



Subject Policy Document For Literacy

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Philosophy

We use the National Curriculum and the Early Years Foundation Stage Framework Document, Development Matters, to plan for Speaking and Listening activities and opportunities. Talk is a key underlying factor in the development of literacy skills and language is an integral part of most learning across the curriculum.

Philosophy

At St. Nicholas first School we believe that Literacy is a fundamental life skill. Language is inextricably bound up with all the learning in our school. It is important for our children to master basic language skills to:

- *Become independent learners*
- *Enable them to participate fully in everyday life.*
- *Enable them to communicate effectively with other people.*
- *Equip them for the world of work.*

It is vital that the “language development” is planned and organised in such a way to provide an educational programme which is as consistent as possible for each child throughout the school and through which all children have opportunities to develop their language skills, concepts, attitudes and usages to the maximum. It is our philosophy that teachers are positive role models in achieving this.

The emphasis in our teaching of Literacy is on having respect for and building upon all of the children's home experiences and language. We intend to develop and extend this via a safe, secure and stimulating environment where children are motivated, enabling them to achieve their potential in the areas of Literacy regardless of their gender or ethnic or social background.

Basic Skills Statement

Basic skills are the key to learning. At St. Nicholas First School we recognise that all subjects in the curriculum can be used to develop and nurture these necessary skills. We aim to incorporate the teaching of Basic Skills throughout the curriculum in order to enable St. Nicholas children to acquire the ability to read, write and speak English and use Mathematics at a level necessary to function at work and society in general.

1) General Aims

- *To deliver all areas of the National Curriculum for English including Speaking and Listening/drama, Reading and Writing skills as the central of the language experience.*
- *To ensure that the language scheme reflects the interdependence of the three principle areas of the National Curriculum and that progress in one of these areas will directly influence and affect the progress and achievement in the others.*
- *To plan programmes of work which provide tasks and learning opportunities to develop language skills appropriate to the age and ability of the learners.*

- *To develop and maximise the learners competence in and enjoyment of language in all areas of the curriculum.*
- *To enable each child's work to demonstrate to the fullest extent their individual aptitudes, abilities and interests.*
- *To enable the children to develop skills required to employ language effectively, appropriately, constructively and imaginatively in a broad range of linguistic situations and for a wide variety of purposes and types of audience.*

Literacy is taught as a stand-alone subject daily for at least 1 hour in each Key Stage. In addition to this the children receive a Phonics lesson for at least 20 minutes daily. Guided Reading sessions and Group Reading sessions also take place daily with a rota for each ability differentiated group. Spelling tests take place weekly. Handwriting activities run alongside the Phonics lessons and further information on these can be found in the Handwriting Policy. In addition to these specific literacy based lessons, cross curricular activities also take place daily.

Individual policies for each area of Literacy follow this General Literacy Policy.

2). Curriculum Planning

Literacy is a core subject in the National Curriculum and integral in all we do at St. Nicholas First School.

Curriculum planning in Literacy is carried out in three phases; long-term, medium term and short term. The National Curriculum details what we teach in the long-term while our yearly teaching programme identifies the key objectives in literacy that we teach with purposeful cross-curricular links with other subjects.

Our medium-term and short-term plans are adapted from the curriculum. These plans define what we teach and ensure an appropriate balance and distribution of work across each unit covering a range of genres. The short term plans are detailed daily lessons with the objective clearly defined along with differentiated activities including support where appropriate.

3). Foundation Stage

We teach Literacy in the foundation Stage as an integral part of the school's work. We relate the Literacy aspects of the children's work to the objectives set out in the Early Learning Goals and Foundation Stage Curriculum Guidance, which underpin the curriculum for children aged three to five. We give all children the opportunity:

- *To talk and communicate in a widening range of situations*
- *To respond to adults and to each other*
- *To listen carefully*
- *To practise and extend their vocabulary and communication skills*
- *To explore words and texts.*

4) The Contribution of Literacy to teaching in other curriculum areas

The skills that children develop in Literacy are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express

themselves in all areas of their work at school. Cross-curricular writing opportunities are greatly encouraged and examples of this can be found within the exercise books for subjects such as Geography, History and Science.

5) Differentiation

We recognise that within any group of children there will be a variety of needs. To meet the needs of each child we must identify previous learning and present understanding. Work should allow for differentiation to enable children to develop in language whatever their ability.

