

LITERACY POLICY



To write any text children must be familiar with the language and patterns that it involves. They cannot write a sentence pattern without being able to say it-and they cannot say it, if they have not heard it.

Good readers become good writers, the richness, depth and breadth of reading determines the writers we become.

In our teaching we reflect

The importance of **reading quality texts** and talking about them.

The principles of **talk for writing** and the importance of **shared writing**.

The importance of **setting achievable targets** as next steps for children.

The need for children reflect on their reading and writing in order to clearly **understand** what they need to do to **improve**.

The need for children to be given opportunities to **choose** what to write about and how to present their work.

The value of **extended reading and writing sessions** and the time given to **developing** a piece of writing.

At BPS we have **high expectations** for speaking and listening, reading and writing
across the curriculum.

Aims and Objectives

Children will:

- Speak clearly and confidently in an appropriate way
- Enjoy and respond to quality texts
- Have growing vocabulary; using correct English grammatical terminology (see appendices)
- Read fluently, with understanding and expression
- Develop skills of perception and questioning
- Write for a wide range of audiences through the themes they are taught
- Produce quality pieces of written work inspired by exciting and creative themes
- Have pride in their writing
- Write clearly using cursive handwriting
- Develop a range of spelling strategies to use when writing
- Creatively express themselves through drama and role play
- Develop self and peer assessment to improve their learning

Assessment and Assessing Pupil Progress (APP)

- Data is collected every half term in Reading and Writing, and annually in Speaking and Listening. This data is used to track progress and identify next steps in learning.
- Collections will be used to assess standards and monitor progress
- Parents will be informed of their child's attainment and progress at parent consultation evenings and in a end of year report.
- Teaching staff will provide positive feedback for all children (see Assessment Policy.)
- APP sheets and collection of evidence are kept for 3 focus children in reading, writing and Speaking and Listening and are updated regularly.

Roles

The SLT will monitor and evaluate progress in Literacy

The English Lead Learner will:

- Monitor planning and review samples of children's work
- Observe teaching and learning
- Analyse data and review progress
- Audit resources
- Lead CPD
- Provide training for new staff and parents on school schemes for spelling and handwriting
- Be involved in action planning in conjunction with SLT.

Teaching and Learning:

Our aim is to make our Literacy lessons active, exciting and fun. Our Literacy planning provides for all groups of learners and reflects 'Talk for reading and writing'. Where possible we identify an audience and purpose for the children's writing. Teachers will plan Literacy activities in year teams according to the needs of the children.

In **Reception**, children are encouraged to mark make and experiment with writing through a range of play based and teacher led activities.

Children start to follow the extended writing cycle in **KS1**, participating in sessions that are appropriate for their stage of development. Children are taught to form letters correctly and have the opportunity to write for a variety of purposes.

In **Key Stage two**, the skills taught in our Literacy are given purpose and relevance by the application across the curriculum. During the week, embedded in our Literacy teaching, time is dedicated to the development of grammar skills with correct language terminology being used by children and teachers (see appendices). Short follow up sessions, often using mini whiteboards, are used daily to develop writing skills. Although children across all key stages write daily across the curriculum, a dedicated extended writing session takes place 3 or 4 times in a half term where a writing atmosphere is created and children are given time to develop a piece of writing (See Relax, Think, Write). Targets are updated and the children are encouraged to self assess.

Targets

Our writing target cards follow an agreed format. This is the same across each team.

The cards are renewed when appropriate. The cards are used by the children daily, but children colour in target symbols during celebrated extended writing sessions. Cards are updated by the teacher or by the children themselves, in response to marking comments. During KS2 children develop the skills they need to self-assess and identify what they need to do to move forward.

Look back at all your targets and highlight where you have used them.
(A different colour for each target so it is clear.)

Then traffic light how well you have used and achieved your target this term.

How do I think I am doing?

My first target was really easy to achieve because I personally think that I have very neat handwriting. My second target was quite difficult to get because I kept forgetting what connectives were, but now I know what they are (out, and, because, however etc). But my third one was easy because I enjoyed how it was like (my senses). My fourth target was tricky at the start because I always started my work now thanks to my target card I read it out loud. At first my work with apostrophes was really because I used accidentally used them for every word. My 6th target was quite difficult because it made think of words that could start the sentence with. 7th target I did not understand.

How does think I'm doing?

