

Wood End First School



Literacy Policy

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Appendices

1. National Curriculum Guidance: Spelling – Work for Year 1
2. National Curriculum Guidance: Spelling – Work for Year 2

Saved in T:\Curriculum and Personnel Policies\National Curriculum Guidance for Spelling.pdf

WOOD END FIRST SCHOOL

Literacy Policy

1. Introduction – Policy Statement

This policy sets out to outline our approach to teaching, reflecting the school's aims and objectives in relation to the teaching and learning of English. It sets a framework within which teaching and non-teaching staff can operate. The policy should be read in conjunction with the Early Years Foundation Stage framework and the National Curriculum (2014). These set out the rationale for teaching each area of the English curriculum and specify the skills that will be developed for the majority of pupils in each year group.

2. National Curriculum (2014)

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

The new English programme of study is based on four areas:

- Spoken language
- Reading
- Writing
- Spelling, grammar and punctuation

The Primary National Curriculum is divided into three stages: Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The National Curriculum (2014) gives detailed guidance of what should be taught at each Key Stage under the following headings:

- Spoken language
- Reading
 - word reading
 - comprehension
- Writing
 - transcription
 - spelling
 - handwriting and presentation
 - composition
 - grammar and punctuation

3. Reading, Writing, Spelling and Phonics



At Wood End First School, we follow the highly successful Read Write Inc. programme. Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. They progress onto Read Write Inc. Literacy and Language, and Read Write Inc. Spelling once they can read with accuracy and speed.

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3.1. Read Write Inc. Phonics

The programme is for:

- Pupils in Foundation (Year R) to Year 2 who are learning to read and write.
- Any pupils in Year 2 who need to catch up rapidly.

In Read Write Inc. Phonics, pupils:

- Decode letter–sound correspondences quickly and effortlessly, using their phonic knowledge and skills.
- Read common exception words on sight.
- Understand what they read.
- Read aloud with fluency and expression.
- Write confidently, with a strong focus on vocabulary and grammar.
- Spell quickly and easily by segmenting the sounds in words.
- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously (children who are at the same stage in their learning), according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Foundation, we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily.

Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re–reading and discussing these books with the teacher supports their increasingly fluent decoding. Alongside this, the teachers read a wide range of stories, poetry and non–fiction to pupils; they are soon able to read these texts for themselves. Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day. Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Our aim is for pupils to complete the Phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Upon completion of Read Write Inc. Phonics, children move on to Read Write Inc. Literacy and Language, and Read Write Inc. Spelling.

3.2. Read Write Inc. Literacy and Language

In Read Write Inc. Literacy and Language, pupils:

- Develop a deep understanding of what they read: complete texts by leading authors are introduced using a three-step approach.
- Learn grammar in context, allowing pupils to use it with understanding: grammar banks are provided to support teacher knowledge.
- Learn to articulate their thoughts and ideas clearly to one another: they learn how to present and debate – to reason and justify their answers.
- Learn to write confidently by following our highly supportive approach, building upon the story or non-fiction text they have studied.
- Write every day.

Read Write Inc. Literacy and Language integrates reading, writing, thinking and spoken language in all activities, to ensure the daily development of children's comprehension and wider literacy skills. At the heart of Literacy and Language is the enjoyment of and engagement with a variety of texts. Pupils are encouraged to take their own meaning from each text, becoming independent and critical thinkers. Comprehension activities are designed to help children to infer, summarise, question, clarify, predict and argue a point of view. The children also make connections between texts and their own experiences.

Pupils are taught the importance of using grammar correctly, so they can communicate clearly and convey their meaning effectively. Comprehensive guidance for teachers, supported by engaging software, Pupils' Book and Homework Book activities allows grammar to be taught explicitly, consolidated, practised and taught implicitly through the reading activities. All grammar is taught within the context of the texts being studied to ensure it is meaningful for children. Pupils are taught to articulate their thoughts and ideas out loud and to communicate what they know and understand. Pupils answer every question with a partner, comment on each other's ideas, clarify each other's thinking, and build upon each other's thoughts and ideas. The teacher asks questions to take their thinking further and clear up any misconceptions. Partner discussion helps teachers assess what and how pupils are learning throughout the lesson. Teachers also read a wide range of stories, poetry and non-fiction to pupils. Pupils are encouraged to choose books to read at their own interest and comprehension level.