Differentiated work may include:

- Allowing sufficient repetition to consolidate skills. At St. Nicholas this may include extra support from Ancillary staff, homework, and/or slower pace of working. Less able children read or complete reading activities every day whenever possible*
- Ensuring that the pace of the lesson takes into account the different work rates of individual children.*
- Effective use of Teaching Assistant support. At St. Nicholas Reception and Year 1 and 2 have two Teaching Assistants. These are used to work with all groups of children.*
- Allowing time for children to reflect on their work and any feedback that has been given either orally or written.*
- Tasks which are set with high expectations of both boys and girls and consideration is given to recognising and building on what boys and girls do well in Literacy.*
- Using a range of communication methods and adaptations of these for children with Special Educational Needs.*
- Much of our Literacy work encompasses 'open-ended' tasks, thus enabling the More Able child to achieve at his/her own level. More Able children may, however, be given a similar task to the main group, but one which involves higher order thinking skills. More Able children are catered for through group work or individual work e.g. writing groups, phonic groups, reading groups. These children may be taught the Learning Objectives from the year group appropriate to their level or extension activities which develop and build on the learning objectives from their year group.*

6) Equal Opportunities/Inclusion

When planning, teachers will set high expectations and provide opportunities for all pupils with special educational needs, pupils with disabilities, pupils for all social and cultural backgrounds and pupils for different ethnic groups. Material is chosen which is free of gender bias and from a variety of cultures. The planning of teaching and learning and delivery should ensure that all pupils participate effectively in lessons. Our results show that there is success in all aspects of English for both boys and girls equally. The Senior Leadership Team constantly monitor equal opportunities and inclusion for all children seeking to ensure success for every child. Pupils with a defined Record of Support (issued under the Code of Practice for Special Educational Needs) are supported in their English work through Individual Education Plans, monitored by the class teacher and Special Needs Co-ordinator.

Send and Dyslexia Friendly Schools' Policy Statement

At St. Nicholas First School, all pupils are valued equally. Teachers plan lessons which enable all pupils to participate, achieve and excel, whatever their level of ability. Lessons provide opportunities for pupils to recognise and develop their own learning style, (auditory, visual or kinaesthetic), through varied and flexible provision across a broad and balanced curriculum.

In order to meet the needs of all our pupils, we hold the Schools' Dyslexia Friendly, Level 1

7) English as an Additional Language

Learning English as an additional language is essentially about teaching and learning language through the content of the whole curriculum. The more a learner of a second language is exposed to that language, the quicker they will learn it. "A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught." (S.E.N.D Code of Practice 2014)

At St. Nicholas First School children who have English as an additional language will be assessed on entry to school and as much information as possible gathered from parents. The assessment of EAL will follow the same principles of effective assessment of all pupils; recognise what pupils can do and reward achievement; be based on different kinds of evidence; be a valid reflection of what has been taught or covered in class; be manageable; be sensitive to the pupil's first or main language; take account of how long the pupil has been learning English and be aware of the influence of behaviour, attitude and cultural expectations. An appropriate differentiated programme of work and realistic but challenging targets will be set as necessary. The Head teacher refers pupils to EMAT.

8) Assessment for Learning

Assessment practice in Literacy follows that agreed procedure identified within the Assessment Policy.

Short-term assessments are used to inform short-term planning. These are closely matched to the teaching objectives and will often be made from day to day observation and use of peer assessment.

For Medium-term assessment we use Learning Ladders for each aspect of Literacy.

- **Writing:**
From Year 1 each child has a Writing Progress book and between two and three pieces of written work are assessed each half term for each child using the Learning Ladders. These pieces of work should include both narrative and non-narrative. In addition to this each child has an over-reaching target at the front of their daily Literacy books which are referred to in marking comments and updated half termly or as applicable.
- **Reading:**
*Children read in ability groups which are closely monitored and comments recorded during or after each Guided session. A Learning Ladder is highlighted for each group in the Year Group colour along with the date when that area was achieved. Teachers plan and assess reading by focussing on AF's.
More Able children in Year 1 and all children in years 2, 3 and 4 complete a Salford Reading Test at the end of September and this is then repeated during March. The results from this help to*

highlight progress made over the year. For those children who's reading age falls far short of their chronological age then they will receive intervention.

- *Speaking and Listening:*

The children are given a range of opportunities to develop each area of Speaking and Listening.

Formal assessments are undertaken in November and May and recorded against year group

National Curriculum expectations.

At the end of every half term the medium term assessment information is used to complete Assessment Manager recording attainment for each child. This information is then used to track progress and initiate any relevant intervention. It is analysed to ensure all groups of children are reaching or on track to achieve their full potential. Targets are set for the next school year based on these end of year assessments. Individual targets are reported to parents in the annual school report.

9) Homework

Homework is used to support language development and can benefit pupils by:

- *Practising and consolidating basic skills and knowledge e.g. reading, phonics/spelling, handwriting etc.*
- *Reinforce work in class e.g. gathering information, preparing for a presentation.*
- *Create a partnership between parents/teachers and children in relation to children's learning e.g.*
 - *Reception – sounds work*
 - *Year 1- Paired Reading*
 - *Year 3 - Paired Reading*
 - *Completion of work begun at school (Ref Homework Policy)*

Apart from daily reading activities and weekly spelling (Year 1 – 4) other homework is set as and when teachers decide it is appropriate to consolidate learning and provide effective development of the children's language skills.

