



Fairfield Primary School Literacy Policy

Purpose

- ◆ To establish an entitlement for all pupils;
- ◆ To establish expectations for teachers and pupils
- ◆ To promote continuity and coherence across the school;
- ◆ To promote a shared understanding of Literacy, within the community.

Overview

This policy consists of key paragraphs that explain how English is taught and appendices which give further guidance about:

- ◆ Reading – appendix 1
- ◆ Writing (to include handwriting) – appendix 2
- ◆ Speaking and listening – appendix 3
- ◆ Spelling – appendix 4
- ◆ Characteristics of effective teaching and learning
- ◆ Principles underpinning literacy teaching

Aims of Policy

To encourage children to:

- ◆ be effective, competent communicators and good listeners;
- ◆ express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- ◆ foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- ◆ engage with and understand a range of text types and genres;
- ◆ be able to write in a variety of styles and forms showing awareness of audience and purpose;
- ◆ develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- ◆ use grammar and punctuation accurately;
- ◆ understand spelling conventions;
- ◆ produce effective, well presented written work.

Expectations

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We will make every effort to foster an enjoyment of literature.

Time Allocation

The time allocated for English is in line with recommendations for key stages one and two. This amounts to 7.5 hours per week at both key stages and is 36% and 32% respectively

In addition, it is expected that cross-curricular links will contribute to pupils learning in speaking and listening, reading and writing.

Teaching and Learning/Planning

The National Curriculum forms the basis of teaching and learning. All children receive the minimum entitlement of a daily literacy lesson, lasting approximately one hour.

Teachers work towards independent learning and plan for different working groups e.g. whole class/small group/paired/individual.

Teachers employ a range of generic teaching strategies based on “**Principles underpinning literacy teaching**” (*Appendix 6*). These include:

- ◆ instructing/directing
- ◆ modelling/demonstrating/scribing
- ◆ explaining
- ◆ questioning
- ◆ discussing
- ◆ consolidating
- ◆ evaluating
- ◆ summarising

Teachers use the National Curriculum for medium term literacy plans. These are used as a basis for short term planning and adapted according to the text type and the needs of the children. The length of a unit may vary. The school has agreed proformas which all teachers use.

Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support.

Literacy is encouraged and developed across the curriculum and links are made where appropriate.

ICT is used to enhance, extend and complement literacy teaching and learning.

Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

Inclusion

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. The Expert Teacher and Senior Management Team decides which intervention programmes, i.e. second wave of support, will be used in the school on an annual basis. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

There will be a third wave of support for pupils who are placed on School Action or School Action Plus which will be additional and different.

More able pupils are planned for in line with our policy for teaching more able pupils.

The needs of children with English as an additional language will be met through planning and support from EMASS where appropriate. This is supported by our equal opportunities policy.

Parental/Community involvement

We value parent involvement in children’s development of literacy and promote a home school partnership in the following ways:

- ❑ sharing information – newsletters, curriculum workshops and evenings, parents’ leaflets, reading diaries/journals.
- ❑ celebrations – assemblies, school performances, displays, book fairs
- ❑ homework - in line with our homework policy and home/school agreement

Volunteers and parents are welcomed into school to support and assist pupils’ reading but must be DBS checked.

We have strong links with the local playgroup and secondary school to ensure smooth transition.

Assessment, Recording and Reporting

Assessments are made in line with the school assessment policy. Teachers report to parents twice a year at parents' evenings and in the annual report to parents. Children are assessed on entering the school and are formally assessed at the end of key stage one. And key stage 2.

Years 1-6 use the SAS (Symphony Assessment System) to track and assess pupils and single level tests are administered to individuals where appropriate.

Teachers use assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps.

Individual targets are used for Literacy. Moderation meetings are built in termly and through analysis of performance and attainment, a new focus is selected for the following term and targets set accordingly for classes using Must, Should, Could, Could Even statements.

Marking is in line with the school marking and feedback policy.

Analysis of assessment data is used to set numerical targets.

Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or on the Standards website.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan which includes the Literacy Action Plan. The literacy co-ordinator will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary the literacy co-ordinator leads or organises school based training.

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

Resources and Accommodation

A comprehensive range of resources is available in school. Classes have a selection of reference books e.g. dictionaries, thesaurus etc and a small class fiction/non-fiction choice. In addition pupils have access to a variety of reading material which can include magazines, newspapers, pamphlets, leaflets, posters, etc.

