



LITERACY POLICY

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Wimborne First School Literacy Policy

In Early Years, the curriculum is guided by the Early Learning Goals for Literacy, In Reception and Year 1 children follow a structured phonics programme; Read, Write Inc. by Ruth Miskin. From Year 2 to Year 4 children are taught (by) following the objectives set out for each year group in the National Curriculum for English.

SPEAKING AND LISTENING

Throughout Foundation Stage, Key Stage 1 (KS1) and Key Stage 2 (KS2), children are given opportunities to express their ideas in speech, to describe their own ideas, to make plans, presentations and to take part in discussions and debates. In parallel with this, they have to learn to listen to others and to absorb what they hear. They have to learn the conventions of conversation, taking turns, allowing others to speak, responding appropriately to what has been said and valuing the opinions of others.

All members of staff at Wimborne First School have the responsibility to ensure that all children are empowered to speak and express their ideas. Children should be encouraged to speak in a range of contexts and, as they grow older, adapt their style of speech appropriately.

Speaking and listening permeates all areas of the curriculum. The children learn from early on, to plan their work, listen to the plans of others, recall and assess their work and to listen while others recall. It is only when speaking and listening skills have been developed that children can effectively work co-operatively and collaboratively.

Informal Activities to Promote Speaking and Listening.

- telephones in the Home Area
- shared play (work) areas
- reading and maths games
- shared reading of information texts, atlases, etc.
- interactive displays

Structured Activities to Promote Speaking and Listening

- drama activities
- circle time
- show and share/tell time
- oral dictations (spellings)
- shared and guided reading

- telling or reading a story to/with a class
- class debates
- speeches and persuasive arguments/discussions
- play scripts
- school productions and assemblies

Many of these activities will be delivered as part of their Literacy lesson. However other opportunities are given throughout the day to encourage and facilitate speaking and listening.

READING

Children in Early Years, KS1 and KS2 will be provided with an environment that promotes reading. Early Years children initially take home library books to share at home, encouraging pre-reading skills. When the class teacher deems a child is ready, the child will be provided with a phonics scheme reading book. Advice will be given to parents on how to support quality reading experiences. Much class-based reading will take place in the Literacy lessons; however, this alone is not sufficient. Children will be given the opportunity to read every day and to share books at home.

Teachers, TA's and volunteers will read with children who are on the Reading Scheme colour-banded books on a one to one basis and as part of the daily guided reading workshops. Reading books will be changed regularly and the child will only move on to the next level when the teacher feels the child is completely ready. Colour banded books range from Pink Level to Ruby Level (bands stretching across KS1 and KS2).

Once children have reached Ruby Level they will be ready to become a 'Free Reader' where they will be allowed to choose chapter books suitable for their age range. All children on colour banded books should have a Reading Record Book in which comments from teachers and parents should be written. Parents/Carers should be encouraged to listen to their child read every day.

Once again, it is at the teacher's discretion if any additional Reading Records are required for those children who are 'Free Readers', although the teacher will keep a copy of any books read and the time taken to complete the book. Each child has a Reading Record File and are tracked on School Pupil Tracker in which a record is kept of the child's books read and comments are made to move children's reading on.

READING IN LITERACY LESSONS

As the majority of the teaching of reading takes place during the daily Literacy Lesson, children are therefore allowed time for reading as a class and reading in a group. KS1 reading should be taught using a variety of strategies, including phonics, picture clues, reading on, reading back, reading for meaning, comprehension etc. and where necessary this should be continued throughout KS2. In Reception and Year 1 reading is taught through the Read Write Inc. Phonics Programme (see later section on phonics and RWI policy). Children will see the teacher modelling reading, in order to learn how to add vocal expression, punctuation and dramatic affect to their own reading. This should take place in all classes from Early Years to Year 4.

Methods for Promoting Reading

- Reading Corner – so books have a high profile in every class
- attractive displays of books in the classrooms and Library
- fiction book of the week
- non-fiction book of the week
- book reviews – oral or written
- favourite authors
- books on tape at listening stations
- CD ROMs
- library visits

WRITING

Children from Early Years to Year 4 will be given opportunities to write and the links between reading and writing should be made explicit. Children will be made aware of the importance of planning their writing. In Early Years this may be telling the teacher what they are going to write, whilst in Year 4 this might involve the use of a story planner /and or draft copy – editing and improving their own work.

In Early Years children should be encouraged to use emergent writing and any phonic knowledge to write freely, but should also see writing modelled by the teacher in Shared Writing sessions and phonics lessons. By the end of Reception, most children should be confident in all their alphabet sounds and using this knowledge to begin to spell simple words and write basic sentences. In Year 1 children use their phonic knowledge to write simple sentences and begin to develop different forms of writing. By Year 2 children should be extending their own writing independently and considering their audience.