10) ICT and the Literacy Curriculum

The Literacy curriculum at St. Nicholas is enriched and enhanced by the use of ICT. The children are encouraged to communicate with others about what is being done; developing the skills of speaking and listening which introduces the children to new ideas and vocabulary.

Computer programmes help children to present work in different formats e.g. as a newspaper. A word processor can make a very valid contribution to the development of children's writing and the writing process. It allows the manipulation of text without having to write it out again. Collaborative and co-operative work is enhanced by the use of a word-processor. When children work in ICT they will discuss, plan and co-operate to produce the finished text.

A wide variety of ICT programmes support all aspects of the Literacy curriculum and teach/develop Literacy skills through other subjects. The school subscribes to interactive programmes such as Espresso and Education City. As well as having specific Literacy areas cross-curricular links are made within the other subjects on these programmes. The school also subscribes to Phonics Bug to enhance phonic lessons and Bug club to access ebooks. An information session for parents in Key Stage 1 and Reception has taken place to extend the usage of ebooks to home.

11) Resources

There is a wide range of resources to support the teaching of Literacy across the school. All classrooms have dictionaries and Years 3 and 4 have thesauruses. The library is used as a resource for children to access during timetabled library sessions and to develop independent learning using the Junior librarian system. Each child is able to use this online system to search for books which they may use for a range of purposes including that of independent learning.

12) Roles and Responsibilities

Head Teacher and Governing Body

- *Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.*
- *Ensure that staff development and performance management policies promote good quality teaching.*
- *Support the use of appropriate teaching strategies by allocating resources effectively.*
- *Ensure that the school buildings and premises are best used to support successful teaching and learning.*
- *Monitor teaching strategies in the light of health and safety regulations.*

Literacy Subject Leader

- *To have an impact on raising standards of attainment for Literacy across the whole school.*
- *Ensure the effective implementation of the Statutory National Curriculum for Literacy.*
- *To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.*
- *To maintain the availability of high quality resources*
- *To maintain an overview of current trends and developments within the subject.*
- *To ensure, together with the Head Teacher, a rigorous and effective programme of lesson observation monitoring.*
- *To ensure a regular and effective programme of analysis of children's work sample monitoring is in place.*
- *To ensure a regular and effective programme of analysis of short-term planning is in place.*
- *To ensure there is regular reviewing and monitoring of Layered Curriculum Targets.*
- *To effectively manage any funding designated to Literacy.*

Class Teachers

- *Ensure the effective implementation of the Statutory National Curriculum for English.*
- *Make effective use of Assessment for Learning within Literacy.*
- *To ensure work is differentiated to enable all children to reach their full potential.*

Teaching Assistants

- *To support the class teacher in the effective implementation of Literacy.*

Parents/Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

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- *Holding parents' evenings to discuss children's progress*
- *Sending an annual report to parents in which we explain the progress made by their child and how they can further develop their learning.*
- *Explaining to parents how they can support their children with homework*
- *Providing parents with a Termly Curriculum Sheet identifying what units of Literacy their child will be studying.*
- *Holding information sessions to explain to parents about any new or significant changes/developments in school which can be extended at home e.g. Bug Club and Junior Librarian.*

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- *Fulfil the requirements set out in the home/school agreement.*

13) Monitoring and Evaluation

The monitoring and evaluation of the Literacy Policy is the responsibility of the Literacy Subject Leader who is responsible to the Head Teacher and the Governors. This is to be achieved in a variety of ways:

- *Regular discussions with staff concerning progress of groups and individuals*
- *Monitoring planning for coverage of objectives*
- *Classroom observations and working alongside colleagues*
- *Analysis of data*
- *Pupil Progress discussing*

This policy will be reviewed every two years or in the light of changes to legal requirements.

SPEAKING AND LISTENING POLICY

High Quality talk leads to high quality literacy.

“children’s ability to speak and listen is fundamental to their language development, learning in school and to social development ...School provides new contexts for talk that demand new and greater oral skills. However, simply providing contexts for talk is not sufficient to ensure development of speaking and listening. As with reading and writing, direct teaching of the skills involved in important.” (Teaching Speaking and listening at KS1 and KS2 QCA 1999)

Aims and Objectives

At St. Nicholas First School:

- We teach children to speak clearly and to develop and sustain ideas in talk.*
- We develop active listening strategies and critical skills of analysis.*
- We encourage children to take different roles in groups, make a range of contributions and work collaboratively.*
- We use drama across the curriculum for improvisation and working in role, scripting and performance and responding to performances.*
- Children work with a variety of talk partners throughout the year, which are changed regularly according to the task set.*
- Children are involved in the process of peer marking and giving verbal evaluations of their own work and the work of others.*
- Our ‘Talk for Writing’ sessions and their emphasise on developing the use of vocabulary to help children to become more articulate and to think about their choice of appropriate use of language.*

