

# Meadows Primary School and Nursery Literacy Policy

January 2018

## Rationale

At Meadows Primary School and Nursery we encourage our pupils to become lifelong learners. We want to give children an education of the highest standard, we aim for excellence in all our school activities and encourage all pupils, whatever their ability to achieve the best they possibly can. We believe that providing pupils with a well balanced, enriching and engaging literacy curriculum will aid them in developing into self-assured communicators.

## English Literacy Vision Statement

At Meadows, we believe reading and writing is the gateway to all learning. All children within our school have a right to learn to read and write in order to develop essential life skills for modern Britain, which helps them flourish and reach their full potential. Through a creative, cross-curricular, experiential approach, children will gain a love of literacy, which will open doors to a wide range of opportunities and promote a lifelong love of learning. We will strive to develop and adapt our teaching to ensure that Meadows pupils are ready for an ever-changing world.

## Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

'The more you read, the more things you will know. The more that you learn, the more places you'll go 'Dr. Seuss

## SPEAKING AND LISTENING

### Aims

To develop as fully as possible each child's competence, confidence and enjoyment in speaking and listening. Speaking and listening activities are embedded throughout the curriculum. The New Primary Framework provides guidance on incorporating Speaking and listening into planning through specific speaking, group discussion and listening tasks. Throughout the school day children are involved in: -

- Listening to talk
- Asking and answering questions
- Play where fictional roles are explored
- Small group story reading
- Small group oracy support activities
- Using spoken language to get things done
- Adjusting what they say depending on others' response
- Use in other areas of the curriculum.

The Primary Framework ensures clear focus for teaching and suggests a variety of contexts, purpose and audiences. It ensures that opportunities for drama and group discussion are carefully planned and integrated into other activities. In addition there are weekly 'circle time' discussions. This 'circle time' also takes account of 'School Council' business and promotes confidence in speaking and listening. The children also take part in assemblies, Christmas and end of year productions, which provide opportunities for public speaking.

In order to achieve our aims we must: -

- Provide a stimulating environment, which arouses children's interest and curiosity.
- Provide good role models
- Listen carefully and with respect and interest to what the children say
- Extend their range by encouragement, explanation and interpretation
- Give all children equal opportunities to develop their oracy.

### Reading Aims

- To build on the children's language experiences and early reading skills that they have already acquired.
- For pupils to emerge from inexperienced readers to independent readers who read a variety of texts for different purposes.
- To look for higher standards because we have high expectations of our children.
- For children to develop as readers and to be able to enjoy reading for pleasure, alone or as a shared experience with an adult or their peers. We want children to be able to read independently and be able to follow personal interests, use their research skills to extend their knowledge and understanding.
- To provide books in a variety of languages in order for pupils to develop a healthy knowledge of languages other than English and allow pupils of that culture to celebrate their heritage.
- To recognise that reading plays an important part of education and life.

### Reading at Meadows

Pupils will have regular opportunities to engage in independent and shared reading. Class teachers, support staff and parent helpers will provide pupils with daily read aloud sessions where pupils will be encouraged to respond to the text in a variety of different fashions. Each year group will have banded class books to read with; this will allow all pupils to have a shared experience of a text. All classes have a themed book area to ensure children have a comfortable and stimulating place to sit and read.

## **Reading Logs**

Pupils will have regular opportunities to change their reading books. Reading books will be provided at the right pitch for individual pupils. Parents, pupils and class teachers will use the reading logs to communicate about the pupils reading.

## **Guided Reading**

### **What is Guided Reading?**

The goal of guided reading is to enable learners to become independent, able readers, who understand and appreciate texts on their own without the teacher's help. Guided reading takes place in a small group, with a teacher or teaching assistant, and focuses on developing pupil's ability to become independent readers, thinkers and learners. The teacher is acting as the expert who guides the children through the text, providing signposts to the most important and most helpful features of the textual landscape. The pupils are grouped by ability and read individual copies of the same text, which matches the reading level of the group. Texts are selected from the school's guided reading resources as well as other sources. Class teachers will also have access to the comprehension resources this will allow teachers to use a range of texts and questions to help develop pupil's comprehension skills.

