomes are well known: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving economic well-being. We at Lacewood believe in a philosophy of educating the whole child through a holistic view of education. Literacy must be seen as a fundamental part of that agenda and crucial in 'narrowing the gap in outcomes between those who do well and those who do not'. Without the ability to communicate effectively in speech and through reading and writing, children and young people are seriously disadvantaged for life.

Equal Opportunities and Inclusion

At Lacewood we believe in and practise an inclusive policy of education. All pupils have equal access to the literacy curriculum regardless of gender, religion, race or ability and teachers should encourage a positive





“Always try your best to be your best”.

attitude to gender issues which may arise in the children’s studies. Pupils are encouraged to value social and cultural diversity through stories, poems and drama. Children with special educational needs should be encouraged to work at an appropriate level to develop their knowledge, understanding and enjoyment of the subject. (See S.E.N. Policy)

Special Educational Needs:

Modification of the Primary Framework is addressed by individual members of staff. This may include:

- Literacy Hour work being linked to SEN support plans.
- Differentiation of teacher input.
- Additional adult support.
- Modification of the task set.
- Varying the time allowance for a particular task.
- Extra support for children with special needs through structured programmes, such as Fresh Start (RWI), Reading Recovery, Read to succeed, Booster groups, Individual programmes linked to SEN support plans, Toe by Toe, Read write Inc, Stairway to spelling.
- Working on a set of personalised objectives, appropriate to the child’s level of development.
- Special resources to provide extra support

SPEAKING AND LISTENING

Rationale

The development of pupils' understanding of the spoken word and the capacity to express themselves effectively in a variety of speaking and listening activities, matching style and response to audience and purpose is central in the learning process across the whole curriculum. Purposeful talk is one of the main ways through which children construct and refine their understanding of language. Talk should underpin all language activities. Before starting school many pupils have acquired considerable experience in, and command of, spoken English. Progress towards fluent and independent oracy begins at home, and many pupils enter the school with a greater awareness and experience of the spoken word than of writing or reading. However, we recognize that the speaking and listening skills of some of the children entering Lacewood in the Foundation stage are below the national expectations and children at Lacewood are at an immediate disadvantage. At Lacewood we have a primary aim to give the children the skills to enable them to bridge this gap by the time they leave for secondary education.

Aims

- To develop pupils’ use of spoken English, by building on their previous experience, extending their vocabulary and sensitively developing their spoken grammar skills.
- To enable pupils to speak as fluently and confidently as possible in a variety of situations and contexts.
- To increase the range and variety of purposes for which pupils can understand and use languages.
- To enable pupils to make responses in a variety of appropriate forms, techniques and styles.
- To enable pupils to respond appropriately to others, understanding that listening is just as important as speaking.
- To provide opportunities to enable pupils to participate individually, in pairs (TTYP), small groups and class discussions co-operatively.
- To give pupils the opportunities to participate in a wide range of drama activities and to evaluate their own and others' contributions.
- To establish an environment, which promotes active listening and productive talking.





“Always try your best to be your best”.

Objectives

Pupils will be given opportunities to:

- Convey messages, be involved in role-play, express understanding of narrative structure, recite poems, and recount events. Listen and learn some rhymes and poetry. Express feelings and opinions, read aloud and ask and respond to questions to clarify meaning.
- Experience different styles and forms of spoken language for a variety of purposes and encouraged to make the appropriate responses in a range of situations. These opportunities will include working in different groupings and talking and presenting work to a range of audiences.
- Speak audibly and clearly, using spoken Standard English in formal contexts.
- Listen attentively to each other, taking others' views into consideration, expressing and justifying own opinions.
- Participate in drama activities and performances of various kinds, using appropriate language. Plan presentations, e.g. to the class, school assembly, etc.
- Explore, develop, clarify ideas, predict outcomes and discuss possibilities. Develop language for independent critical thinking.
- Observe the conventions of talking and listening, e.g. my turn, your turn, as a member of a group, etc.

Policy in Practice

A variety of approaches and activities are used to enable pupils to practise the skills outlined in the aims and objectives.