1) Teaching and Learning Style

Foundation Stage:

In the Foundation Stage, we incorporate the Development Matters, ages and stages, and early learning goals into our planning and teaching, which ensures that our pupils:

- Use language to imagine and recreate roles and experiences*
- Develop active listening and response*
- Interact with others in both indoor and outdoor play*
- Use language to ‘get things done’*

At Key Stage 1:

We build on pupils' prior learning in Speaking and Listening. We:

- *Encourage pupils to speak according to the context, with consideration for their audience*
- *Develop pupils' ability to use language imaginatively*
- *To express their ideas and feelings when working in drama activities*
- *Teach pupils to work effectively and collaboratively in groups and with their talk partners*
- *To join in discussions, making relevant contributions*
- *To listen carefully and actively*

At key Stage 2:

We build on pupil's attainment and speaking and listening experiences at key Stage 1. We:

- *Develop pupils' ability to speak in a range of contexts with increasing sense of audience and purpose*
- *Encourage more sophisticated interaction in groups and with talk partners*
- *Develop pupils' ability to respond appropriately to others*

The use of talk partners is used effectively to enhance the development of language and Speaking and Listening skills. Talk partners are changed regularly often according to the task.

In our teaching pupils should have the opportunity to:

- *Ask Questions*
- *Explain*
- *Inform*
- *Persuade*
- *Argue*
- *Dispute*
- *Disagree*
- *Negotiate*
- *Clarify*
- *Analyse*
- *Share*
- *Hypothesise*
- *Evaluate*
- *Predict*
- *Comment*
- *Think aloud*
- *Explore ideas*
- *Interview*
- *Report*
- *Describe*
- *Narrate*
- *Present*

- *Express and justify an opinion*
- *Express feelings*
- *Discuss*
- *Develop and idea*
- *Collaborate*
- *Make decisions*
- *Compare*
- *Reason*
- *Reflect*
- *Criticise*
- *Suggest an answer*
- *Demonstrate*
- *Summarise*
- *Encourage thee views of others*
- *Recite*
- *Read aloud*
- *Role play*

Teachers at St. Nicholas First School take great care not to dominate the dialogue that takes place in the classroom. We aim to offer prompts or scaffolding, but try not to take over or rephrase. We give children time to think about, discuss with talk partners and explain their ideas. Confidence and participation are our main criteria for success. We give focused feedback to try and move the child on.

We strive to promote:

- *A shared acceptance of different points of view*
- *A commitment to mutual attention*
- *Mutual support*
- *A lack of closure – speculative/hypothetical talk*
- *Pose more problem-posing and less solution giving*
- *Learning as enquiry*
- *A social, interactive process*

2) Speaking and Listening in all areas of the curriculum

We teach speaking and listening explicitly across the whole curriculum, not just during literacy sessions. Teacher's plans identify opportunities for Speaking and Listening Objectives, using the Renewed Literacy Framework and the Early years Foundation Stage Framework Document, Development Matters and Early Learning goals. Different ways we can develop speaking and listening skills are:

- *As a stand-alone activities*
- *As planned activities to complement literacy/other curricular activities*
- *As by-product (unplanned opportunities that present themselves)*

3) Assessment for Learning

Assessment and record keeping is in accordance with the whole school policy [see assessment policy]. Assessment opportunities and the evidence to be used by teachers in judging the level at which a child is working are built into planning. Through our assessment for learning approach to the whole curriculum we continuously assess children by listening and observing. Teachers keep their own written evidence where appropriate e.g on evaluation of lessons. We summarise achievement in November and May. Standards are judged against year group National Curriculum expectations. This data is inputted on to Assessment Manager. Progress is reported to parents using Parents' Evenings and at the end of the school year on the Annual School Report.

READING POLICY

Philosophy

At St. Nicholas First School we have a clear, consistent whole school approach to reading. Competence in reading is the key to independent learning and is given the highest priority at our school, enabling the children to become enthusiastic, independent and reflective readers. Success in reading has a direct effect upon progress in all other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

1) Aims and Objectives

The school aims to:

- *Provide the children with the skills and strategies necessary to develop into competent and fluent readers.*
- *Encourage the enjoyment of books and reading so that the children develop a life-long love of books.*
- *Develop a critical appreciation of what they read.*
- *Develop study skills so that the children can find appropriate fiction and non-fiction books from the library.*
- *Develop research skills, using library and class texts, in conjunction with the ICT system.*
- *Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing.*
- *Encourage care and ownership of books.*

Our ultimate aim is for the children to become confident and independent readers with high levels of enjoyment, understanding and comprehension. To promote enjoyment of reading and the understanding that reading is a life-long skill.