Guided reading books and teacher resources including ICT software, are kept centrally with the Literacy resources for each key stage. These books are banded according to 'KS1 Bookbands' and in KS2 according to the colour codes in 'KS2 Guided Reading'.

The school library contains a range of fiction and non-fiction books.

Each year the school holds a book week; in the past this has included a book fair and visiting authors. Other events have included special displays, library visits, competitions, visiting drama specialists, dressing up as a favourite book character.

Monitoring and Evaluation

Literacy is monitored by teachers, Literacy Co-ordinator, the Executive Headteacher and Literacy Governor. Having identified priorities, the Literacy Co-ordinator constructs an action plan that forms part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Appendix 1 - Reading

Aims

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable, purposeful and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Entitlement

Pupils have access to a wide range of reading opportunities that include:

- shared reading
- guided reading
- paired reading
- independent reading
- home/school reading
- hearing books read aloud on a regular basis
- selecting own choice of texts including ICT texts
- reading whole texts
- reading in other subjects including ICT texts
- reading in the community

The National Curriculum provides a detailed basis for implementing the statutory requirements for reading.. Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, paired reading, using the library, listening to whole class stories and research linked to other subjects.

Teaching and Learning

Teachers promote and value reading as an enjoyable activity and also as a life skill. The Simple View of Reading model provides the foundation of teaching of reading. Teachers plan for a range of comprehension strategies which allow pupils to engage with text in a variety of ways to suit different learning styles.

In **shared reading** the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

In **guided reading** texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading. Teachers follow the five part structure when planning guided reading sessions.

Teachers plan for **independent reading** activities during sessions of Literacy teaching and at other times outside the Literacy Hour. Texts are selected so that pupils can access them without support. The focus for the reading is to provide practice and develop personal response to text.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading encouraging books to be changed at regular intervals.

Reading at home is regarded as an important part of reading development. Parents are encouraged to respond to their child's progress in reading diaries. KS2 pupils are encouraged to respond to books using their Reading Journals whilst KS1 pupils enjoy the use of story sacks and boxes.

Resources

All classrooms have a book area with a range of fiction and non-fiction. Classroom collections are changed at regular intervals. Pupils also have opportunities to read magazines, information leaflets and ICT texts. The school library is an important resource and pupils are taught how to use it appropriately. Guided reading resources and teacher resources are kept centrally.

All teachers provide a stimulating reading environment, promote book ownership and recommend books to pupils. Classroom and central displays are language rich and special displays promote authors and books.

Appendix 2 - Writing

Aims

Children should learn to:

- write in different contexts and for different purposes and audiences;
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation;
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan draft and edit their writing to suit the purpose
- use ICT as a literacy medium for presenting work and manipulating text

Entitlement

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake, discuss success criteria and what the expected outcome will be. Usually, though not always, the **teaching sequence for reading and writing** will be used as a framework:

⇒ Reading and responding	Introduction to reading; enjoyment; teach reading strategies; response
⇒ Analysing	Analysis of texts for structural and language features; teacher demonstration of usage of sentence and word level features; further consolidation of key features
⇒ Planning and writing	Talk for writing; planning, drafting, revising, editing

Subject-specific texts that link to work being undertaken in other areas may also be used in literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage **'talk for writing'** as an integral part of the process.

Teachers provide opportunities to practise and improve handwriting and encourage pupils to develop a fluent legible style. A mixture of whole class, small group and individual teaching is planned.

Resources

Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it to where it belongs. Each class also has a set of age appropriate dictionaries, thesaurus and word banks and supplemented materials include the following;

Developing Early Writing

Grammar for Writing

Support For Writing

Improving Writing Fliers

Exemplification plans

Target statements for writing

Other teacher resources are kept in a central resource area.

Appendix 3

Speaking and Listening

Aims

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

Entitlement

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.

Teaching and Learning

Teachers provide a wide range of contexts for speaking and listening throughout the school day. Teachers model speaking clearly. This includes clear diction, reasoned argument; using imaginative and challenging language and use of Standard English. Listening is modelled as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children. Speaking and listening outcomes are planned for in all areas of the curriculum and speaking and listening objectives are identified in planning. Roles are shared with pupils: sometimes a pupil will be the questioner, presenter, etc.

Learning takes place in a variety of situations and group settings. For example these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school, responding to a text in shared or guided reading. PSHE is a time when children learn about how to respect the views of others and the importance of speaking and listening with regard to others. There are opportunities for this also during SEAL and Show and Tell sessions.