4. Outcomes for Children

4.1. Assessing and Tracking Progress

We assess all pupils following Read Write Inc. Phonics using the Sound and Word Entry Assessment. We use this data to assign them to either Read Write Inc. Phonics or Read Write Inc. Literacy and Language, along with Read Write Inc. Spelling. This gives us a very good indication of how well they are making

progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively. In addition, we assess children in Key Stage 1 using the PM Benchmark so that we can monitor and track their progress through colour banded books. We aim for all children to be accurate and speedy readers by the time they leave Wood End, ready for the start of Key Stage 2. We have high expectations of our pupils' progress. We are successful in the Government Phonics screening check and have results above national. We attribute this to the programme and to the expectations it builds in.

Pupils who are making slower progress usually complete the programme by the end of Year 2. We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Highly trained staff provide 1:1 tuition where necessary, using the Read Write Inc. One-to-One tutoring programme.

By the end of Key Stage 1, we aim for our pupils to be able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. We focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.

4.2. Impact Across the Curriculum

Our teachers are enthusiastic about using the Read Write Inc. programme because they can see how well pupils learn from it and the progress they make, not just in English, but across the curriculum. Data is used effectively to ensure gaps are closing between all vulnerable groups (Read Write Inc. assessment and tracking, standardised reading tests, phonics screening check, Classroom Monitor data, teacher assessment).

4.3. Quality of Teaching, Learning and Assessment

The programmes' 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach another pupil. In this way they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. We also use this approach very effectively in other subjects. In Read Write Inc. Phonics, because the pupils are grouped across the school in terms of their reading ability, they are reading at an appropriate decoding level every day. The homogeneous groups in the Phonics lessons help us to focus the teaching and ensure pupils learn to read quickly.

All the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we believe that all pupils should answer every question. The teacher selects pupils to answer.

The Read Write Inc. programmes have detailed lesson plans. These give the teachers practical day-to-day guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of each group.

Every activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

Children are assessed half-termly on the programme and regrouped as appropriate. This assessment is carried out by the reading leader or a trained TA under the guidance of the reading leader.

5. Feedback and Marking

We emphasise constructive feedback. For example, we praise pupils for how hard they work together to ensure that their learning is successful. We have clear systems for marking pupils' work (see Marking and Feedback Policy). Pupils know their teacher's expectations for each activity. We endeavour to mark activities with the pupils in the lesson, if this is not possible work will be marked afterwards. We discuss the outcomes with the group and individuals so that the marking is genuinely used to take forward pupils' learning.

In Literacy and Language units, children write then learn to evaluate, edit and proof-read their own and others work.

6. Quality of Teaching and Pupils' Progress

The Headteacher and reading leader monitor pupils' progress together until every child can read. No child is left behind to struggle.

1. The Read Write Inc. 'cycle of instruction' is embedded across the curriculum – MT/YT (My Turn / Your Turn), TTYP (Turn to Your Partner). Pupils do not raise hands to answer questions.
2. Close grouping in Phonics is maintained. Pupils are assessed regularly and moved on quickly where appropriate.
3. The purpose of each activity is clear to both teachers and pupils.
4. Planning and marking is thorough.
5. Pupils read books at home that closely match their word-reading ability.
6. In Literacy and Language, pupils read widely and are expected to read daily at home.
7. Teaching is monitored thoroughly.
8. All staff use the management signals consistently in and out of lessons.
9. Partner work is modelled and practised until pupils work willingly and supportively with pupils who are not their friends.
10. Praise is fundamental in helping pupils make progress and behave courteously.

11. Staff are consistently kind and considerate to each other and to pupils – no shouting, shushing and nagging.

12. Read Write Inc. is taught every day except in exceptional circumstances.

7. Personal Development, Behaviour and Welfare

Pupils have very positive attitudes to the programme. Their good behaviour and the virtual absence of low-level disruption in lessons contribute to the progress they make. We support this behaviour by using silent signals for gaining their attention, for setting up partner routines, and for managing the way pupils move around the classroom. Everyone uses the same signals. The teachers are encouraged to use these strategies in other lessons too, so that the approach to behaviour is consistent throughout the day. We believe that the partner work and the homogeneous groupings organised to teach Read Write Inc. Phonics help the pupils learn to work together. Effective partner work has the benefit of helping pupils to work closely with others – especially those who are not their best friends. Quick bonding activities help new partners to get to know one another. Boys and girls, first- and second-language learners, assertive and reticent pupils, and pupils of different ages learn to get on together. Pupils are taught the manners and behaviour that are necessary to work with adults and other pupils. Adults are expected to demonstrate positive attitudes and good manners, and to act as role models for pupils. Praise for hard work and good behaviour is fundamental to pupils' progress. The values of courtesy, consideration and kindness are at the heart of every lesson, taught through the programme and embedded in other lessons. All the staff use the same positive strategies for behaviour management across the school. Working well together, as part of a team, is at the core of the school's work – for staff and pupils.