Reading is closely linked with writing – the two activities reinforce each other. Children become successful readers by using a range of strategies to get to the meaning of the text. At St. Nicholas First School we believe that literate children should:

- *Read with confidence, fluency, understanding.*
- *Be taught the full range of reading strategies including;*
 - *Phonic knowledge (visual information)*
 - *Grammatical knowledge (structural information)*
 - *Work recognition and graphic knowledge (visual information)*
 - *Contextual knowledge (meaning)*
- *During shared, guided and independent reading to monitor their reading and correct their own mistakes.*
- *Have an interest in words and their meanings, developing a varied and rich vocabulary*
- *Read a range of genres in fiction and poetry*
- *Understand, use and be able to read a range of non-fiction texts.*

- *Use conventions of library organisation and ICT systems e.g. Junior Librarian to access texts and to locate information.*
- *Through reading and writing, develop their own powers of imagination, inventiveness and critical awareness.*
- *Discuss books with reference to author, illustrator, genre, theme and characters, to express personal responses with increasing fluency.*
- *See the reading process being modelled by their teacher and take part regularly in activities with the whole class, as a member of a smaller group or individually.*
- *Understand the sound and spelling system and use this to read and spell accurately.*
- *Have a suitable technical vocabulary through which to understand and discuss their reading.*
- *Be interested in books, read with enjoyment and evaluate to justify their preferences.*

2) Teaching and Learning

We aim to provide high levels of motivation and active participation for our children at all ages. All of the teachers are able to provide a deep analysis of each child's reading and the prompts/strategies needed to support the child's next steps. The teaching of reading and the strategies used by the teachers in each year groups varies as the children progress through the school.

Foundation Stage

- *All children will bring a book bag into school each day*
- *The teacher will provide every child with a phonetically decodable reading book and an ORT book and reading diary.*
- *Daily letters and sounds phonic work as well as practising of High Frequency words.*
- *Guided Reading – The teacher will lead a reading session which will involve each child reading aloud and a discussion of the text on a weekly basis. The texts read will be at a higher book band or harder texts in the same band than those taken home. The teacher records progress made in a whole class Reading Folder.*
- *Group Reading – The TA will read with a group each week using a phonetically decodable book at the phonic phase that the group is currently working on. They will also test sounds and high frequency words. Comments are recorded on group reading sheets which are kept in whole class Reading folder.*
- *In the Class Reading Folder the teacher will have a copy of the Assessment Focus recording sheets, reading targets and evidence of children reading of an individual basis.*
- *The Teacher/TA completes an individual comment every time they hear the children read on the Reading Record sheet.*
- *The teacher/TA listens to a new book read as an assessment and an old book as the children are more confident with this book*
- *The teacher/TA records strategies the children are using and progress made.*
- *Shared reading – using books and interactive whiteboard programmes*
- *The teacher will analyse evidence from reading sessions to see what the child is attending to and neglecting to assess appropriate strategies/prompts to ensure next steps in learning.*

- *Parents are requested to always encourage the children to read and to write positive comments in the reading diary.*
- *E.books are allocated regularly so that the children can engage with these at home and build on the phonics strategies taught in school.*
- *Library – Fiction and non-fiction books are exchanged regularly in timetabled slots.*

Key Stage 1 and 2

- *All children are grouped according to ability within their own classes. These groups are flexible and because reading is continually being assessed then children will be moved within them according to their needs.*
- *All children will bring a book bag into school each day.*
- *The teacher will provide every child with a reading book and reading diary.*
- *Guided Reading sessions will take place weekly with the teacher ensuring that every child is heard read. The teacher records progress, reading behaviour – strategies used on the guided reading record sheets which are kept in reading Group folders. Objectives and AF's are included to ensure focus in each session and progression. Learning Ladders are updated accordingly using the year group colour.*
- *The books used for guided reading will be pitched at the level above those which are taken home.*
- *In Years 1 and 2 the TA hears children read in a group reading session each week. They will use books at the reading level that the group is considered to be working within.*
- *In Years 3 and 4 the TA will work with the Less Able children and will therefore hear those children read in a weekly group reading session.*
- *The children in Years 1 and 3 will take part in Paired Reading during the Spring Term.*
- *Following assessment using Salford Reading Tests done within September in Years 2 – 4, those children who are recognised as not reaching a desirable level will receive intervention. The Salford Test will be repeated for all children in March to assess progress made.*
- *In Years 1 and 2 those children who have been highlighted as needing extra reading practice (usually those in the lower end of the less able group and those who lack parental support) will be allocated a Reading Buddy. Reading Buddies are chosen from Year 4 and read daily with those children.*
- *Reading aloud – the children will have opportunity to share their written work by reading it aloud to the rest of the class and read sections of shared text. The children also hear stories read aloud by the teacher.*
- *Silent reading – The children have access to a range of books with in the classroom book boxes or shelves and regular opportunities are given to access these e.g. when the children first come into school in the morning before registration.*
- *Reading Comprehension – from Year 2 upwards weekly differentiated activities usually related to the genre that week will be sent home for homework. Reading comprehension activities will also form part of some literacy lessons.*
- *Higher Order Reading Skills – these are explicitly taught during the Literacy lesson.*
- *Parents are requested to always encourage the children to read and to write positive comments in the reading diary.*
- *Library – fiction and non-fiction books are exchanged weekly at regular timetabled slots.*

3) Phonics

Rationale:

We aim to provide children with an integrated programme of learning letters and sounds through speaking and listening, reading and writing.