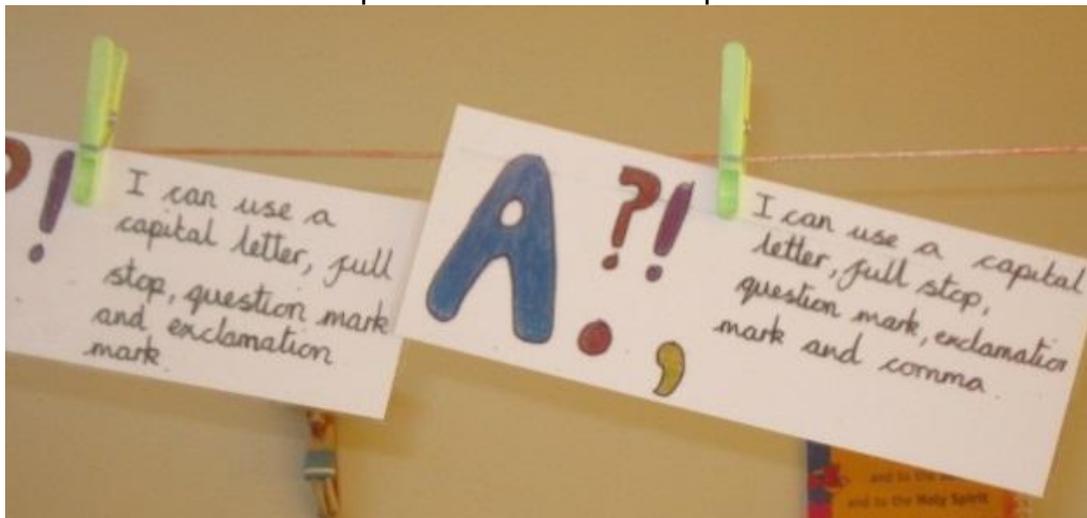
7th target was not repeating descriptive words in the same sentence - look for synonyms.

World War 2

| MY TARGETS! | Met once! | Met Twice! | Chosen |
|-------------|-----------|------------|--------|
| | ☆ | ☆ | ☆ |
| | ☆ | ☆ | ☆ |
| | ☆ | ☆ | ☆ |
| | ☆ | ☆ | ☆ |
| | ☆ | ☆ | ☆ |
| | ☆ | ☆ | ☆ |
| | ☆ | ☆ | ☆ |
| | ☆ | ☆ | ☆ |
| | ☆ | ☆ | ☆ |
| | ☆ | ☆ | ☆ |

Current level: Name:

In **Key Stage one**, teachers have developed a range of simple symbols for children's targets. Teachers across the school use APP to inform the next steps for a child's development.



Speaking and Listening

- Opportunities for speaking and listening will take place through themed work.
- All children will participate in group, class and school performances including role play, drama and circle time.
- 'Think, pair, share' will be used to develop confidence in speaking and listening.
- Staff will take every opportunity to engage in conversation with individual children.

- Children with specific speech and language difficulties are supported through intervention programs identified by the Inclusion Manager.
- 'Good sitting, looking and listening' reminders will be used

Writing

- Cross curricular opportunities will be used to provide real purpose for writing
- Different styles of writing will be explored through quality texts, drama and topic work
- Quality texts will be used to inspire different styles of quality writing
- Children will be encouraged to see themselves as writers. They will write independently in a variety of styles from year R: all attempts will be valued and praised
- Writing corners are in every classroom. They are equipped with a range of writing implements and resources which encourage the children to write independently for a range of purposes.
- A **Writer of the week** will be identified in each class by the teacher and sent to see the Deputy Head teacher for special praise
- Children will be given regular opportunities to write for pleasure through role play and in their classes writing areas
- Children will be encouraged to develop self and peer assessment (star and wish) with time each lesson to evaluate, improve and identify next steps in the learning journey.
- Children are provided with success criteria for detailed pieces of extended writing (see Relax, Think, Write).
- This is peer assessed and self-assessed in each session.

Relax, Think, Write!

Extended Writing

Children need time for preparation, thinking and planning, for writing, and for revision and editing. Teachers plan a block of time that enables the children to link reading and writing. They also allow the time to focus on teaching the skills of writing an extended piece of writing via **demonstration, shared writing** and **guided work**, as well as enabling children to engage in development in substantial chunks of writing time.

Once children have been supported during the early stages, an extended block of writing time is provided to allow children to really get their teeth into a piece of writing. This may span over the

course of one lesson, a few lessons, a whole morning or possibly longer!

Focus is being given to these extended pieces of writing through our child chosen name, **Relax, Think, Write!** This is a focused time where children are encouraged to spend a substantial amount of time developing a piece of writing.

As writers, children are encouraged to get into the 'writing mood,' with the use of a special relaxed atmosphere created by music, dimmed lights and complete concentration. They are also warmed up with **Quick-fire writing games** to exercise and strengthen the imagination. These include the use of various grammatical features to improve sentences and pieces of writing.

Marking and Feedback

Our Extended writing pieces are marked on a BPS feedback sheet identifying next steps for the children in the form of star and a wish. We do not edit the children's writing, but our marking is detailed and developmental. We clearly identify next steps for the children. The children are given time to revisit work and are given the opportunity to **respond to the marking**. This time is vital and can be held any time during the following week. It is important as this is the time that pupils improve their work and learn their next steps.