Resources

Teachers have access to a range of resources for speaking and listening activities. These are kept in the central literacy resource area and in classes. There are also some useful PSHE resources which also support this area.

Appendix 4

Spelling

Philosophy

Despite the age of electronic literacy, there will be many occasions when children will need to express themselves quickly and accurately on paper. We consider the ability to be able to spell correctly is an essential life skill and one that society demands.

The Nature of Spelling

The ability to spell easily enables an individual to become a more effective writer. When spelling becomes automatic, more thought can be put into what is written. The English Language is not a regular language but is systematic and patterned. Learning to spell is a process of working out such patterns and applying them to new words. Learning to spell is not just learning lists of words. It is a developmental process of learning to apply different strategies appropriately.

Aims

- *to enable children to write independently;
- *to encourage creativity and the use of more ambitious vocabulary;
- *to develop and teach children to use strategies for spelling confidently;
- *to enhance skills of proof reading.

Teaching and Learning

We recognise that children pass through a series of stages in learning to spell (appendix A). Teachers' assessment of individuals' work enables them to match their teaching to the stage at which the child is functioning irrespective of their age or year group. This is done by grouping children according to ability and providing appropriate activities linked to the stage at which they are working. In addition children are taught spelling to meet the requirements of the National Curriculum as a whole class.

Children are taught spelling as part of the Literacy Hour and sometimes as part of a specifically focussed lesson. We recognise that spelling is a visuo-motor skill and therefore spelling is linked to opportunities for children to write down the words they are trying to memorise.

At K.S.1 spelling is part of the progression in learning phonics and therefore links closely to learning to read. Young children are engaged in the following activities on a regular basis: puzzles, games, actions, rhymes, creative work as well as looking and writing onset and rimes and high frequency words.

At K.S.2 spelling often forms a starter to the unit of work when new strategies, letter strings, word families, root words, suffixes, prefixes, rules or word derivations are introduced, practised or revised. Opportunities are given for children to work in pairs and groups and to respond in a variety of ways.

Children in both Key Stages are taught strategies to help them to learn independently. These involve learning by sight, sound, movement, analogy, making trials and using the Look, Say, Cover, Write, Check method. They also have individual dictionaries which includes high frequency words and other personal spelling lists.

Children are often given homework which takes the form of a spelling investigation or the study of particular words linked to writing, dictation or similar words.

Assessment Recording and Reporting

At both Key Stages children are encouraged to learn high frequency words. Subsequent spelling tests will take the following form depending on the child's age and spelling stage:

Sometimes the words are put into sentences;

Words with the same letter pattern are put into the test in order for children to apply their knowledge to unknown words;

Words from previous weeks are added to the list for revision purposes

Words are put into a dictation.

Children's work is sensitively marked to enable all aspects of their writing to be appraised, particularly the use of interesting vocabulary. Attention will be drawn through marking to the mis-spelling of high frequency words or those most recently studied (see Marking Policy) Evidence of progress is retained in the following ways:

initial writing (Baseline);

as part of a piece of writing,

SAS levels – Teacher Assessments yrs.1-6 using SAS grids

Results of assessments are discussed with parents at Baseline meetings and Parents' evenings.

Year 2 and 6 SATs results are formally reported in the written Annual Report to parents.

Home/ School links

We recognise that parents have an active part to play in all aspects of their children's learning and can specifically help them to learn to spell.

Special Educational Needs

Some children may need more help to become a mature speller than others. This is often the case with children who have specific learning difficulties. A variety of approaches will be used to support progress; these include more individual time with their teacher or classroom assistant, specific guidance in how to learn spellings, more structured homework, greater involvement of parents in supporting homework. If necessary an Individual Education Plan will be introduced and the Learning Support Service may be consulted.

Resources

Progression in Phonics/Playing with Sounds/Letters and Sounds

Spelling Bank K.S.2

Spelling Programme for yrs 2/3

Word Work (N.L.S.)

Fast Phonics CD Rom for KS1

Primary resources website

Espresso-Literacy for all year groups – games to develop spelling ability and practise.

Easy Learn Phonics books

Classroom based matching and sorting games

Curriculum Bank Spelling and Phonics K.S.2

Special Needs resources:- Learn to Spell books 1,2 and 3, Spelling Programme part 1& 2.

Big Book Spelling for Years 3-5

Focus on Spelling Pupil Book for KS1 and KS2

Monitoring and Evaluation

The standards and quality of the teaching and learning of spelling will be monitored in the following ways:

*scrutiny of test results

*work sampling

*moderation

*individual targets

*lesson observation

All teachers will be involved in monitoring and evaluating children's progress. The Literacy Coordinator and the Executive Head Teacher will be responsible for other aspects of monitoring and evaluation. The curriculum sub-committee of the Governing body will report to the Governors and parents on standards.

