

Drove Primary School

Literacy Policy

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Drove Literacy Policy

“Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.” National Curriculum (DfE 2014)

At Drove we believe that when children are given exciting experiences, from any stimulus, they can be inspired. They will not only learn to develop their own ideas but then share them through spoken and written communication. We aim to teach literacy by providing these stimulating experiences and help motivate children to enjoy and understand their learning through all subjects. Through these positive experiences we endeavour to equip children with the language skills they need to become effective communicators and language users as members of their community and the wider world.

The school aims to:

- Allow children to learn by doing.
- Provide a rich, challenging and stimulating language environment, where speaking and listening, reading and writing are integrated
- Provide opportunities for pupils to become confident, competent and expressive users of the language with a developing knowledge of how it works
- Provide opportunities for pupils to be reflective users of language, able to analyse and evaluate features of language.
- Develop pupils awareness of purpose and audience for both written and oral language
- Increase children’s ability to independently use planning, drafting and editing to improve work
- Create an environment where pupils are encouraged to construct and convey meaning, both in speech and writing, of factual, imaginary and personal experiences
- Enable children to evaluate their own and others contributions through a range of drama activities
- Build pupils’ confidence by creating an ‘I can’ ethos in the classroom
- Enable pupils to foster an enthusiasm for and love of reading
- Help children enjoy writing and recognise its value and purpose
- Enable pupils to foster within them the respect for each other’s language

Speaking and Listening

Ethos

At Drove we believe it is important to provide planned opportunities for a range of speaking and listening tasks. This encourages children to develop as fluent, confident and competent speakers who are also able to listen with interest and understanding for sustained periods. Speaking encourages pupils to work co-

operatively with others and to listen to the views of others. Working collaboratively and sharing ideas is a valuable and supportive exercise that is planned and developed within each classroom.

We aim for pupils to be able to:

- Use speech appropriately for different purposes
- Adopt appropriate vocabulary, tone, pace and style for a variety of audiences and in a variety of situations
- Understand the effect of speech on the listener
- Use talk to develop and express ideas
- Communicate meaning effectively
- Listen attentively and derive meaning from what others say and respond with confidence
- Develop the skills of turn-taking, negotiation and reaching consensus.

Drama within Literacy

At Drove we recognise the enormous value of drama and role play. Pupils are given planned opportunities to use a range of dramatic forms to express feelings and ideas both verbally and non-verbally. Children are encouraged to appreciate drama, both as participants and observers through theatre visits, visiting drama groups and annual plays performed to parents from each year group over the course of the year. In addition, visits from well-known individual characters will be planned in throughout the year. We believe the use of 'real' characters in costume will create an immensely powerful learning experience.

We aim for:

- Opportunities to be given for the development of drama in a variety of contexts, including time in the role play corner of every classroom in EYFS and KS1.
- Pupils to be encouraged to use drama to link ideas through role-play, hot seating, tableaux, mime and freeze-frame techniques
- Pupils to explore a range of endings to stories through role-play and use these as a pre-writing stimulus

Reading

Ethos

At Drove, pupils are encouraged to become confident, enthusiastic, critical and independent readers. They are given opportunities to experience print produced in a variety of forms and for a variety of purposes. We believe children should read for information, interest and enjoyment.

The Teaching of Reading at Drove

Children are explicitly taught how to use a range of strategies during daily half hour reading sessions. Each strategy is mapped against the new KS1 and KS2 Reading Domains (see below).

