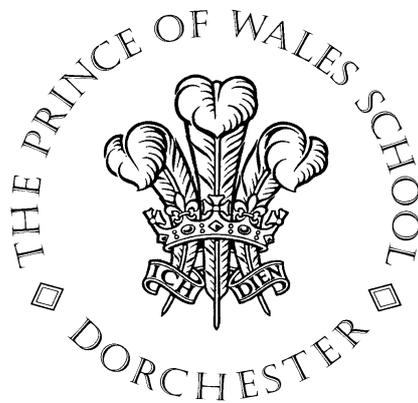


The Prince of Wales School



LITERACY POLICY

JUNE 2014

Overview

At The Prince of Wales School we see Literacy as a fundamental life skill; it develops the children's ability to communicate effectively - to listen, speak, read and write for a wide range of purposes.

Children are enabled to express themselves creatively and imaginatively as they become enthusiastic readers and writers of the full range of genre of text (stories, poetry and non-fiction texts).

Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding across a range of different situations.

We work to ensure that all children develop the ability to communicate effectively and that any barriers to learning are swiftly identified and steps taken to remove them.

Aims

1. To enable children to use and understand language as speakers, readers and writers
2. To encourage children to be competent, confident and independent in the use of language.
3. To provide the opportunity to monitor and assess the language development of each child.
4. To develop children's awareness of different audiences and purposes for speaking and writing.
5. To enable children to use the English language in all areas of the curriculum.
6. To encourage a whole school approach to language.
7. To identify as soon as possible any children having special educational needs so that barriers to learning can be overcome.

Planning

Our long-term plan ensures continuity and progression and delivers an appropriate balance of units of work for fiction, poetry and non-fiction. These units are broken down into short term, weekly plans and individual lesson plans.

Teaching and Learning

The curriculum is delivered by Class Teachers and Teaching Assistants.

In all classes children are taught using a range of organisational strategies:

- some whole class teaching
- some ability-related group teaching
- some use of collaborative learning styles
- some use of mixed-ability group teaching

Teachers are responsible for matching the organisational approach to the activities in hand.

EYFS

The Early Years Foundation Stage curriculum is followed to ensure continuity and progression from entering Nursery, moving on to Reception Class and then through to the English National Curriculum in KS1 and KS2.

The Early Years Foundation Stage Curriculum is divided into prime and specific areas of learning and development. 'Communication and Language'

is one of 3 prime areas that are fundamental to, and support the development, in all other areas. 'Communication and Language' is made up of the following 3 aspects: listening and attention, understanding and speaking. 'Literacy' is one of 4 specific areas which include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning. 'Literacy' is made up of the following 2 aspects: reading and writing. Pupil provision is related to attainment, not age. In EYFS all aspects of Literacy are taught. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

SPEAKING AND LISTENING

Aim

- 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 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

Our planning of "Speaking and Listening" 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.

The format highlights year-by-year objectives, Year 1 – Year 4. These targets apply to both groups and individuals and allow teachers to match tasks to children's abilities.

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 class assemblies, praise assemblies and other events which provide opportunities for speaking and listening in a public forum.

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 verbal expression.

READING

Overview

To achieve our aims at both Key Stages we need to:-

- Expose the children to a stimulating range of books and texts, fiction / non-fiction/ poetry / play scripts.
- Provide a range of reading experiences, individual reading / shared reading/ guided reading / class reading / class stories and poetry / use of the school library.
- Involve parents as much as possible.
- Ensure reading is structured and enjoyable, while providing stimulating texts which are age related with appropriate graduated vocabulary.
- Use record keeping and assessment to monitor progress.
- Provide support for children with Special Educational Needs as appropriate.
- Encourage independence through the development of a variety of skills.

Key Stage 1

Aim

To develop each child's ability to read, understand and respond to all types of writing.

The children are encouraged to acquire a love of books and to develop a respect for them. Children are introduced to the conventions of books, left to right, regarding the illustrations as an integral to the story, turning the pages singly etc.

Letters and Sounds

Children build their knowledge of phonics and grapheme-phoneme correspondence using ***The Letters and Sounds programme***. This scheme also introduces them to words that do not follow the normal phonetic rules. The Letters and Sounds phonics programme is introduced in EYFS and continued throughout the Foundation Stage and Key Stage 1 and into Key Stage 2 as necessary. It focuses on phoneme / grapheme recognition and the strategies of blending to read and segmenting to spell.

Children in KS1 are grouped according to phonic ability and receive 4 sessions of 20 minutes of focussed teaching each week.

Guided Reading using the Letters and Sounds programme

Guided reading takes place daily. Children are grouped according to ability. Each child takes home a "phonics scheme book" every week to share with their parents and other folks at home. The children will share the same book with the Teacher and/or Teaching Assistant in school each week. As well as listening to the child reading aloud, the adult asks questions relevant to the interest of the child and encourages predictions. The children are encouraged to decode unknown words using appropriate strategies.