Stages in Spelling Development (appendix A)

Precommunicative spelling

Random letters used to communicate meaning for the child.

Semi-phonetic spelling

Use of initial consonant to represent a word.

Phonetic spelling

Learning to encode the letters of the alphabet at the beginning and ends of words.

Learning to encode the initial and (where appropriate end) digraphs and blends.

Learning to encode the medial digraphs eg. ar, ee, oo etc.

Transitional spelling

Knows how to encode the medial digraphs (as at the phonetic stage) but is also beginning to know when to use, for example, 'ee' or 'ea'.

Visual spelling

Beginning to remember and generalise about visual letter patterns eg. Air, tion, earn, ious, ough, etc.

Mature spelling

Can use a full range of cues, has knowledge of rules, derivations etc. Spelling is usually correct.

Appendix 5

Some Characteristics of Effective Teaching and Learning

Speaking and Listening

Children:

- Feel their ideas and opinions are valued
- Listen to verbal instructions which are clear
- Offer ideas and opinions which may differ from others
- Verbalise ideas in a variety of situations
- Ask and answer questions appropriately
- Think before they speak – plan out
- Appreciate opinions of others
- Speak aloud with confidence for the appropriate audience
- Communicate collaboratively

Teachers:

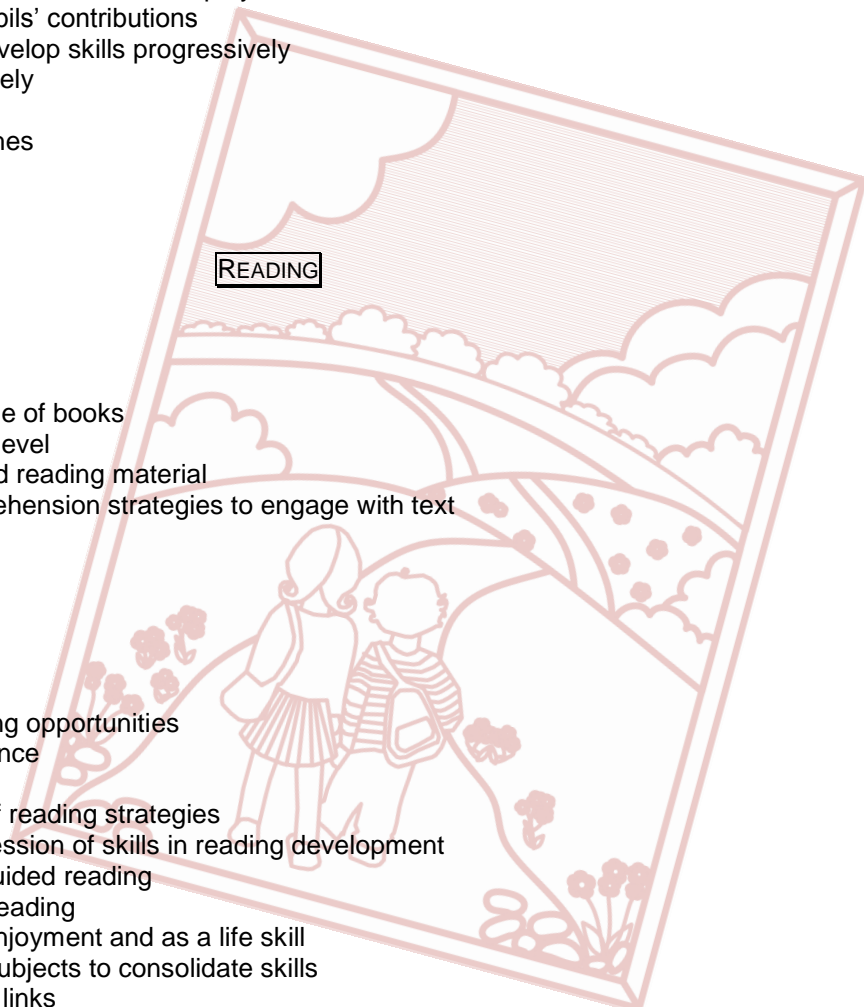
- Plan for speaking and listening
- Speak clearly
- Listen
- Consider oral outcomes
- Encourage discussion, debate and role play
- Value and build on pupils' contributions
- Understand how to develop skills progressively
- Use resources effectively
- Set realistic goals
- Use different approaches