### **How to plan guided reading**

Year 1 to Year 6 should have guided reading sessions planned 5 days a week.

Pupils will be grouped by reading groups no bigger than 6-8. Class teachers will chose texts that will link to the learning objective. Appropriate texts will be selected that allow opportunities for work towards specific targets. Texts should match the reading level of the group in terms of fluency-they should be able to read between 90-94% accurately and with understanding. Class teachers will change group books on a regular basis and include a mix of fiction and non-fictions texts, and where possible, texts should match the range being taught to the whole class or which relates to another area of current learning or interest. Most importantly texts must provide opportunities to apply the targets and strategies that form the group's current focus.

A guided reading session will follow the sequence of; introduction/recap, independent reading/interaction, return and response, followed by a reading journal activity or reading ahead. The teacher/teaching assistant shares the key objective for the session with the pupils, assesses pupil's progress within the session, gives feedback and next steps in the plenary and records outcomes on the guided reading planning sheet. During the guided reading session pupils will be reading at the same time. The class teacher will dip in and out and listen to each child read. This will give class teachers an opportunity to assess and monitor each pupil's reading skills and ability, whilst still allowing the other pupils to continue reading.

### **Guided reading activities**

Class teachers will need to plan a guided reading schedule to ensure they have built in opportunities to listen to all pupils read. While the class teachers/teaching assistants are reading with groups, the other pupils will need to be engaged in reading activities. Pupils will stay with their guided reading group and may move through a variety of activities during the week. The activities may include silent reading, answering comprehension questions, exploring characters, word level work and spelling investigations but should always link back to the group's current target.

## **Equality and Reading**

When teaching guided reading to EAL and SEND pupils, it is important to use pictures and visual cues to support discussion in order to aid comprehension. In addition, time should be spent discussing and defining new and

unusual words. Ensure that you model how to use specific strategies and give the children an opportunity to practice the strategies a number of times. Class teachers will need to consider Provision Maps when planning effective guided reading sessions to ensure SEND pupils are being supported appropriately.

Gender equality will be promoted by making sure texts avoid stereotyping and by ensuring boys and girls have access to all the resources available. In order to ensure boys are engaged and excited to read appropriate texts will be chosen that focus on boys interests.

More able children will be well planned for by taking into account their current reading abilities and providing them with rich texts that allow them to build on their reading skills and develop their independent learning, reading and thinking skills.

Opportunities to discuss issues of race, gender etc. will be provided through the discussion of the resources used.

### **Resources**

The guided reading resources are kept in a central location. It is the responsibility of all adults working in the school to return the resources in their original state.

### **Assessment**

Reading Targets are used to track the progress of all children in Guided Reading sessions. This assessment information is used to inform planning, identify targets and the levels the children are working at. Formal reading tests/assessments are carried out from Year 1 - Year 6 on a termly basis.

Class teachers should use the Lancashire Grids to assess pupil's reading abilities. Class teachers should use guided reading sessions, one to one reading and pupil's reading journals to determine whether a child is working towards/at/above ARE. During guided reading sessions the following strategies can be used effectively to assess children; questioning, listening, observing and discussing. Targets will be given to pupils during their guided reading sessions. The learning objectives will link to the children's reading targets. The teaching during a session can also be adjusted due to ongoing assessment. Effective feedback is provided to the children in the group and is aligned closely with their learning objectives. Children are clear about the next steps needed to improve their reading. A reading diary is used to pass information between home and school. A reading record is kept by each class teacher.

"I love writing. I love the swirl and swing of words as they tangle with human emotions." James A. Michener

### **Writing Aims**

- To develop pupils in becoming efficient and effective writers who are able to write appropriately for a variety of audiences.
- To develop pupils in acquiring the knowledge and skills to communicate effectively within a range of contexts
- To ensure all pupils can use the conventions of written language and grammar
- To ensure that all pupils experience a range of purposes and forms of writing
- To ensure all pupils follow the handwriting scheme (KS1 and KS2)
- To ensure all pupils have opportunities to plan, edit, draft and present their work
- To develop pupils skills using and appreciating sentence types including Alan Peat sentence types and VCOP.
- To develop pupils love of writing.

