



Teaching of Literacy

(Sept 2018)

Curriculum paper to read alongside Teaching and Learning policy

Our teaching in Literacy aims to equip pupils fully with all the skills they need for success. We recognise the key role Literacy plays in every child's life chances and have developed our teaching to ensure high standards are consistently achieved.

The national Curriculum stated aims are those which we hold:

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.
- (National Curriculum 2014)

Speaking and Listening

Through a range of planned activities children are given opportunities to develop their speaking and listening skills.

Within all classes you would expect to see:

- talking partners
- pupils explaining their reasoning
- pupils asking questions
- pupils answering questions using coherent and clear speaking skills
- listening attentively to whoever is speaking, adult or pupil
- turn taking in giving of opinions
- all children involved and engaged in discussions
- use of random methods to choose contributors
- direct teaching of specific vocabulary
- pupils preparing and delivering presentations
- debate



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- discussion led by the teacher or by the pupils
- circle time
- oral story telling
- talk for writing
- drama, role play and hot seating
- modelling by all staff of correct spoken English
- reciting poetry

In addition to routine lesson experiences pupils are also given the opportunities to speak in assemblies. They have the chance to be part of a Pupil Voice group and every child is in a performance once a year.

When children are having difficulty with their speech early intervention is put in place to address this with the help of the Inclusion Manager.

Reading

Reading is a key life skill and given high status within school.

Phonics

A high priority is placed throughout EYFS and KS1 on daily systematic phonics teaching. This is an essential for both reading and writing. Strategies of Jolly Phonics are used to deliver the 'Letters and Sounds' programme. This gives children the strong and essential foundation upon which all their future development as writers will be built. This is then extended using the THRASS approach.

Children who fall behind in their acquisition of phonics have early intervention as an additional aspect of their learning. Children's phonic knowledge is tracked termly and these records are passed to the next year group. Children undergo phonics screening in Y1 and those not meeting the standard are retested in Y2. Any child who does not reach the required standard in Y1 will have extra input in Y2. If the standard is not reached at the end of Y2 the Deputy Head will put in place appropriate intervention when needed.

Guided reading

Guided reading takes place regularly. Classes are generally split into small groups and during the guided reading sessions all children undertake reading/literacy activities. These could include:

- independent comprehension tasks
- silent reading
- pre reading tasks before reading with an adult
- post reading tasks after guided group reading with an adult
- handwriting practice
- spelling/ vocabulary building tasks
- grammar and punctuation practice tasks

During the guided reading session the adults will hear pupils read and question their understanding. They will use assessment grids to ensure they cover all the reading objectives and assess the pupils' understanding through questioning and tasks given. Depending on the abilities of the children, focus may be more on word decoding or comprehension skills. It is important to achieve the right balance throughout the pupil's



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time in school. Records need to be kept of the pupils' strengths and weaknesses in such detail that the summative reading judgements at the end of the year can be moderated through evidence.

A wide range of texts should be used for guided reading, including extended texts and non-fiction. Where appropriate, looking at the book as a whole entity should also take place.

Individual reading

Pupils are expected to have a book they are reading regularly to adults, either in or out of school. In KS1 most children will take home a reading scheme book of the appropriate stage and will return it once read to an adult. It will then be changed as soon as is reasonable. Children will read to the teacher, teaching assistant, other adults in school and to their parents. They may also read to each other. Records of the progression through the reading scheme will be kept by the teacher and there will also be a record made in the Learning Journal. As children become more able readers they will be given "free choice" of reading books. This is, however, closely monitored by the class teacher and it will not be until most children are in upper key stage 2 that they will be fully independent in their reading choices. Books read will be recorded in the Learning Journal and teachers will periodically collect in the Learning Journals to check the quality and quantity of books being read.

It is the expectation that all children will have a current reading book that they have in school each day and that this book is also read each evening. Book bags are used for storing and transporting books. Once a child who is a free reader has finished a book they will be questioned briefly by the teacher about its content before it is changed. This is to check understanding and ensure the book has been read properly and is of the correct pitch for the pupil. Occasionally children will be asked to write a book review on what they have read. Time will be given in class for children to read independently and also to share their views and opinions about what they have read. Pupils and teachers will offer advice to others about good books to choose.