The teaching of Phonics is based upon curriculum guidance in Letters and Sounds and the Foundation Stage curriculum, providing children with:

- A daily phonics session, based on a model of review, introduction of new learning, practice and applying;*
- Focused directed teaching involving oral and written practice of letters and sounds;*
- A variety of teaching methods, including demonstration, modelling, games, singing and other practical activities.*

Purposes:

- 1. To ensure a consistent and systematic approach to the teaching and learning of phonics.*
- 2. To provide opportunities for pupils to have daily oral, reading and written practice to increase phonic knowledge and handwriting skills.*
- 3. To encourage pupils to apply their phonic knowledge in reading, writing and spelling activities.*

Broad Guidelines:

- 1. Planning should be based on curriculum guidance for the Foundation Stage, and the Letters and Sounds document, and should use the kinaesthetic programme of Jolly Phonics as a foundation.*
- 2. All children will work in groups according to the phase of phonics they are currently working on. This will allow all pupils to progress as individuals and build on previous learning.*
- 3. Assessment should be a continuous process and up-to date records kept using key word lists, phonic assessment records, guided reading records as appropriate.*
- 4. Weekly teaching of phonics should include planned learning objectives so that new learning takes place daily through a range of activities. Daily lessons should be planned in the sequence outlined in the appendix, and should allow opportunities for both oral, reading and written practice.*
- 5. All children should be encouraged to apply their phonic knowledge across the curriculum wherever appropriate.*
- 6. To enhance pupil's enjoyment and understanding teaching should reflect a variety of learning styles including the use of ICT, games, drama, speaking, listening and writing.*
- 7. Principles of good teaching and learning in phonics will be shared with parents through workshops, relevant literature and via the schoolwebsite. Home support and practice is acknowledged as being extremely valuable and is highly encouraged.*
- 8. Pupils should be taught the conventional ways of forming letter shapes, lower case and capitals through purposeful guided practice using the Nelson handwriting scheme. Modelling letter formation should be used to encourage a comfortable and legible handwriting style.*
- 9. To develop an approach to spelling as outlined in letters and sounds, which should include learning phonic patterns and key words.*

The Literacy Leader will manage the curriculum in terms of content and resources, monitor the planning and offer their skills, knowledge and support to colleagues.

Conclusion:

This policy is a guideline to the teaching and learning of phonics. The acquisition of phonic knowledge is key to many literacy activities, including spelling and reading and needs regular systematic practice to achieve the best progress. Daily practice is key, but learning should be applied across the curriculum.

4) Assessment For Learning

The children are assessed and records are kept in line with the school's assessment policy.

- ☐ Pupils' reading behaviour and assessment of the reading focus 1-7 is observed by the class teacher in the guided reading session and noted on reading record sheet.*
- ☐ Pupil's progress is assessed using Learning Ladders and this information is fed into "Assessment Manager" computer program once per half term and used to inform planning. The results of these assessments are monitored in order to inform targets for subsequent year groups.*
- ☐ Statutory assessment of reading occurs through baseline assessment and the reading SATs at the end of Key Stage 1. Y3 and Y4 undertake the optional SATs at the end of each academic year*
- ☐ Individual reading test, Salford Sentence, is carried out twice a year – September and March in Years 1 (More Able only) and 2 – 4.*
- ☐ Rigby Star assessments are carried out half termly and this helps support guided reading assessments.*

The data from these assessments is used to:

- Action any special needs provision*
- Group the children*
- Identify the most able to ensure provision on extension/enrichment work*

Through assessment and dialogue, the children are set individual reading targets to achieve. These targets are differentiated according to age and ability, for example:

- To know the names and sounds of all the letters*
- To be able to sustain 10 minutes of individual reading*
- To be able to break words into syllables*
- To be able to read aloud fluently and expressively*
- To read a wide genre of books*
- To use inference and deduction etc.*

These will be recorded in Reading diaries so that parents are aware and can help.

5) Parental Involvement

The teaching of reading is greatly helped if there is strong communication and support between home and school. During the New Intake Meeting for Parents held in the Summer Term information is given about the importance of reading at home. Information sessions will also be held in school when any new initiatives are launched e.g Bug Club Ebooks. Advice and support is available during parent's evenings. Advice on reading strategies which are used in school and how best they may help their child are put into Reading Diaries on entry into each new school year.

