



Surrey Street Primary Literacy Policy



Philosophy

We believe that the teaching and learning of English is central to life. Through literacy we seek to develop the children's powers of expression and response through the inter-related skills of spoken language, reading, writing, spelling, grammar, punctuation and handwriting.

Aims

- To fulfil the requirements of the New National Curriculum.
- To make links with other curriculum areas.
- To increase competence in speech through developing spoken language and building effective communication skills.
- To develop the skills of attentive and responsive listening.
- To provide opportunities for children to gain confidence and fluency in reading.
- To enable children to use reading to select key information for specific purposes.
- To ensure all pupils have access to a wealth of literature of different genres and from a variety of cultures and traditions in order to develop a love of reading.
- To teach children how to decode and blend for reading.
- To encourage children to become emergent, practising and then independent writers.
- To encourage children to develop a clear, legible, joined style of handwriting.
- To develop grammar skills.
- To teach children spelling patterns and rules.

Teaching and Learning

Core learning will be based around the Primary Writing Project values. Key objectives from the National Curriculum have been put in yearly spreadsheets for all year groups and are used to assess and inform planning. Non-fiction writing will follow on from fiction topics to make it meaningful for the children. This will also link to the foundation topics as specified on the long term plans.

The Literacy Lesson

KS1 and KS2

Children have a daily literacy lesson of 60 minutes with the exception of Big Write, which occurs before and after each literacy unit of work. (see Appendix 1 for Big Write

information.) Each lesson starts with a warm-up exercise, such as word and sentence level work, grammar, spelling and punctuation rules or speaking and listening activities. This is followed by whole class teaching focusing on text level work, which includes a balance of shared reading and writing. After the main teaching, children carry out independent, grouped or paired work. To finish off there is a plenary to support children's reflection and evaluation of their learning and ways in which they could further improve.

Handwriting

In KS2 the literacy lesson is supplemented by a 15 minute weekly handwriting lesson, focusing on letter formation and joins at which the children need further practice. For KS1 this is a 30 minute session. The focus on handwriting is further reinforced through marking in all subjects when there is a written outcome: inaccurate letter formation or joins are identified and children are required to make the necessary improvements when responding to the marking comments.

Spelling and Phonics

KS2 spellings, based on the National Curriculum word lists, and spelling rules are taught as an additional 30 minute session three times a week and are also reinforced through the daily literacy lesson. In KS1, children have a 30 minute phonics/spelling session four times a week. Phonics and spellings are continually reinforced through literacy lessons, word mats and classroom displays.

EYFS

- Phonics lessons occur daily (30 minutes per day).
- In the autumn term, the children have a daily literacy carpet input session (up to 20 minutes) followed by opportunities for children to extend this during their active learning, finishing with a plenary.
- In the spring and summer terms, the children have a 60 minute literacy lesson every day (including carpet input and adult directed input plus opportunities to extend their learning during independent activities, linked to the carpet input, followed by a plenary)
- Starting in the spring term, every child is also part of a guided reading group which occurs once a week per group.

Writing

Writing is taught explicitly through the literacy lesson and used implicitly as a vehicle for cross curricular activities. Writing is taught through shared writing, modelled writing, guided writing and extended writing.

Shared Writing

The teacher in collaboration with the class models how to structure and sequence a text, and use appropriate language and grammatical skills. Shared writing is also used to focus on editing and refining work.

Modelled Writing

The teacher models both the structure and language features of a specific text type, making these and the writing process explicit to children.

Guided Writing

The purpose of guided writing is to teach a group of children to write independently and is usually linked to a specific text. These sessions are designed to focus on a particular aspect of the writing process, targeting the specific needs of the children within the group.

Cross Curricular/Extended Writing

Opportunities for applying skills, knowledge and understanding acquired in literacy lessons are actively sought in all curriculum areas and identified in planning. Cross curricular writing pieces are used to support teacher assessment of writing and form part of the moderation process.

Individual Writing Targets

An embedded culture of target setting will improve standards in literacy in the long term, and therefore, in both KS1 and KS2, all children have individual writing targets that they are working towards meeting. Targets aim to support children to achieve the age-related writing expectations and deepen their understanding of writing effectively. They are set on a short term, achievable basis, in order to increase children's learning, motivation and self-esteem. Targets are reviewed and updated at least half termly in all year groups. If children are struggling to meet a particular target, they will be given additional support.

Targets must be achieved three times before they are regarded as being securely attained. Each time a target is achieved, children are awarded housepoints. All children are encouraged to refer to their targets during independent writing, including cross-curricular writing, and, if they feel they have achieved any, they write T1, T2 or T3 as appropriate in the margin to indicate to the teacher which target they feel they have achieved. The class teacher then checks these targets and signs them off when marking work.

EYFS are not involved with the setting of individual writing targets.

Reading

In KS1, we aim to hear all children read at least once a week on a one-to-one basis, in addition to their Guided Reading session. We aim to hear children with SEN and targeted children read more frequently. All children are encouraged to read daily at home to an adult.

In KS2 SEN/targeted children individually read with an adult at least weekly. The main teaching of reading occurs for all children during their weekly guided reading session.