ICT is used to support reading – Online books and phonic resource programmes.(-for example "Reading Eggs", "Reading Eggspress")

A '**Class Book**' is also used to encourage children's enjoyment of literature. This is read regularly.

Regular assessment of children's reading ensures that they can access intervention or extension groups, according to their needs.

The **Library** is open to each class. Children may borrow "own choice" books to take home. They are able to do so every week.

Key Stage Two

Aim

-For the children to be able to read for pleasure, information and with comprehension.

The graded reading scheme is continued at Key Stage 2. A full range of reading genre is offered. Children take home scheme books each week and continue to take part in Guided Reading sessions on a daily basis.

Children have a "**Reading Journal**" and dictionary to log useful words and ideas to support their writing. Children are encouraged to read books from the school library, changing these on a weekly basis. Both oral and written book reviews are undertaken to encourage a desire to widen their reading experience. Children are also encouraged to record what they have read in their own "*Reading Journals*".

Reading Comprehension

Reading comprehension becomes an increasingly important aspect of the reading experience. This is taught weekly and may cover a wide range of activities (such as answering questions related to the text or picture, "comprehension exercises" and rewriting text from a different viewpoint). Reading for comprehension involves work based on the ability to recognise and recall:-

1. Literal -

- Facts
- Main ideas
- Sequence of events
- Comparisons and contrasts
- Character statements and reasons

2. Organisational –

Analyse, synthesise and organise ideas and information explicitly stated in the text.

Explain why a writer has chosen to organise a text in a particular way.

3. Inferential –

Ability to use ideas and information stated in the text with own intuition and personal experience as a basis for conjecture and hypothesis. It demands thinking and imagination that go beyond the printed page.

4. Evaluate –

Make an evaluative judgement. Explain why a writer has chosen to use a specific word or phrase and the impact the word or phrase has on the reader.

5. Appreciative –

Be emotionally and aesthetically sensitive to the text. Children will learn to relate texts to their social, cultural and historical traditions.

Information Retrieval Skills

As the children progress, they are encouraged to widen their use of books for reading for information, developing specific skills:

Looking up and locating information

Skimming

Scanning

Making notes

ICT is also used to support reading and comprehension through a range of interactive texts.

WRITING

Aims

- To develop the child's growing ability to construct and convey meaning in written language.
- To teach the children the skills of handwriting, producing clear, consistent, well-formed handwriting.

Guided Writing

The children in all classes will take part in regular weekly "**Guided Writing**" sessions. These sessions will enable the teacher or teaching assistant to work with smaller groups of children on activities specifically designed to meet those children's "next steps" in their journey to becoming writers.

Whole Class Writing Activities

We feel that it is appropriate for most writing activities to be presented to the whole class, and that most children will then complete these writing activities according to their abilities. This allows curricular content to be developed with the whole class involvement (be that fiction, poetry, or non-fictional writing relating to Topic work, Science, R.E., History, Geography, D.T.) This allows for effective sharing of ideas, discussion and generating a sense of collective interest within the class.

Key Stage 1

Writing will sometimes be factual, sometimes imaginative and sometimes based on own experiences.

Writing will be cross curricular and used to write recounts and reports of investigations and trips or visitors to school. Children's work is discussed and used to draw attention to purpose, style, presentation, grammar, punctuation and spelling.

Key Stage 2

The children extend their experiences in writing to write in various ways for different purposes and audiences.

Fiction:

- Stories
- Diaries
- Play scripts
- Letters

Non-fiction

- Reports
- Recounts
- Explanations
- Instructions / Lists
- Arguments / Persuasive
- Letters

Having experienced these different types of writing we hope that children will:-

1. Derive an interest and pleasure from writing
2. Express their feelings in writing.
3. Show logical thought in planning and editing.
4. To be able to direct and instruct through writing.
5. Write for a clear purpose.
6. Write for a variety of audiences.
7. Transmit information.
8. Write coherently.
9. Write imaginatively.

To achieve this we need to:-

- Provide a variety of stimuli including Real Writing
- Provide a range of examples of different types of writing.
- Give feedback, support and encouragement.
- Provide a variety of materials.
- Ensure that necessary skills are in place.
- Use record keeping and assessment to monitor progress and set targets.
- Encourage independence and confidence through the development of skills and experiences.

There will be display of children's written work around the school. These displays will be changed each half-term.

Marking

The marking scheme is used to promote understanding of what is correct and accurate, related to the learning objectives. Children understand that comments written or underlined in pink are praising them in line with the objective of the writing, the text type and their own targets. Green comments (or underlined in green) are used to explain specific areas for development. Codes are used to indicate the level of support a child has received. Self and Peer assessment should be evident in the books on occasions.

Handwriting

The aim is that all children produce clear, well formed, legible writing that is consistent and neat in appearance

Teachers have high expectations in the presentation of work in all areas of the curriculum. There will be regular handwriting sessions. These will be directed by the Teacher or Teaching Assistant, who will demonstrate the correct letter formation and the children should practise it. The teacher should monitor the formation of the letters. As children master joining and correct formation, the focus should be on writing neatly, consistently and at

a reasonable speed. Handwriting should be linked to phonics and curriculum words wherever possible.