End of KS1 Reading Domains

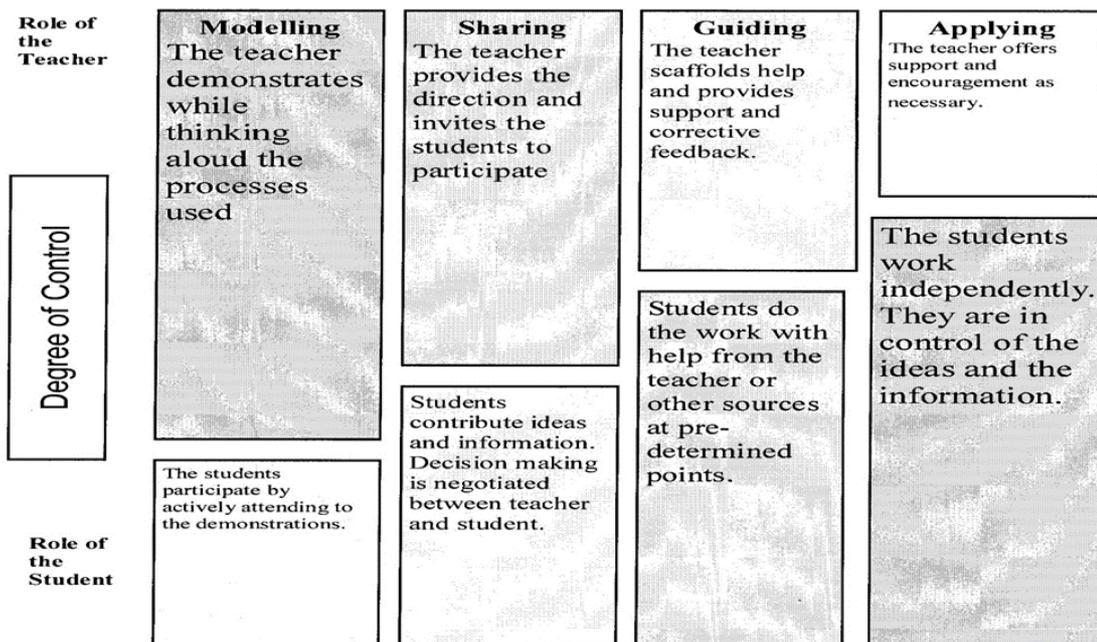
| Aspect of Reading | <i>Comprehension skills / strategies</i> |
|---|---|
| Word Reading | Reading on, Adjusting reading rate, Sounding out, Chunking |
| 1a. Draw on knowledge of vocabulary to understand texts. | Using analogy, Consulting a Reference |
| 1b identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. | Connecting, Comparing, Creating images, Skimming, Scanning |
| 1c Identify and explain the sequence of events in texts. | Determining importance, Summarising/Paraphrasing |
| 1d Make inferences from the text. | Inferring, Self-Questioning |
| 1e Predict what might happen on the basis of what has been read so far. | Predicting, Synthesising |

End of KS2 Reading Domains

| Aspect of Reading (Domain) | Comprehension skills / strategies |
|--|--|
| Word Reading | Reading on, Adjusting reading rate, Sounding out, Chunking |
| 2a. Give / explain the meaning of words in context. | Using analogy, Consulting a Reference |
| 2b. Retrieve and record information / identify key details from fiction and non-fiction. | Skimming, Scanning |
| 2c. Summarise main ideas from more than one paragraph. | Determining importance, Summarising/Paraphrasing |
| 2d. Make inferences from the text / explain and justify inferences with evidence from the text. | Inferring, Self-Questioning |
| 2e. Predict what might happen from details stated and implied. | Predicting, Synthesising |
| 2f. Identify / explain how information / narrative content is related and contributes to meaning as a whole. | Connecting, Comparing, Creating images, |
| 2g. Identify / explain how meaning is enhanced through choice of words and phrases. | Self-Questioning, Comparing, Creating images |
| 2h. Make comparisons within the text. | Connecting, Comparing, |

These strategies are taught across the school in through whole class reading – where teachers and children engage in a text and answer a range of comprehensions questions. To help focus teaching and learning. Teachers will have major focuses each term which are based around individual domains. By doing this the teacher can model explicitly the skills needed to answer these types of comprehension questions.

The school’s approach to the teaching of reading is based on the Gradual Release of Responsibility Approach (See below)



Modelled reading

We believe modelled reading is the most significant step when teaching any reading strategy. Through short regular sessions, the teacher will demonstrate the use of the strategy as an effective reader. As with modelled writing, the teacher will verbalise any thought process that takes place giving the children a good example of how the strategy is used effectively and also why it is being applied. For these sessions to be effective they need to be planned and thought out.

Shared reading

Once sufficient modelling sessions have taken place, sharing sessions can be planned to help develop the use of the strategy. In these sessions the teacher continues to demonstrate the use of the strategy however, the students are now invited to contribute. During this time, strategy charts can be drawn up and developed and refined.

Guided reading

Guided reading sessions provide the opportunity for pupils to practise the strategies in meaningful reading contexts when using a variety of texts. The teacher switches to providing scaffolds as pupils practise the strategy. It is important that the teacher provides on-going feedback and support as pupils begin to independently use the strategy.

Independent Application

Pupils need opportunities to work independently to apply the newly taught strategy. Encourage pupils to use this strategy when working in other curriculum areas.

Developing a culture of Readers

We feel that the children at Drove should enjoy reading and have opportunities to read for pleasure. Time is given to children at the beginning of every day to choose and read for pleasure. We also offer our children a range of opportunities to develop their interest in reading for example; school visits to the library, author visits to the school and visits from book fairs.

To help both develop a love of reading and also consolidate what is taught in school, children in EYFS and KS1 are given age appropriate levelled books to take home and read each week. Children are expected to read at least 4 times a week with an adult and this is then to be recorded in a reading log.