In KS2 children should be writing independently and should begin writing in a variety of genres, for a variety of audiences. Writing occurs throughout the entire curriculum. Cross-curricular writing for example, is used with story writing in Religion, non-fiction writing in science, history and geography. It is the expectation that rules and strategies for writing will be used in all subject areas. Computing has strong links to Literacy and should be integrated in to the curriculum where best suited.

PHONICS – READ WRITE INC.

In Reception and Year 1 children work towards meeting their age related objectives set out in the National Curriculum for English by following a structured phonics programme called Read Write Inc. by Ruth Miskin. (This is also the case for some targeted children in other year groups as a form of intervention). This ensures a very structured approach to teaching phonics, beginning with the

teaching of individual sounds, moving onto sound blending and introducing children to multi letter sounds (e.g. ay, igh, ou). From here children learn to read and write words and sentences using their knowledge of letter sounds.

Throughout the programme children work in ability groups and lessons move at a pace suitable for the children. Children are assessed regularly to ensure progress is being made and it is at this time that children can be moved from one group to another. This is all overseen by the Read, Write Inc. Manager (Amy Pritchard)

GRAMMAR AND PUNCTUATION

Children will be taught and encouraged to consider grammar and punctuation whilst writing from a very early age. It is also important that children are given reasons for grammar and punctuation (a comma is a short breath when reading what is written) and that these reasons are closely linked to reading and speaking and listening. The National Curriculum for English outlines the objectives for spelling, grammar and punctuation for each year group and clearly states the statutory requirements.

SPELLING

Children will be made aware of how to spell words and should be encouraged to use word banks and dictionaries to help. It is important that children investigate spelling strategies and rules, as this will help them to remember. However teachers should bear in mind that poor spelling skills can restrict a child's imagination, so a careful balance must be struck between creativity and correct spelling.

In Reception and Year 1 children practise Read, Write, Inc. phonic spellings daily as set out in the programme. In Year 1 children are set a weekly 'Spellathon' linked to the sounds they have learnt and the list of common words they are expected to learn at this age.

Year 2-4 children are taught to spell and practise spelling the statutory word list for Years 3 and 4. Teachers deliver this using the spelling programme 'No Nonsense'. Spellings are sent home for the children to practise based on the year group spelling lists and are linked to the spelling patterns/rules they have been learning in school that week.

HANDWRITING

Early Years will provide a range of quality experiences which focus on hand-eye coordination, gross and fine motor skills to develop the control necessary for mark making using a variety of tools. This leads to the more formal teaching of letter formation. Reception letter formation and handwriting is taught during the phonics lessons. Each time a new sound is introduced children are taught the correct formation. From Year 1 to Year 4 the school's handwriting style is based on the Penpals Handwriting Scheme. Children will be encouraged to form letters correctly throughout KS1, and this should eliminate poorly formed writing in upper KS2. In Year 2 children should be taught to join their writing and the teacher should model joined writing whenever possible. Throughout Year 3 and 4 children will be expected to join their writing all the time.

HANDWRITING BOARD

Why is handwriting important?

Handwriting is part of our daily lives; from writing a card to celebrate a birthday, taking a message from a phone call, jotting down a shopping list, planning the month on the calendar and homework. In recent years, modern technology has transformed the way we communicate with one another. However, handwriting is still an important skill in education, employment and everyday life. Within school, handwriting is used in all subjects to present work, communicate the children's learning and ideas.

What is the handwriting board?

The Handwriting Board is a group of children from years 3 and 4—two children from each class. They are chosen by the class teacher after volunteering and them showing their hard work and commitment to their learning. The children in the Handwriting Board meet every fortnight on a Wednesday lunchtime, to assess handwriting and give out pen licenses. They are supervised and supported by Miss Marks. (Year 4 Teacher) In class, children will be working to meet the handwriting standards to obtain their pen license. —these are in their books.

The license is split into three levels -bronze, silver and gold. Within each level, there are standards to meet and achieve this pen license. Each level has a different writing tool to use.

How is the handwriting assessed?

Each child has a tick sheet in their book, which is ticked when they have shown the standard. Once all the standards are ticked by the class teacher, they can submit their book to the handwriting board. At the Handwriting Board, the reps from each class will look at the submitted books and check all the standards are shown in their recent work. If they are consistent and all standards are met they will get a certificate and handwriting tool. If they are not consistent they will highlight the standard to work on to then re-assess on the next submission.

What are the standards?

Bronze

All letters are formed correctly with clear descenders and ascenders: which are mainly consistent and legible size (Penpals Scheme).

Form digits 0-9 correctly.

All capital and lower case letters are clear and used correctly.

All letters are written on the lines with regular spaces between words.

All written work starts from the margin.

All work is dated, titled and underlined with a ruler and pencil.