Children:

- Have access to a range of books
- Enjoy reading at their level
- Talk about reading and reading material
- Use a range of comprehension strategies to engage with text

Teachers:

- Offer a range of reading opportunities
- Encourage independence
- Read to children
- Teach the full range of reading strategies
- Understand the progression of skills in reading development
- Plan for shared and guided reading
- Monitor independent reading
- Promote reading for enjoyment and as a life skill
- Use reading in other subjects to consolidate skills
- Maintain home/school links



WRITING

Children:

- ✿ Take pride in their writing and know when different writing styles are appropriate
- ✿ Understand why they are writing
- ✿ Experiment and draft ideas
- ✿ Talk about what they are going to write (mentally rehearse)
- ✿ Are confident to share ideas with others
- ✿ Write for different audiences and purposes
- ✿ Plan effectively
- ✿ Use support materials effectively
- ✿ Use ICT as a tool

Teachers:

- ✿ Make clear links between reading and writing
- ✿ Offer a wide variety of writing opportunities, including handwriting practice
- ✿ Are confident in modelling the writing process
- ✿ Know key features of different text types and narrative styles
- ✿ Use modelling/scribing and supported composition
- ✿ Plan outcomes and clarify audience and purpose
- ✿ Provide equipment to allow children to achieve their best results
- ✿ Clearly outline objectives and targets
- ✿ Encourage children to self correct and redraft work
- ✿ Identify and use cross curricular links
- ✿ Plan to use ICT in writing activities
- ✿ Provide prompts and scaffolds to support independence



Appendix 6

Principles underpinning good literacy teaching

● Objectives – led teaching from the Framework

● Reading and writing linked

● Range of generic teaching strategies

● Whole class interactive teaching

● Promoting independence

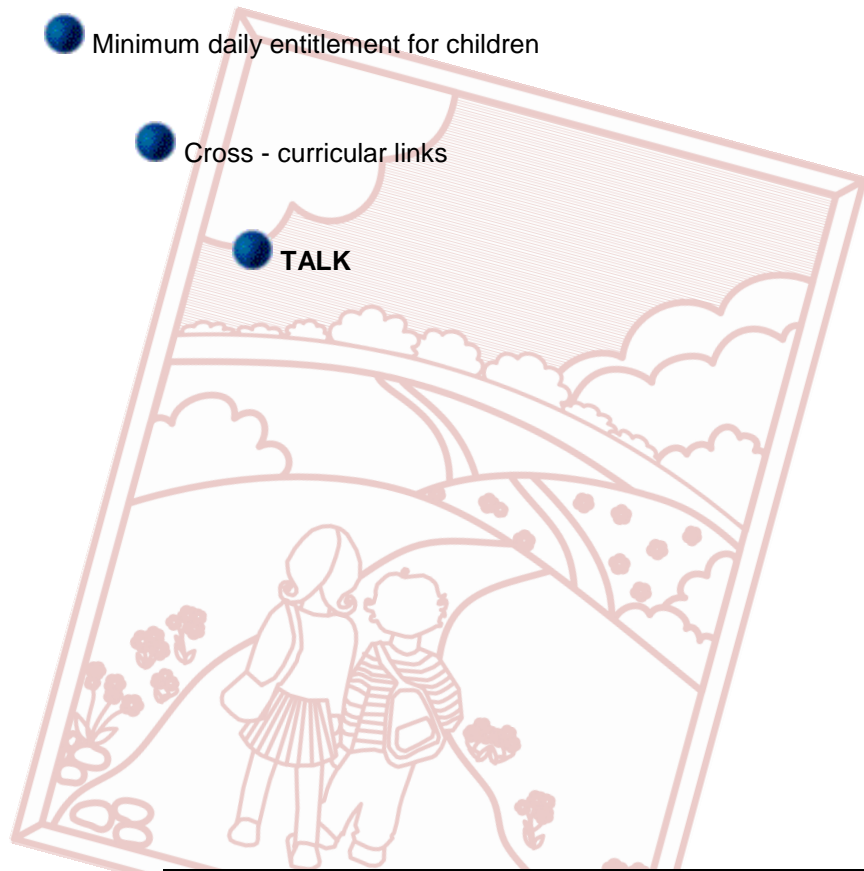
→ shared guided → independent

● Inclusion

● Minimum daily entitlement for children

● Cross - curricular links

● **TALK**



Policy	<i>Literacy policy</i>
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