As on September 2017, children in KS1 and KS2 have access to the online reading scheme Reading Eggs. The scheme offers the children access to over 2000 books and a range of comprehension activities. Children in KS2 are expected to complete reading tasks (i.e. reading a book from the online library, complete reading lessons or comprehension quizzes) for at least an hour a week.

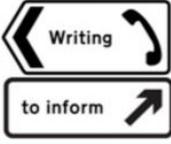
Writing (including Grammar, Punctuation and Spelling)

Each year group have a Writing LTP Overview which covers all the required writing skills to be taught in each year group (based on the 2014 NC). Each term, a Text Purpose is given to each year group to focus on (see Text Purpose Matrix). In KS1 each term alternates between Writing to entertain and writing to inform. In Years 3 and 4, they alternate between writing to entertain, writing to inform and writing to persuade. Finally in Years 5 and 6 they cover writing to entertain, writing to inform, writing to persuade and writing to discuss.

To support the planning process, teachers are given set objectives to teach through each through the different Text Purpose. This again is detailed in individual year group LTP. With the changes in the new curriculum there is no set requirement to explicitly teach genres. For each Text Purpose suggested text types are given however these are mainly to be used as 'vehicles' for the children to demonstrate their newly acquired skills.

The main focus in the teaching and the learning of writing is skills based. There will be evidence in books of the explicit of skills as well as tasks which allow the children to apply new skills independently. Children will also be given plenty of opportunities to apply their new skills to a range of text types and also subjects. At the end of the term, the children will be set a task (Hot Write) which allows them to demonstrate the range of skills taught that term independently. It is through this task that teachers will be able to make judgements as to whether the child is currently meeting age related expectations.

Text Purpose Matrix

| |  Writing to entertain |  Writing to inform |  Writing to persuade |  Writing to discuss |
|------------------------------|--|---|--|---|
| Year 1 & 2 (KS1) | Story Description Poetry | Recount Letter Instruction | | |
| Year 3 & 4 (LKS2) | Narrative Description Poetry | Explanation Recount Biography Newspaper | Advert Letter Poster | |
| Year 5 & 6 (UKS2) | Narrative Description Poetry | Reports Biography Newspaper Essay | Advertising Speech Campaign | Argument Newspaper Review |

The teaching of new skills

How the termly writing skills are taught is down to the discretion of the class teachers. However teachers are required to spend time at the beginning of the unit mapping out different tasks and outcomes. Each week, teachers should complete as a team a weekly Literacy overview which states what objectives will be covered. On this document, teachers should also note the different outcomes for the week. There is no requirement to base teaching around certain books however, teachers should use the Pie Corbett “Talk for Writing” approach to modelled writing.

There is no formal expectations of daily writing planning however, for each lesson, there is an expectation that each class has a series of lesson slides to help support learning. Also each term, classes should display their termly writing objectives on a planning display and shared with the children.

What is a Planning display?

The look of your planning display is down to teacher choice however, we ask that there is some consistency of content across the year group. Each display must indicate what skills are to be explicitly taught over the term. As the term progresses, children’s work must be added to the display to show when and how the skills have been covered.

Another integral part of the planning display, is child involvement. Children must be able to talk confidentially about what is on the display and how this supports their learning.

So that planning displays are not ‘lost’, a photo of the completed display must be taken and stored on the teacher drive at the end of each term.

In regards to monitoring the coverage of skills, the only expectation is that teachers **highlight and date** on the LTP when they have taught each skill explicitly. This can then be used by subject coordinators/SMT/SLT for monitoring purposes.

‘Assessment Marker’ tasks

To help demonstrate progress over a unit of work, children are asked to produce two independent writing tasks a term. These tasks are called Assessment Markers and should take place mid-way through a term and at the end of the term. The task set should enable the children to demonstrate the ranges of skills covered in that term. Weaker areas identified in the mid-term assessment should then be addressed for the rest of

the term with the hope of progress being demonstrated in the end of term task. Over the course of the year, these Assessment Markers should show clear progress towards the Age Related Expectations.

Spelling

Pupils are encouraged to develop as independent and accurate spellers who are confident to use an evolving and adventurous vocabulary in their own writing. They should have a range of spelling strategies that they can use to attempt unknown words and a sound knowledge of irregular high frequency words for use in their daily work. Children are made aware of the differences between spoken dialect and written English in terms of spelling. From FSI to Y3, phonics is taught through Letters and Sounds Primary National Strategy alongside Jolly Phonics.