These will include:

- Pupils memorizing a variety of rhymes and poems.
- Adults modelling of speech and quality interaction with pupils
- A variety of socio dramatic play situations
- Class and group discussion of stories, events, feelings, ideas, etc. Interaction with a range of audiences.
- Pupils' conveying messages and information to peers and adults.
- Reading aloud and presenting to different audiences.
- Participation in drama activities, choral speaking and role-play.
- Giving and responding to simple and increasingly more complex instructions and explanations
- Time to practise the sounds, rhythms, words and structures of language, e.g. rhymes, riddles, word games, jokes, etc. word games/jokes.
- Use of telephone to develop conversational speech
- Pupils encountering a range of purposes, audiences and contexts that challenge them to use language in different ways.
- Links are made between oral and written language.
- Homework at Lacewood is structured to encourage speaking and listening at home through interaction between parents and carers, with the child, whilst completing the task.
- Using strategies and approaches developed through the communication friendly school programme.

READING

Objectives

- Develop a whole school approach to the systematic teaching of reading skills within the context of the 'Simple view of reading' model highlighted by the Rose Report 2006. Which identifies the two elements of reading word recognition and language comprehension.



“Always try your best to be your best”.

- Foster the reading habit by giving opportunities for reading and demonstrating own enjoyment of reading.
- Ensure sufficient good quality material is available for all age ranges
- Demonstrate to parents how they can help their children to become happy and successful readers and involve them in the process.
- Provide a literacy rich environment within all areas of school.
- Develop an awareness of print in a variety of formats according to the audience and purpose.
- Develop the ability and skills to locate, discriminate, and select and organise, relevant information from non-fiction texts
- Encourage pupils to make choices and become discriminating readers, able to review their reading and express opinions.
- Provide extra support for pupils with special needs through structured programmes
 - Reading recovery
 - Every child a reader
 - Read to succeed
 - Booster comprehension groups
 - Individual programmes based on SEN support plans
 - Read Write Inc.

Develop effective and efficient mechanisms to monitor and assess the pupils' reading progress in order to lead them towards greater achievement.

Policy in Practice

Organisation of Resources

The library which contains a varied selection texts, fiction and non-fiction is organized according to the Dewey decimal system and is situated in Hazel room. The children are encouraged to use this area to develop a wide range of research skills. Early years and lower school big books are stored along the main corridor next to key stage 1 classrooms and upper school big books stored outside y5/y6 classrooms. Guided readers at Key stage one are stored in Sycamore room and include Oxford Reading Tree, Literacy World, Discovery World, PM Starters, Sunshine Spirals and Literacy Links and Big Cat phonics. Oxford Project X books are stored in the classrooms. These books are available to ensure reading across a range of schemes and are levelled according to the Book Banding system. At Key Stage 2 selections of guided reading books can be found in classrooms and a central resource of texts for children to take home are located on the corridor. These are levelled; red developing readers, blue consolidating readers, green confident readers. There is a central store of class sets of key stage 2 novel study books, which are used to teach narrative objectives in the primary strategy scheme of work. These include *Mr Stink*, *Goodnight Mr Tom*, *Street Child*, *The Wreck of the Zanzibar*, *MacBeth*, *Hodgeheg* and *Escape from Pompeii*, *Twits*, *George's Marvellous Medicine*, *One Boy's War*, *A Midsummer Night's Dream*, *Harry Potter*, *Narnia*, *Butterfly Lion* and *The Stone Age Boy*.

Print Rich Environment

As part of our learning wall policy, key stage1 and 2 have VCOP interactive word/sentence level displays. Similarly displays linked to foundation subjects are used as opportunities to enhance and promote reading development through adding questions to promote discussion.



“Always try your best to be your best”.

Teaching and learning

Shared, guided and independent reading is used to teach the objectives found in the 2014 National curriculum for English. The importance of the systematic teaching of phonics is recognized at Lacewood. We therefore use the Read Write Inc. programme developed by Ruth Miskin. The children are assessed for their phonic skills and knowledge and then grouped according to their needs. The children are taught in these groups for one hour per day using the Read Write Inc. programme. Foundation also teach phase 1 of the Letters and Sounds scheme. Other opportunities for reading, e.g. sustained reading, sharing a class novel are used to enhance literacy and promote the idea of reading as an enjoyable experience. A range of text in fiction and non-fiction is used making full use of cross-curricular links outlined in our long term planning. Foundation has a selection of core reading books which are read and re-read throughout the year. These books include influential books for that year group and books by important children’s authors. The themes, use of language, characters and structures of the books are explored by the class. It is hoped that the children will develop a love of books by listening to timeless and well-loved stories read enthusiastically by teachers.

Home/School Partnership

Open evenings provide an opportunity to ensure all partners share children’s targets.

Community Involvement

Local writers and specialists are encouraged in order to provide positive role models.

Special Needs

Additional support is given through early intervention. Strategies used in school at appropriate parts of the Literacy hour. (See page 2).

Assessment and record keeping

See Feedback Policy.