When a child enters St. Nicholas First School parents are asked to read and sign a Home/school agreement which requests their continued support with reading.

6) Library

The Library was refurbished during the school year 2010/11. In September 2012 Junior Librarian was introduced and training given to staff. Each child has their own login and they are encouraged to take books out on a weekly basis. Each class is timetabled for one library session per week. Using Junior Librarian children are also encouraged to develop independent learning by accessing the system to research what books are available to help them. Members of staff have the opportunity to take out books related to the topics they are teaching.

7) Resources

St. Nicholas provides a print rich environment. All classrooms have an interesting, well stocked area which includes fiction and non-fiction books, and which reflect diversity in culture. Guided and group reading books are levelled according to the Book Banding system and we have selected these from a range of 'providers' so that we are not reading scheme led. All books in the library are catalogued on Junior Librarian and all Guided and Group readers are recorded on Book Band lists which are kept within the Reading Record folders as well as on the Shared Drive.

WRITING POLICY

Philosophy

Writing is a major part of the curriculum and along with reading, listening and talking, makes a significant contribution to the development of children as thinkers and learners.

Writing involves a set of complex skills that will not develop without structured teaching and practice. Throughout the school the children use a variety of texts to gain more knowledge about improving their own writing. Children read to write and write to read.

We have a high expectation of the use of the core skills of vocabulary, conjunctions, openers and punctuation. We value writing and work hard to achieve high standards from all children, within a positive writing ethos.

Literacy skills empower individuals to unlock their potential as independent lifelong learners. They have a significant impact on self-esteem, motivation and aspirations for the future. Being literate equips young people to be proactive in their own learning and to articulate their thoughts. In this way they grow in an understanding of themselves as individuals and as members of society.

“Children and young people will demonstrate their progress in writing through the degree of independence they show, the organization and quality of their ideas, their skills in spelling, punctuation and grammar, the match of their writing to audience and the effectiveness of their use of language.”
Curriculum for Excellence

1) Aims:

- *To develop pupil’s understanding of the value of writing as a means of communicating*
- *To enjoy writing in response to a range of different stimuli,*
- *To equip children with the necessary skills to write independently and effectively for different purposes and readers.*

We aim to teach the children to:

- *Enjoy writing and see the value of it.*
- *Communicate meaning in narrative and non-fiction forms.*
- *Spell words correctly and punctuate their writing accurately*
- *Use the main rules and conventions of written English*
- *Plan, draft, edit and process writing to improve it.*
- *Develop fluent and legible handwriting*

2) Teaching and Learning Style

The National Curriculum and the Early Years Foundation Stage form the basis of our teaching of Literacy. These ensure balance and coverage of the objectives. The Programmes of Study for writing are constructed of transcription and composition.

Writing is taught during Literacy sessions and integrated into other subject areas.

Shared Writing

During this section of Literacy, pupils are taught as a whole class. A wide variety of texts are used to provide ideas and structures for writing. The children are taught through teacher demonstration and modelling of how to compose texts and how ideas are sequenced, clarified and structured. Shared writing is also used to teach grammar and spelling skills, layout and presentation. Texts used in shared reading are often used as a frame for writing or as a stimulus to extend, alter or comment on it.

Guided Writing

This enables the teacher to focus on teaching the children to write independently. These sessions are used to meet the specific objectives set out in the National Curriculum. Examples of areas focused upon are:

- ☐ Planning a piece of writing*
- ☐ Applying phonological skills*
- ☐ Composing a text*
- ☐ Expanding or contracting a text*
- ☐ Editing work for clarity and presentation*
- ☐ Writing instructions*
- ☐ Note taking*
- ☐ Reviews and evaluations*
- ☐ Writing stories and poems*
- ☐ Constructing complex sentences*
- ☐ Developing spelling strategies*

3) Other opportunities for Writing

During Literacy sessions, those children not working in a guided group will be working on a variety of independent, partner or group writing activities. In addition, extended writing may take place outside Literacy lessons, especially in Key Stage 2.

Links with the rest of the curriculum are fundamental and other subjects are treated as vehicles for literacy work. The skills learnt in literacy are applied in work in other subjects.

4) Assessment For Learning

The children are assessed and records are kept in line with the school's assessment policy.

Each term between 5/6 pieces of writing are assessed using Learning Ladders. These pieces of writing will be completely independent of any intervention from the teacher in order to ensure that they are a true indication of what the child can do and are completed in the Writing Progress Book which follows the child through school. From Year 2 upwards a success criteria is included in pieces of sustained written work so that the children can self-assess. This is then reviewed by the teacher who will use it as a reference for feedback with the child and for further targeting in the next piece of writing. Assessment data is put onto Assessment Manager at the end of each half term.