Children should begin to use cursive script in Year 1 and will learn to form letters with “flicks for joins” from the Reception class, when they first start to write letters.

Pens should be given when a consistent style is achieved and children in Year 4 can earn their “pen licence”.

Handwriting intervention groups can be accessed for those children who require further support. Once children master joined handwriting, they will be encouraged to use it effectively and develop other techniques to enhance the neat presentation of their work.

Spelling

Initially children are encouraged to write individual letters and attempt spelling phonetically. From Year 1 more formal spelling begins with the first one hundred and two hundred words from **Letters and Sounds** reading and spelling lists. In KS2

Support for Spelling is used in classes and small groups. Children are encouraged to look for patterns in words and for word families.

The children are given spellings to learn each week. They are challenged with a “test” of their chosen word lists.

The use of dictionaries is taught and encouraged and dictionaries are available in Year 2, 3 and 4 classrooms. The children learn to self-correct when re-drafting their writing. The Teacher will select some words from the children’s individual writing to be targeted as words to learn.

RECORDING AND ASSESSMENT

Continuous assessments of reading and writing progress are made throughout the year. **Summative Assessment is carried out at the end of each term and Key Stage, supported by the use of SATs in Year 2 and Optional Tests in Years 3 and 4.**

All children have their **“Individual Targets”** for writing. These are in the front of their Writing book and are assessed regularly.

Reading

Reading APPs 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. Each child has a regularly updated Reading APP sheet highlighting their progress. Their Reading level is tracked using our **“Data Tracker”** system.

“Formal” reading tests are carried out from Year 2 – Year 4 at the end of each year.

We give each child the **Salford Reading Test** at the beginning and end of each year. This gives a reading age score and provides us with further evidence of their ability to decode text. (It is not a marker of comprehension skills.)

A reading record is kept by each class teacher. This tracks the texts that each child has encountered in Guided Reading sessions.

Spelling

Spelling lists appropriate to the child's level and ability are given out regularly and children are tested regularly.

Spelling ability is continuously tracked as the children progress through "Letters and Sounds". There is a formal "**Phonic Screening**" process during Year 1.

Formal spelling tests (**Vernon**) are carried out from Year 2 to Year 4 on a twice-yearly basis.

Writing

Writing APPs are used to track the progress of all children in Guided Writing sessions and when viewing the child's written work. This assessment information is used to inform planning, identify targets and the levels the children are working at. Each child has a regularly updated Writing APP sheet highlighting their progress. Their Writing level is tracked using our "**Data Tracker**" system.

"Formal" writing tests are carried out from Year 2 – Year 4 at the end of each year.

Special Educational Needs

Where barriers to learning are identified, the class teacher will work closely with the

SENCO and the Literacy Co-ordinator, to ensure that difficulties are swiftly addressed and a programme of learning is put into place to help to remove the barriers. If appropriate to their needs, the targeted children may access intervention groups including phonics, reading, writing, handwriting, spelling and grammar work. If the child is on the Special Educational Needs register they will have an IEP with clearly identified targets.

Gifted and Talented

Children showing particular strengths and talents in any aspects of Literacy will be identified by the class teacher. Weekly planning will address the individual child's needs.

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, language spoken at home, ethnicity or home background.

The Role of ICT

ICT is used to support our teaching and to motivate children's learning. The interactive whiteboards are used for writing information and for sharing texts, pictures, other children work and video clips. We have a range of literacy-based programmes that are used to extend and reinforce children learning. We use video and digital cameras to enhance our curriculum.

Home / school links

The Prince of Wales School greatly values the relationship with parents in supporting their children's Literacy skills. Parents are involved in their children's learning by:

- Providing regular parents' evenings which give them verbal information on their child's progress and their targets for the future.

- Sending reading books and home/school record books to monitor progress at home and school.
- Providing meetings when appropriate to inform parents on how we teach reading/writing/phonics and how they can help.

Roles and Responsibilities of Literacy Leaders

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

- Monitoring and evaluating Literacy
 - o Regular lesson observations are made on all class teachers to ensure they are carrying out the aims of the Literacy curriculum.
 - o 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 programmes)
- The quality of the Learning Environment;
- Analysing data and tracking pupil progress and attainment
- Supporting colleagues in their CPD
- Purchasing and organising 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.
- This policy will be reviewed every year or in the light of changes to legal requirements.

Management Information

Communication with staff is made through staff inset days, SLT meetings, weekly staff meetings and individual meetings with staff. Staff will report back on courses to whole staff, phases or individuals, as appropriate. Resources are located either in classroom or in communal areas. All members of staff have a responsibility for keeping these areas tidy and returning things to the correct, labelled places.

Head Teacher - Peter Farrington

Literacy Subject Leader – Duncan MacBean

June 2014

New Literacy Subject Leader – Samantha Johnson