Planning, monitoring /evaluation

See Teaching and Learning Policy.

Role of Co-ordinator

Consulting and advising colleagues
Assisting planning process
Planning and delivering Inset
Monitoring and developing resources

Practice in relation to Equal opportunities

At Lacewood Primary School it is believed that there should be equal access to the curriculum for all pupils. (see page 2)

Cross-Curricular Issues

Links across the curriculum have been established through long term planning in order to ensure that links with literacy objectives are fully exploited and children’s learning is developed in meaningful contexts.

ICT

ICT is used to promote reading by enhancing opportunities for paired work, group work and teacher led demonstrations through reading/writing on screen and by using other media including communication by using e-mail and the internet.



“Always try your best to be your best”.

WRITING

Rationale

In order to help pupils to succeed as writers, they must be encouraged to read as writers. This means they need to explore structure, style, vocabulary and a wide variety of text types. Writing must be introduced in meaningful contexts, where there are audiences other than the teacher.

It is also essential to provide a balance between narrative and other forms of writing as indicated in the 2014 National curriculum for English. Focused teaching on the objectives in the framework will facilitate pupils' progress and ensure continuity and progression.

Aims

- To build pupils' confidence in their ability to write effectively for a range of purposes audiences including ICT.
- To ensure equal opportunities and access to the writing curriculum for all pupils.
- To use assessment to inform the planning of differentiated work.
- To teach grammar, punctuation and spelling strategies.
- To help pupils improve handwriting and presentational skills.
- To develop parental partnership.

Objectives

Develop a whole school approach to the systematic teaching of writing skills within the context of the 2014 National curriculum for English.

- Practise and develop writing skills in a positive environment, matching style to real audiences and purposes.
- Ensure a range of quality materials and resources are available for all pupils.
- Teach a variety of strategies to develop style, structure and language features of a range of genres, including narrative and non-narrative.
- Monitor, assess and record pupils' progress on a regular basis.
- Ensure access to word processing and other media to support development in re- drafting and editing texts
- Develop partnership with parents so they understand the school's approach and can help their children to become successful and confident writers.
- Develop handwriting and presentational skills as outlined in the school policy.

Policy in Practice

Organisation of Resources

Writing equipment for modelling, including interactive screens are found in each class. Dictionaries, thesauruses and library books are purchased on an ongoing basis.

Print rich environment

Displays of pupils' work in a range of genres, interactive displays with range of fonts, including ICT, writing corners are included in socio - dramatic play areas. As part of our learning wall policy key stage 1 and 2 have VCOP interactive word/sentence level displays.



“Always try your best to be your best”.

Teaching and Learning

Text/sentence/word level objectives are taught using a variety of strategies such as adults modelling, shared and guided writing, including interactive methods to ensure inclusion of all pupils in the writing process. Super Seven, a programme designed to develop sentence structure originally formulated by Pie Corbett, has been adapted to be used throughout school. Opportunities for independent writing -in a range of contexts for real audiences and purposes are ensured through established cross-curricular links in long term planning. Teachers teach using approaches such as the writer’s toolkit, Recipe for Success (RFS) and Steps to Success, Super Seven and Super Paragraph.

Home/School Partnership

Homework and open evenings provide opportunities to ensure children’s targets are shared by all partners.

Community Involvement

Local writers and specialists are encouraged to provide positive role models for writing.

Special Needs

Additional support is given through early intervention strategies and booster lessons.

Assessment and record Keeping

See Feedback Policy.

Planning, monitoring Evaluation

A writing portfolio has been developed and regularly reviewed to ensure standardizing of teachers marking for writing. This is achieved by taking examples of work from each class from each of the writing assessments.

Role of Co-ordinator

Consulting and advising colleagues
Assisting planning process
Planning and delivering Inset
Monitoring and developing resources.
Liaising with outside bodies.

Practice in relation to Equal Opportunities

At Lacewood Primary School it is believed that there should be equal access to the curriculum for all pupils (see page 2)

Cross-Curricular Issues

Links across the curriculum have been established through long term planning in order to ensure that links with literacy objectives are fully exploited and children’s learning is developed in meaningful contexts.

ICT

ICT is used to promote writing by enhancing opportunities for paired work, group work and teacher led demonstrations through composition of a range of texts, editing, re-drafting and simulations



“Always try your best to be your best”.

Grammar, Punctuation and Spelling Policy

Rationale

In order to communicate effectively, children need to learn a range of strategies to help them become confident in spelling, grammar and punctuation. The school encourages children to write independently and with enthusiasm, but at the same time is committed towards the development of a rigorous and systematic whole school approach towards spelling, grammar and punctuation set within the context of the Primary strategy for literacy.