Assessment data is used to inform future planning and to apply intervention strategies that may need putting into place.

Spelling

We aim to make sure that all of our children become competent in spelling. Spelling is developed through

- ★ *The marking of work – children are encouraged to practise words which have been highlighted by the teacher as ones which they need to learn.*

- ★ *Regular learning of spelling lists, allocated according to ability groups. Depending on the age and ability of the child, these spelling lists should include a spelling patterns, high frequency words and topic based words. These words are tested each week.*

- ★ *Daily spelling input where appropriate to teach pupils to use a range of spelling strategies in order to become independent and accurate spellers.*

- ★ *Encouragement of word banks, personal word logs and dictionaries.*

Grammar

Grammar is taught in creative and meaningful ways that go beyond simply knowing terms and categories, towards encouraging pupils to love playing with grammar and language. Teaching grammar is of no benefit in supporting writing development if taught as isolated de-contextualised grammar exercises.

Handwriting

Aims

A flexible, fluent and legible handwriting style empowers children to write with confidence and creativity. As such, we actively teach handwriting as part of the Literacy curriculum through discrete weekly lessons and application every day.

Handwriting is a developmental process with its own distinctive stages of progression from readiness for handwriting, through to letter joins, practising speed and fluency and higher presentation skills.

We aim for children to have developed a fluent, joined handwriting style by the end of Year 2.

To develop a clear, legible style of writing, children are taught to;

☒ Hold a pencil comfortably; promoting a legible style that encourages writing from left to right, from top to bottom of the page and starting and finishing letters correctly.

☒ Develop a consistent size and shape of letters and regularity of spacing between letters and words

☒ Join letters correctly

☒ Develop greater control and fluency as they become increasingly confident.

Since handwriting is an essential movement skill, correct modelling of the agreed handwriting style by all adults is very important. Letter formation clips on the Nelson Thornes handwriting CD-ROM will also assist correct modelling.

Reception Class

Children will begin the Foundation Stage with a wide variety of writing skills ranging from simply making marks to writing discernible letters. Children will move from gross to fine motor skills using a variety of tactile methods. They will be given opportunities to make marks in their own way and to gradually refine these into recognisable patterns and eventually individual letters. Children will be encouraged to use correct directionality.

The Nelson Thornes handwriting scheme will be introduced in Reception and will help prepare children for handwriting, consolidate their motor control and introduce letter shapes. It is expected that most children will be forming each letter in both the capital and lowercase form, with a joining flick where appropriate, by the end of Reception.

Some suggested materials to develop gross and fine motor skills are;

☒ Sand / seed trays and other tactile materials

☒ Letter cut-outs/ Feely letter shapes

☒ Large paper and brushes

☒ *Blackboard and chalk*

☒ *Plasticine, play dough, clay.*

Year 1

It is expected that by the end of this year, the majority of writing will be unaided, using capitals appropriately and presenting their written work legibly. Children will practise forming letters and are introduced to joins as early as possible. Children practise their handwriting using specific handwriting-ruled books to develop consistency in size.

The approved style of handwriting & joins will be that exemplified in the Nelson Thornes resources.

Nelson Thornes Scheme - Red Level

Year 2

By Year 2 children will be using a joined handwriting style and be able to write on lined paper with a reasonable degree of accuracy in their day to day work. They will continue to practise their handwriting using specific handwriting-ruled books to continue to develop consistency in size.

The approved style of handwriting & joins will be that exemplified in the Nelson Thornes resources.

Nelson Thornes Scheme Yellow Level

Year 3 and 4

It will be expected that all children will be able to join letters and use cursive script across the curriculum in pencil. Children not achieving this by the end of Year 3 will be given intervention sessions concentrating on developing their handwriting further.

The introduction of handwriting pens will begin in Year 3. When a child's handwriting is accurately formed, consistent in size and fluent in all their work they will then be presented with a pen passport and a blue handwriting pen.

Children will continue to practise their handwriting using specific handwriting-ruled books to continue to develop consistency in size.

The approved style of handwriting & joins will be that exemplified in the Nelson Thornes resources.

*Nelson Thornes Scheme - Year 3 Developing Skills Book 1
Book 2*

- Year 4 Developing Skills

Organisation

(All to coincide with daily application and to focus on writing targets or area of grammar and punctuation needed)

Years 1 and 2 - Two discrete weekly lessons (15-20 minutes) Years 3, and 4 – One discrete weekly lesson (20-30 minutes)

Pen Passport

When the class teacher feels that a child has achieved the necessary level of handwriting to be able to write in pen they will provide that child with a blue handwriting pen to use in their handwriting book.

Once the child has proved capable of writing in pen they will then be allowed to use this to write with in subjects across the curriculum. At this point the child will be presented with a certificate as recognition of this achievement.