EYFS/Y1

In Reception and Year 1 the children learn all the initial sounds and how to form all letters correctly.

Children are encouraged to mark-make and activities are provided to develop their fine motor skills and the pincer grip needed for writing.

Child initiated activities enable the children to explore and develop their skills, knowledge and understanding of the process of writing. Regular oral story telling using actions builds the language structures that the children will use later in their writing.

Reading

Foundation Stage and Key Stage 1

- Read Write Inc is the core scheme used to develop early reading. The scheme is phonics based and also develops skills in comprehension. The use of a large selection of other

scheme and non-scheme books ensures that the children receive a rich reading diet.

- Children are encouraged to select quality picture books from the library to share and enjoy at home and school. In foundation stage, children choose a book to bring to the class book corner to enjoy with their friends.
- Class libraries will be bright, welcoming and comfortable to encourage children to enjoy books and reading
- Children will share and read books to the teacher/teaching assistants/parent helpers on a regular basis
- A reading diary will be used to record positive comments and the books children have read
- Daily guided reading sessions follow the National curriculum and APP guidelines
- Pupils needing additional support will read more frequently.
- Where possible, children are encouraged to use the school AF signs to identify what kind of questions they are answering.

Key Stage 2

- Class libraries will be bright, welcoming and comfortable to encourage children to enjoy books and reading
- Daily guided reading sessions will take place covering a wide range of texts (fiction of different genres, non-fiction, poetry) using APP criteria.
- Individual reading books will be selected from the library
- Each class will use their library time to change books and choose quality texts to share with their reading partner.
- A reading diary will be used to record positive comments and books read.
- Children are encouraged to discuss any books that they may be reading and, where possible, year groups support each other in the reading process through work with linked classes.
- Children are encouraged to use the school AF signs to identify what kind of questions they are answering.
- RWI schemes, Fresh start, one to one support and Tree Tops will be used for those children needing additional support.
- RWI catch up scheme is used in years 5 and 6 to support focus groups with understanding of texts and develop comprehension skills.

Spelling

Throughout **Reception**, the children follow the Jolly Phonics scheme of work, supported by Letters and Sounds materials.

In **Key Stage one**, for Wordtime sessions and for the teaching of guided reading, children will be split into groups' dependant on their current stage of development. Children's Wordtime sessions, follow the Read, Write Inc scheme, which runs alongside the RWI reading scheme.

For the teaching of spelling in **Key Stage two**, children will again be split into groups' dependant on their current stage of development. Teachers will follow the RWI scheme.

Spellings will be sent home each week to be learnt in accordance with the BPS spelling guide. There is an expectation that children will practice learning their spelling and that parents will support this process. Children will be tested in class by their spelling learning partner at the end of a spelling unit. Children will have **at least 10 spellings** that they have personally identified and recorded in their spelling log throughout the past unit. This will be monitored by teachers. More able children will be encouraged to find new words using the same sounds being covered by the rest of the class using dictionaries and thesauruses. This will help develop their vocabulary.

Drama

- The teaching of drama skills will be developed through exciting Literacy and inspired themes.
- Drama will be used to improve all areas of Literacy.
- Children will be encouraged to use their imagination and develop their own ideas.
- Literacy planning will identify opportunities for drama and role play.

Working Wall

Our classroom environment supports the children in developing their writing skills. In KS1 word and sound cards are available and in daily use. Dictionaries and suitable word cards are accessible to the children in KS2. Relevant topic words and appropriate key words are displayed in each classroom



Every classroom has a working wall which teachers use to display on-going Literacy and language development work. The working wall reflects the current focus in Literacy and includes the children's own work.

The **working wall** is an important part of the children's learning journey. They display the vocabulary, connectives, punctuation and openers which are used in the type of writing the class is exploring.

The working wall may include the 'build up' work, such as roll on the wall, vocabulary explorations, character profiles, key words and sentences. A mentor text may be displayed. In all classrooms books and artefacts linked to the text are used to stimulate children's interest and imagination.

Guided Reading

Guided reading sessions take place daily at BPS.

In KS1 children participate in group activities supported by an adult where possible. This follows the Read, Write, Inc, Phonics and Comprehension schemes.

In KS2 children participate in 5 different activities throughout the week.

- **Guided reading**- supported by the teacher. This can be about a chosen text or just a short extract linked to the literacy.
- **Guided reading follow up task**- This is an independent activity linked to teacher directed task from the previous session. It could be a linked comprehension activity; drama project; group work or independent.
- **Literacy Link Task**- This is linked to reading development and literacy lessons. It is also linked to ICT where appropriate.

- **Independent reading task**- this can be an ongoing research project, an oral presentation, or possibly a writing task and can continue over a number of weeks.
- **Free reading/Writing**- requested by the children; giving them the opportunity to complete a reading or writing task for enjoyment.

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