We aim for pupils to be able to:

- Attempt words for themselves using a range of strategies
- Write an increasingly wide range of words from memory (Appendix list 1 and 2 in the NC document)
- Use a variety of resources to help with spelling e.g. dictionaries, word banks, word mats, classroom environment, computer spell-checks etc.
- Develop an understanding of spelling patterns and rules through investigations and identifying the exceptions to those rules as "interesting" or "tricky"
- Use a range of strategies to learn spellings, especially those miss-spelt in their own work. These might include spelling journals in KS2, LSCWC (look, say, cover, write, check), mnemonics, word pictures and spellings to learn for homework

Handwriting

It is important for pupils to be able to write clearly and develop a fluent and legible handwriting style. Presentation should be neat and joined from Year 2 up.

We aim for pupils to be able to:

- Form letters correctly
- Use upper and lower case letters appropriately
- Begin to use a joined style from Year 2
- Use a correct and comfortable pencil/pen grip
- Foundation Stage to use appropriate tools for their writing according to their developmental stage
- Key Stage 1 to use a pencil
- From Year 2 to use a blue ballpoint pen/pencil for editing
- From Year 3 onwards when a child is ready to use a pencil or black handwriting pen for writing and a blue handwriting pen for editing

In Key Stage 2 children write with a pencil until their writing is legible.

Inclusion

In literacy teaching at Drove, staff are aware of children's individual needs and how to best scaffold teaching and learning, to enable access for all. This is done through teaching to suit a variety of learning styles, often using a multisensory approach. Teachers consider classroom organisation and management strategies to ensure optimal access for all learners, including those with physical and learning needs. Teachers have access to specialist support for advice on target setting and assessment. All disabled pupils are identified on the Drove' Vulnerable Learner Database, and their progress is systematically recorded and monitored.

As Drove is already a Dyslexia Friendly School, all teachers are aware of the Dyslexia Friendly Schools guidelines. As a result all teachers strive to meet these standards in teaching and learning and are implementing ideas which have been shared in training.

See Appendix 1 for details of our support for pupils with Dyslexia as a learning difference

See Appendix 2 for details of our additional support for children/parents at Drove who struggle with language and literacy based work.

Update: September 2017

To be reviewed: September 2018



Appendix 1

PROVISION

Access to the mainstream Curriculum:

Pupils with dyslexia have access to the full, broad and balanced curriculum.

All staff are responsible for meeting the needs of pupils with dyslexia and have an understanding of implications this has on the subject they co-ordinate.

Staff use multi-sensory techniques to facilitate learning. Pupils access the curriculum through differentiated tasks, outcomes and resources. Staff produce learning materials that are dyslexia friendly.

Staff support pupils in some, or all, of the following ways on a day-to-day basis.

General:

Raise pupils' self esteem. Reward what can be achieved. This is the single most important factor in achievement according to pupils themselves.

Use the information in the current Provision Map. The SENCO will have assessed the pupil and prioritised what needs to be learned.

Give limited instructions at a time. Ask pupils to repeat instructions to you. Repeat instructions until s/he can repeat them back.

Allow more time for tasks such as getting out books, getting started, completing work. This includes practical tasks.

Use of routine and structure in an organized classroom.

Use of visual timetables.

Reading:

Do not ask pupils to read aloud without preparation.

Teach unfamiliar subject words.

Help with study skills such as skimming, scanning, selecting key words.

Teachers' handwriting is legible and worksheets are typed in dyslexia friendly fonts.

Spelling:

Mark written work on content and encourage the use of a wide vocabulary.

Correct only a few errors. Do not cover work in green ink.

Teach the spelling of subject specific words. Do not overload pupils

Give all pupils a list of subject specific words to be stuck into their exercise books for reference.

Have lists of subject specific words on display in teaching rooms.

Allow the pupils to read work back to you if you cannot read it.

Written work:

Encourage legible handwriting but do not expect it to change.

Do not ask for work to be written out again unless it is much worse than usual.

Either give more time, or photocopy notes from another pupil or a 'parallel' book kept by a TA.

Accept less written work.

Assessment:

- Assess through oral responses.
- When setting long responses, use writing frames and mind maps.

Ways of assessing understanding without too much writing:

- Matching questions to answers
- True/false statements
- Sentence matching ('tops and tails')
- Multiple choice
- Labelling diagrams
- Categorising
- Table/grid completion
- Title – paragraph match
- Choosing a précis
- Sentence completion
- Sequencing

A range of teaching styles are used to engage different learning styles. Pupils are encouraged to develop an awareness of their own learning style preferences.