Any mistakes are crossed out in pencil with one neat line: using a ruler.

Illustrations are drawn in pencil and coloured neatly too.

Care in all books is consistently taken.

Silver

All of the bronze requirements are met and maintained.

Writing is beginning to be joined.

Letters are joined appropriately.

There is a clear distinction in size of capital letters to lower case.

Letters are consistent in size and direction.

Punctuation is the correct size in relation to the text.

Gold

All of the bronze and silver requirements are met and maintained.

Writing is consistently joined.

Writing has a consistent style which is neat, joined, legible and personal to them.

The writer writes with fluidity and at a good pace.

Presentation in all books of the writer is at an impeccable standard.

What happens if the standards are not maintained?

When a child has achieved their pen license, if they do not maintain the standards consistently in their work it can be reduced to a lower level or have the license removed. Before this happens, they will be given two warnings to improve and get back to showing the standard in their work. All children if their license is reduced or removed will then be given the chance to work towards obtaining the reduced or removed level again.

PLANNING

Planning is undertaken at three levels:

Long term planning is based on the objectives for each year group in the National Curriculum for English and teachers plan for coverage of these throughout the year. This information is available to parents on the website.

Medium term planning is based on the objectives for each year group in the National Curriculum for English and this details which of these objectives are to be taught each week. This also includes careful planning of activities in order for children to achieve these.

Unit Planning (which may last for a period of up to 3 weeks) is a document for Teachers and TA's to use showing detailed information about the learning activities the children will complete and the organisation and assessment of this. Reception and Year 1 Teachers use the detailed lesson plans from the Read Write Inc. programme to support with this.

ORGANISATION

In Reception phonics lessons occur every day. When the children first start the Read Write Inc. programme they have 2 phonic sessions throughout the day lasting approximately 15 minutes each. Once the children have learnt the first 31 Set 1 sounds they are then assessed and grouped according to their ability and then they have phonics lessons delivered everyday lasting approximately 30-45 minutes.

In Year 1 children have an hour literacy session every day following the Read Write Inc. programme. They also have a daily Guided Reading workshop that lasts half an hour and daily handwriting sessions.

In Year 2 the children are set for reading and phonics and they have a daily session of half an hour with a focus on phonics or guided reading. They then have an hour daily literacy lesson.

In Year 3 and 4 children receive daily guided reading workshops and an hour literacy lesson in mixed ability classes. They also have daily handwriting and spelling sessions.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEND)

Wherever possible we aim to fully include SEND pupils in the daily literacy lessons so that they benefit from working with the whole class and by listening and participating with other children. Individual interventions are in place for children with EHC plans and who are on the schools SEND register with a SSP (school support plan) in place. Booster sessions are also delivered in each year group for children who have been highlighted as making little or no progress.

CHILDREN WHO ARE MORE ABLE

Where possible, more able pupils will be taught with their own class and stretched through differentiated group work and extra challenges to promote greater depth of learning. When working with the whole class, teachers will direct some questions towards the more able and use the 'peeling' method to ensure all children are working at their level at all times.

DISPLAY

We recognise the important role display has in the teaching and learning of Literacy.

Every class should have a display dedicated to Literacy or Phonics. The children should also have access to word banks and dictionaries to further support them with their Literacy skills.

In Reception and Year 1 classrooms Read, Write Inc. sounds and sound charts are clearly displayed. These enable the children to apply what they have learnt in phonics lessons to other subjects throughout the school day.

A Spelling, punctuation and grammar display is also in every Key stage 2 classroom to encourage the children to apply these skills in their independent work.

ASSESSMENT AND RECORD KEEPING

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class and to keep detailed records of this assessment.

At Wimborne First School, we are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and endeavour to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Assessment is carried out daily through the use of our rigorous marking scheme which gives children immediate feedback on their progress and their next steps in learning. Time is given at the beginning of lessons to allow the children to look at the last piece of marked work and to ensure they are aware of their targets and next steps.

At the end of a taught unit of work children complete a ready steady write piece of independent writing to practise and apply the skills they have learnt during the unit. This writing book will then be used to support assessments that get inputted on to School Pupil Tracker to track children's individual progress.

School Pupil Tracker is used by each teacher to track the children's progress and attainment towards the Age Related Expectations for each year group and each individual child. Teachers then meet half termly with the assessment leader and inclusion leader to discuss the progress of vulnerable groups and what interventions and boosters need to be implemented and the impact these have had.

PARENTAL INVOLVEMENT

At Wimborne First School we encourage parents to be actively involved by:

Holding parent-teacher evenings twice yearly to discuss the progress of their child, where targets are discussed and agreed.

Holding parent workshops

Encouraging parents to help in classrooms

Inviting parents into the classroom to look at children's work

Communicating information through newsletters and the website

Hosting Book Fairs, books at bedtime and participating in Book Clubs