## **Curriculum coverage**

All pupils should be writing daily in some form across the curriculum using the skills and knowledge acquired in literacy lessons. Class teachers will follow the curriculum map to ensure that children are exposed to all genres and writing forms.

## **Modelled and Shared Writing**

Shared writing is a whole class activity where the teacher models the writing of the text. In shared writing, the pupils will contribute to the text by suggesting words or sentences to be used. The teacher demonstrates how to write and explains decisions. S/he will model thinking, rehearsing sentences, writing and re-reading constantly generating words and ideas. Across the key stages, teachers will focus on the purpose, audience, level of formality, structure and organization of the text. A particular aspect of word or sentence level work provides an additional focus depending on the objectives and targets being worked on at that time.

## **Presentation**

The date and learning objective will be recorded and underlined with a ruler. Handwriting will follow the cursive style.

## **Differentiation**

To ensure all of our pupils are making the most progress they can within a lesson the work must be clearly differentiated using AFL via a variety of methods e.g. resources, adult support and level of thinking skills required. Class teachers will be required to fill in a differentiation grid at the beginning of each unit (see planning). Differentiation must not be based on outcome alone but based on the thinking skills the activity requires and skeleton plans and framework support sheets will be used when appropriate for added support. Differentiated questioning and high expectations during the main teaching can be used to stretch the more able pupils and develop other pupils. Children will also use checklists and learning ladders to support their learning.

## **Assessment**

Pupils will complete independent writing assessments at the end of each genre studied or when deemed appropriate. This will result in the class teacher having a selection of independent writing to help assess the pupil against. The assessments will reflect a genre that the pupils have already been taught and will be an opportunity to see if the pupils are able to apply their newly learnt skills. The assessment will be a completely independent task. The assessment will be completed in Big Write books and checked against the Sheffield grids and yearly writing sheets every half term. Class teachers will assess pupils using these independent writing assessments and their teacher knowledge of the pupils. Writing assessment grids are kept in teacher's Writing Assessment Files.

## **Guided Writing**

Guided writing is an excellent way to use AFL and aid children in achieving their targets and making progress. Guided writing is a mini lesson within a literacy lesson itself. Guided writing groups are fluid and change all the time. They may include children from all different ability groups. They may also be target based (so those children who have the same writing target may be included in one guided writing session). The guided writing session may have a separate learning objective to that of the main teaching (for example, the children may be learning to write using different sentence starters, however you have a group of children who are still not using full stops and capital letters properly. Your guided writing session will involve those children learning to use full stops and capital letters properly so they can make the most progress)

## **Targets**

Targets Tracker Grids should be set at the beginning of each half term and reviewed regularly. From year 1 to

year 6 targets should be kept in pupil's books and the master is kept in the teacher's assessment folder. Targets should be celebrated when they are met and pupils should be given their next target immediately so they can continue to progress.

### **Planning**

All teachers should use the English Curriculum planning grids (in the Curriculum Planning folder). Class teachers are responsible for completing medium term plans to show what genres, specific objectives and key skills will be covered during each half term. Medium term plans will also show what resources will be used and what the outcome of the unit will be. Class teachers will also be responsible for using weekly plans to show what each daily literacy lesson will entail. Planning should be annotated daily using AFL from the lesson and the marking. Teachers should be making notes after a lesson has been completed on what went well, difficulties and specific pupil(s) that will need extra support in the following lesson.

### **Spellings**

Class teachers are responsible for their pupils learning the spellings appropriate for their year group by teaching a spelling lesson. (See appropriate spelling lists for each year group in spelling resources in the blue folder and the spelling resources given out in a previous staff meetings.). Each year group will be given spellings homework and weekly it will be required that the children complete a spelling test to ensure they have learnt their words for that week.

### **Teaching styles**

To enable access to the whole curriculum for every pupil, to cater for the variety of learning styles within each class, and to ensure progression and reinforcement of skills and concepts throughout the year groups, we employ a variety of teaching styles.

Literacy is a basic skill and is key to creativity, imagination and critical thinking. We want our pupils to find learning exciting, compelling and intrinsically worthwhile. Therefore, we use a variety of interactive teaching and learning techniques so that pupils can respond successfully to their learning.