Aims

- To develop a whole school approach towards spelling, grammar and punctuation in order to ensure a consistent approach, continuity and progression.
- To plan opportunities to teach a range of spelling, grammar and punctuation skills.
- To encourage children's interest and curiosity about words and how they operate within sentences.
- To teach spelling, grammar and punctuation within meaningful contexts of writing.
- To regularly observe, analyse and evaluate progress in spelling, grammar and punctuation.

Objectives

- To identify the stages of spelling, grammar and punctuation development
- To ensure that teachers are familiar with the teaching of phonics, spelling, grammar and punctuation.
- To regularly teach alphabetic knowledge, blending and segmentation.
- To continue the teaching and build on phonic knowledge in KS2, and develop investigative approaches, etymology, and dictionary and thesaurus skills.
- To regularly teach strategies for learning high frequency words.
- To respond to mis-spelt words according to agreed policy.
- To encourage children to identify their own errors and give them responsibility, practice and support in self correction of spelling, punctuation and grammatical errors.

Policy in Practice

Spelling, grammar and punctuation is taught on a regular basis through addressing the relevant objectives in the Primary strategy for literacy. As well as introducing new work, the routine of the literacy session provides opportunities for consolidating and reinforcing previous work. Some teaching arises incidentally from ongoing pieces of work, and common patterns of error are addressed during whole class or group time. During the morning session, grammar and punctuation is taught through a range of discrete activities, related to literacy objectives for the week. Other activities (related to spelling) include:

- Alphabetic knowledge
- Rhyme and word play
- Letters and sounds
- Support for Spelling
- Learning a sight vocabulary (Lists from the Framework)
- Developing visual strategies e. g. look, cover, write check
- Encouraging independence -'have a go' etc.
- Work on root words, prefixes and suffixes
- Dictionaries, word banks and thesauruses
- Etymology
- ICT resources



“Always try your best to be your best”.

- Spelling investigations
- Spelling games

Other Considerations

- Literate classroom environment.
- Interactive approaches, word banks, displays etc to which reference is made)
- Assessment and record keeping – through individual records kept by class teachers on common exception and high Frequency words.
- Target setting for spelling forms part of a child’s literacy targets.
- Guidance on the marking of written work is to be provided in the Marking Policy.

HANDWRITING AND PRESENTATION

Aims

In order to help raise attainment in writing for all pupils, we have a consistent approach to the teaching of handwriting throughout the school.

This policy is written within the context of the school’s Literacy policy, which provides the rationale for the development of this handwriting policy.

Guidance for Foundation/KS1

- Children begin writing letters without entry and exit strokes in Foundation so that the correct formation is mastered. When the teacher is sure that children can form letters correctly then he/she can introduce letters with entry and exit strokes.
- Children are helped to use a comfortable and efficient pencil grip.
- For agreed letter formation see attached sheet and exemplars in the classroom.
- Letters are taught in families linked to the Read Write Inc teaching sequence. (masdt), (inpggo), (ckub), (felh sh), (rjvyw), (z,q,x).
- Handwriting practice is undertaken regularly in Foundation and at least twice per week in Y1 and Y2.
- Wherever possible, handwriting is combined with spelling.
- A variety of experiences are provided to develop fine motor skills.
- Parents receive guidance on letter formation.
- Children are encouraged to join their handwriting as soon as their orientation of letters is sound.

Guidance for KS2

The target for children in KS2 is to produce a fluent, consistently formed style of cursive handwriting with equal spacing between the letters and words.

Where necessary

- Children will have handwriting sessions once a week.
- Pencil grips, thicker pencils and wider lines will be used by children who experience problems writing.

Materials

Pencils are provided by the school for hand writing lessons.

Left handed

Children will be encouraged to:

- sit on the left of companion so that left hand and arm are free.



“Always try your best to be your best”.

- turn book/paper to the right.
- hold pencil appropriately so that writing can be seen as it is formed.
- make all crosses on letters (e.g. T I A E J F H) from right to left.

SEN

Children with fine motor co-ordination difficulties and letter formation difficulties should be identified and measures included in IEPs, where relevant,

Presentation in literacy

- Date should be started on the left hand side of the page.
- Long date for language activities.
- Rubbing out should be kept to a minimum.
- Date should be underlined with a ruler.
- All straight lines must be drawn with a ruler.

Reviewed Summer 2017
KA /DC