Multi-sensory learning:

Most people have a dominant learning style:

Appendix 2



Additional Support for Literacy at Drove

- **Friday Language School**

A Friday Language School has been operational at Drove since September 2015 to help children improve their English and Maths skills. Class teachers are fluent in a number of different languages to help aid the learning process.

Classes run term time and are focused on children with English language needs from Years 3 and 4.

- **Reading Volunteers**

A great many of our children are unable to be supported at home by way of competent adults who can usefully hear them read. As a result we have developed relationships with a number of large companies in Swindon and we now have 4 national organisations who donate a total of 26 hours per week of employee's time who then support our children and their teachers by being reading volunteers/mentors.

- **SPARKS club**

This club runs in the mornings before school to support children within Years 1 and 2 with poor gross, fine motor skills, concentration and attention difficulties. It is led by a TA using the SPARKS lesson plans as recommended by Occupational Therapists as a way children may be supported in school. The programme starts with a baseline assessment of what children are able to do. Parents are involved in this assessment and also in supporting children's motor development at home with exercise. After 6 months the children were observed and their assessment reviewed. All children were more confident and focussed in the sessions and all but one child has developed within their gross motor capabilities. This child continued the SPARKS programme as part of his/her in class IEP time. It was decided that the focus for the remainder of the year should be fine motor skills. These sessions involved a handwriting programme alongside craft activities that promoted further fine motor development. Children will be highlighted in Term 2 to continue with this programme.

- **Before booster sessions for Reading**

Children who were underachieving by 1 sub level and/or did not have an English speaking role model at home, and perhaps didn't fall into the reading recovery criteria, were chosen to read with a TA 4 mornings a week. These sessions focussed on objectives that would be used when using a big book in a literacy session plus individual targets highlighted by teachers from their guided reading sessions. The makeup of the groups changed at each progress review depending on the current needs of children.

- **After school sessions for writing**

Children who were underachieving by 1-2 sublevels were selected for these groups. In addition there is a Yr. 2 boys group and a Yr. 2 girls group so that more gender friendly topics could be used, and a mixed gender Year 1 group. All groups were led by teaching staff. Sessions focus on skills of writing, particularly VCOP. Sentence subordination and sustaining writing were particular focuses for Year 2. These groups take place once a week for 1 hour and again the makeup is flexible depending on needs at each progress review.

- **Bi-lingual Support in class/ 1:1 / group withdrawal**

Bi-lingual assistants support in class in the mornings as part of differentiated literacy and numeracy planning so this is mainly in the lower sets for each year group. Most year groups have consistency from the same BA however in some cases where staff are not full time there is some shared year group work. For both KS1 and KS2 at less obtrusive times of the day i.e. first 15 minutes and just before lunch, there is some small group or individual work for children with EAL. Within EYFS BA are timetabled for whole sessions to

support children with focus and free-flow times encouraging talk in all languages. This support will become more targeted at the next progress review. The afternoon timetable for both KS1 and KS2 is made up of small intervention groups focussing on speaking and listening, building up school relevant vocabulary, grammar, support for writing particularly with our Konkani speakers and one afternoon of individual sessions for KS2 children, all new within the last 18 months, whose language acquisition is quite removed from their peers and needs additional support.

- **Support for parents**

We ran workshops last year for all year groups but it was most widely attended by Yr. 1 and 2 parents. We focussed on phonics, spelling, handwriting, completing homework and calculation for numeracy using images i.e. number lines. We also ran reading and writing workshops where we invited parents of children within each level band so that advice we could give for support at home was more specific.

- **CLLD:**

Letters & Sounds is delivered in FS1, FS2 and KS1 for 25 minutes daily. It is differentiated according to ability and the LCP scheme of work is used and adapted to support the planning of each phase.

Class Teachers and Teaching Assistants deliver the planning to small groups following the revisit and review/teach/practise/apply format.

For children who do not pass the phonics screener test after Year 2, small targeted interventions are conducted to stop children falling further behind.

Phonics

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Class Teachers and Teaching Assistants deliver the planning to small groups following the revisit and review/teach/practise/apply format.

For children who do not pass the phonics screener test after Year 2, small targeted interventions are conducted to stop children falling further behind.

When teaching phonics staff are expected to follow the same procedures when teaching letter formation. All graphemes with more than 1 letter **MUST** be joined so that the children become familiar with them and it starts their cursive handwriting journey. A range of fonts must be used during delivery so that children can recognise sounds across a range of reading and writing materials.

Sound buttons must be used consistently during the lessons. Sound buttons must be used in the following ways

- Single sounds need to be represented with a . (dot) underneath
- Graphemes with more than 1 letter need to be represented with a ___ (line) underneath.
- Split digraphs need to be linked with a curved line.