8. Attendance

The programmes are intensive and cumulative, so poor attendance severely disrupts the progress of any pupils who are absent, for however short a time. The school is constantly working with families to improve attendance and highlight the importance of regular attendance linked to progress in school.

9. Effectiveness of Leadership and Management

9.1. Shared Vision

The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. The Headteacher works with all the staff to ensure that this happens. In particular, s/he works closely with the reading leader to monitor the quality of teaching and to provide coaching for staff (teachers and TAs).

The role of the reading leader is critical. Alongside the Headteacher, the reading leader drives the teaching of Read Write Inc. Phonics and Literacy and Language, ensuring that all pupils are working on track to be able to follow the Literacy and Language programme by the end of Year 1 or Autumn Term Year 2.

The reading leader's roles include:

- Ensuring that our teaching of reading is of the highest quality and that all our pupils make progress.

- Ensuring that pupils in the ‘lower progress’ group are making good progress and organising one-to-one tutoring for the pupils who need extra support.
- Keeping the groups homogeneous, i.e. at the same reading level – providing further training (through masterclasses, coaching/observation and face-to-face feedback).

Teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group. The reading team is made up of teachers and TAs who each teach a group of pupils at the same reading level. Our TAs generally teach small groups of up to 12.

9.2. Professional Development

A key element of Read Write Inc. is consistent whole-school practice, underpinned by appropriate professional development. The Headteacher, all the teachers and TAs are trained to teach reading. All staff have attended two-day Phonics training and the trainer has returned to support us on subsequent development days.

We hold at least two development days every year to ensure we are aware of up-to-date practice. Literacy and Language teachers have had additional two-day training and are also supported through development days.

The school is committed to ensuring all teaching staff have had first-hand Read Write Inc training.

In regular masterclasses, staff analyse the teaching and behaviour steps of different aspects of the Read Write Inc. programme in order to develop their own skills when delivering lessons.

10. Parents and Carers

We invite parents/carers to observe their children in Read Write Inc. lessons. We would like them to help their children, but we also recognise that some are not well-placed to do this. If they don’t, their children won’t suffer; it is our job to teach their children to read.

We ensure that pupils whose parents are not able to or do not support their children at home keep up with their peers. We check that they make good progress in lessons, we give them extra one-to-one lessons, and we encourage them to read to themselves, to siblings at home and to adults in school.

11. Aspects of Literacy

11.1. Spoken Language

The National Curriculum for English reflects the importance of spoken language in pupils’ development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar, and their understanding for reading and writing.

Opportunities for developing spoken language are given constantly to children at Wood End:

- Adults model and use rich language with the children.

- Through reading of stories and poetry to the children, language is developed.
- Opportunities for drama, role play and performance to different audiences are provided.
- Children are encouraged to verbalise ideas for writing and ideas about books they have read across the curriculum.
- Use of partner work gives children a voice and opportunity to practise discussion and debate.
- Regular circles and school council representatives enable all children to have a voice.

11.2. Reading

In addition to the teaching of Read Write Inc. for reading, children are encouraged to read widely outside of these lessons. All children in Key Stage 1 and, where appropriate, in the Foundation stage are assessed using the PM Benchmark system. This ensures they are provided with a reading book for school and home that is colour banded at an appropriate level for their ability.

- Children can take home a reading book every day, they can change this reading book as often as they like.
- Children visit the library weekly as a class and can take home up to two books.
- Guided Reading is taught elsewhere in the school timetable.
- Reading is taught through topic.
- A wide range of texts are read to the children throughout their school week.

11.3. Writing

Children are given many opportunities to write during the school day outside of the Read Write Inc. lesson. Literacy and writing skills are taught through topic themes in other subjects such as science, history, geography and Religious Education.

Handwriting is taught as a separate lesson (see Handwriting Policy).

Adults endeavour to be role models for children's writing and talk positively about being writers.

11.4. Grammar

Grammar is taught as part of the Read Write Inc. lessons. There is also a discrete grammar lesson timetabled for children in Key Stage 1.

11.5. Spelling

Children are given weekly spellings to learn at home; these are assessed in a weekly spelling test and also when monitoring children's work to ensure they are grasping the strategies for spelling. Spellings are a combination of words from the National Curriculum that children must be able to spell by the end of Key Stage 1 and words linked to their Phonics level (see Appendix 1).

Implemented: October 2016

Review date: As necessary