We plan activities where pupils:

- integrate prior and new knowledge
- acquire and use a range of learning skills
- solve problems individually and in groups
- think carefully about their successes and failures
- evaluate conflicting evidence and think critically
- accept that learning involves uncertainty and difficulty
- We use questions as a tool for learning. Effective questioning models how learning evolves. Appropriately designed questions leads pupils from unsorted knowledge to understanding, teaching pupils how to use them for effective learning.
- We use a wide variety of materials to enable every pupil to access the planned learning experience and to achieve the planned teaching and learning objectives.
- We give pupils the opportunity to work in a variety of ways - whole class, groups (of differing sizes and composition), as pairs and individuals, according to their needs, the nature of the activity and the learning objectives.
- We build pupils' confidence and self-esteem, and enable them to become effective language users by:
- sharing teaching and learning objectives and clarifying expected outcomes in a language that pupils can understand
- teaching children to self-monitor
- effective use of the plenary enabling children to demonstrate their knowledge, understanding and process of learning orally as well as by writing

- encourage children to learn from and support one another, and to realise that they do not all have to be at the same level or arrive at the same point at the same time. There are many routes to the same destination.
- positive and constructive oral and/or written feed-back
- We create an environment where **all** children can make progress. We teach **all** children and ensure that **all** children know this.
- We enable pupils to develop written and spoken Standard English through the model we set as teachers, and through sharing and providing good quality reading and writing materials and texts.

### **Handwriting Aims**

We teach the cursive handwriting style at Meadows. Lessons are taught daily in Key Stage 1 and at least three times a week in Key Stage 2. Children who need extra work on their handwriting are targeted in intervention sessions.

- To produce clear, concise, legible, joined handwriting
- To provide equal opportunities for all pupils to achieve success in handwriting
- To present work to a variety of audiences neatly
- To develop accuracy and fluency
- To help children recognize that handwriting is a form of communication and as such should be considered important in order for it to be effective
- To display neatly presented work around the school and in classrooms as a model of excellence for others to aspire to
- To encourage pupils to take pride in their work Development of learning and teaching handwriting Teachers need to have high expectations, asking pupils to rewrite work if not written neatly. From R, KS1, class teachers and pupils will follow the schools handwriting scheme. Handwriting should be taught in regular lessons. All children will use handwriting books, these books will be collected in on a regular basis to show that handwriting is taking place. Pupils who present their work neatly will be awarded in the Commendation assembly with a 'Star Handwriting' certificate. All pupils in KS1 will write in pencil and all pupils in KS2 will write using a handwriting pen once they have gained their pen license.

### **Inclusion and Equal Opportunities**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

#### **Rules and routines**

- The school library is timetabled for class use.
- The central English and literacy resources are labelled and housed in the cupboards in the shared areas in lower KS2 and upper KS2 as well as in classrooms.
- Should there be a shortage of any materials, staff are expected to inform the Literacy reading or Writing coordinator.

### **Roles and Responsibilities of the Subject Leader**

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

- Monitoring and evaluating Literacy.
- Regular lesson observations are made on all class teachers to ensure they are carrying out the aims of

the Literacy curriculum.

- A regular work scrutiny of children's books/work, planning and marking is carried out.
- Pupil progress meetings
- Provision of Literacy (including Intervention and Support programs)
- The quality of the Learning Environment;
- Analyzing data and tracking pupil progress and attainment
- Supporting colleagues in their CPD
- Purchasing and organizing resources
- Keeping up to date with recent Literacy developments
- Informing Senior Management, phase leaders and governors of Literacy issues
- Regular reports are made to the governors on the progress of English.

### **Evaluation of Policy**

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

The following criteria will be used to measure its success:

- How has the quality of children's learning been enhanced/improved?
- How has the quality of teaching been improved?
- Can we identify a range of teaching and learning styles in each classroom?
- Are staff and pupils following routines and rules?
- Is there clear evidence of assessment informing planning?
- Do pupils know what they are learning and why?
- Has any part of the policy been difficult to implement, or been ignored?

**Reading Subject Leader - Su. Mejer**

**Writing Subject Leader- Karen Tearle**