Guided Reading

This is taught across the school. It is in addition to the daily literacy lesson, each child having 20-30 minutes quality reading time once a week within a small group, linked to targets which develop their reading skills.

Spoken Language

This is specifically taught as an intrinsic part of the literacy lesson and is identified and developed in all subjects. Children are encouraged at all times to use standard English.

Computing

ICT is used as a tool for supporting the learning of English. Every classroom has an IWB and at least one computer, all with internet access, and classes use the ICT suite and laptops on a regular basis.

Homework

Homework is in the form of a Learning Log which identifies a learning objective weekly and which children explore creatively Monday to Thursday. Children are also required to read at home.

Library

A weekly lending system is in operation in the library where children have access to both fiction and non-fiction.

Teaching Assistants

The class teaching assistant's support is targeted during lessons and intervention sessions are set up and used as appropriate.

Interventions

Within timetabled special needs sessions, our special needs teaching assistants also carry out interventions, including Read Write Inc, the Jelly and Bean reading scheme, Early Reading Research Programme, Wordshark and Reading Recovery. Targeted interventions from either the class teacher or TA also include handwriting, grammar, spellings, phonics and individual or guided reading.

Training

Staff have regular access to training on the new curriculum and teaching methods (PWP) through courses, staff meetings and INSETs. In school professional development opportunities include team teaching and planning support.

Curriculum Resources include:

- New National Curriculum Document
- Letters and Sounds and No Nonsense Spelling scheme.
- Reading Scheme books e.g. Jelly and Bean, Project X, Oxford Reading Tree, Sunshine Spirals etc. supplemented by real books. These are colour coded, using the Book Band system and kept centrally.
- Jolly Phonics
- Jolly Grammar
- LCP phonics
- Literacy World
- 100 Literacy framework lessons
- Hamilton framework lessons
- Wordshark
- Reading Recovery
- Read Write Inc
- Books in classroom library areas
- Sets of guided reading books
- Range of reference and photocopiable teacher resources
- Selection of Big Books
- Reading Explorers books
- Pelican scheme
- Audio tapes, DVDs and IWB resources

Marking

KS2 Pink and Green marking occurs once a week in literacy/cross curricular literacy. Year 1 build towards pinking and greening once every two weeks by the end of the spring term, and Year 2 work towards pinking and greening once a week by the end of the spring term.

Outline of Pinking and Greening:

- Clear learning objectives are set
- Success criteria are generated by the children
- Children complete their independent work
- The teacher or children highlight in pink any successes which match the success criteria and one aspect which requires improvement in green, identifying how this might be accomplished (closing the gap)
- Children complete their green improvement. Children can discuss the green in pairs, evaluating and helping to improve each other's writing

Also see marking policy.

Assessment and Recording

Children are assessed formally at the end of the Foundation Stage against the Early Learning Goals and at the end of KS1 and KS2 using National Tests and teacher assessment based on the interim teacher assessment frameworks.

Across all year groups in KS1 and KS2, Rising Stars tests are used on a half termly basis to support teacher assessments. Half termly writing assessments are also levelled and moderated. Spoken language assessments are carried out termly.

Children are continually assessed against the learning objectives to inform planning and more detailed records are made of children who exceed or fail to meet the expectations of these lessons. Observation, discussion and questioning form an integral part of the assessment process.

Monitoring

The English subject leaders monitor English throughout the school by:

- Examining teachers' planning.
- Scrutinising children's work.
- Scrutinising reading record folders and books.
- Child interviews.
- Observing literacy lessons and literacy skills across the curriculum.
- Talking to children and teachers about literacy in the school.
- Analysis of strengths and weaknesses across the curriculum, using test data and monitoring as above (resulting in the development of provision maps).
- Literacy targets in performance management are monitored and reviewed.
- Developing an action plan which specifies the actions needed to be taken over the coming year
- Learning walks and drop-ins

These evaluations inform our next steps in reviewing our provision and identifying staff development.

Equality

All children have equal access to the English curriculum regardless of gender, ethnicity or ability.

Reviewed by N. Thorn and A. Khan - Summer 2016

Appendix

Cold and Hot writing tasks "Big Write"

A 'cold writing' task is carried out before a new unit is taught. The cold task is an independent piece of writing completed before the start of every unit or genre in literacy. The children complete a task - for example, if they going to be learning about suspense stories, they will write a suspense narrative. The marking of this task, allows the teacher to identify which skills need to be developed during the subsequent unit. Children are then taught the new genre using the Talk for Writing teaching sequence, which includes building up a tool kit for that specific genre. This can then be applied each time they come across this style of writing. At the end of the unit the children complete a 'hot writing' task, which again is an independent piece of writing which can be compared to their original cold task to show progress. This writing is then used for assessment and moderation. All cold and hot tasks should be completed in the children's 'Big Write' A4 books.

There are great benefits to completing a cold and hot task, as this allows all children to compare the differences between what they could do at the beginning of a unit and at the end. Following on from this, at least half-termly teachers use the "Big Write Spreadsheets" to formally assess children's writing. Analysis based on this feeds into the development of children's personalised writing targets and also informs future planning. There are two parts to the spreadsheet: one for narrative writing and one for non-fiction.