The library has a wide range of books and can be accessed frequently by all pupils. It is the expectation that most children would have a library book they are reading for pleasure alongside their school reading book.

Each classroom has a reading area with a selection of age appropriate books for pupils to choose from and this area will also celebrate reading and signpost children to good choices.

Reading within the curriculum

Across the whole curriculum opportunities to develop reading skills are provided and exploited. Within topic work, science and all other subjects, information reading skills will be applied and encouraged. Within Literacy our text based approach to writing will also be used to teach reading skills and comprehension.

Class Novels

Each class has a novel that is read to them on a regular basis. The novels are taken from the Page turners of the Pie Corbett spine and are linked to the teaching of writing. Opportunities to develop vocabulary when reading are exploited. Pupils are encouraged to buy their own copies and read alongside the teacher.



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Writing

We view the acquisition of language skills to be of the utmost importance. Writing is integral to our children's whole language experience; it is a crucial part of thinking and learning.

Our Literacy curriculum is planned through a text based approach where a meaningful text becomes the stimulus and inspiration for much of our teaching and learning. Teachers plan a variety of writing tasks linked to a text and use it as a model for good use of spelling, grammar and punctuation. This allows children to see the purpose of writing skills and give a context for their own writing. Poems will be included in the text types used.

Writing in the Early Years Foundation Stage

In the Early Years, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. A wide variety of opportunities are provided for children to engage in writing activities.

Amongst these are:

- Shared writing
- Role-play
- Labels
- Recipes
- Lists
- Making books
- Writing letters
- Menus
- Story maps

Through engaging in these activities, children become aware that writing is used for a range of purposes. They distinguish it from drawing, and learn the left to right convention of writing in English.

A variety of resources are used to encourage the development of the fine motor control which is essential for good handwriting. These include play dough, cutting, threading and tracing.

Fine motor skills and Gross motor skills are developed through activities; games days; outdoor activities and P.E. as upper body strength is recognised as being vital to good fine motor skills.

Writing in Key Stage 1

a) Shared Writing

Through shared writing the teacher demonstrates specific writing skills, sometimes acting as scribe. The basics of how to form a letter, spell a word, leave a space or put in a full stop are demonstrated, followed later by the more sophisticated strategies of modelling the planning, drafting or proof reading of writing. Talk for writing is used as a model for delivering this in Y1. The teacher may also demonstrate writing in a particular genre. Shared writing will teach children how to:

- Generate imaginative and informative ideas through discussion and questioning, and record these ideas in notes/ plans/ drafts
- Use story maps as a starting point for structuring a piece of writing
- Structure ideas in writing through the use of appropriate language, sentence structure, punctuation, sequencing and lay-out
- Develop specific word level skills of spelling, handwriting and punctuation
- Refine writing to make it clearer and better suited to its audience and purpose
- Develop technical terms and vocabulary for understanding and discussing writing
- Publish and present written texts for others to read and use



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b) Guided Writing

Guided writing sessions are used flexibly to provide a bridge between shared and independent work. During these sessions the teacher or TA may scribe for specific children or support children writing independently or in pairs. They may focus on:

- Planning a piece of writing
- Supporting work in progress
- Evaluating and improving writing

c) Independent Writing

Children will be given frequent opportunities to write independently so that the skills demonstrated during shared writing and supported during guided writing will be transferred into their own writing.

Writing in Key Stage 2

a) Shared Writing

Through shared writing the teacher will model the writing process with the children. This may include:

- Demonstrating planning strategies (e.g. brainstorming, concept maps, writing frames)
- Using a familiar text as a starting point for writing
- Teaching the structural characteristics of a particular text type
- Teaching the purpose and use of punctuation
- Playing with language and exploring different language choices
- Modelling higher level sentence constructions (e.g. connectives, complex sentences)
- Drafting
- Demonstrating revision strategies (e.g. checking for meaning, reordering to improve structure, rewriting to improve clarity or to enrich language)
- Demonstrating editing strategies (e.g. checking punctuation and spelling, using writing targets).

b) Guided Writing

During guided writing the teacher as 'expert' guides learners at an appropriate level by:

- Giving feedback on previously composed independent writing
- Modelling how to respond to feedback or comment constructively on another writer's work
- Demonstrating a specific stage in the writing process
- Developing or reinforcing skills taught in shared writing

Teachers will plan guided writing sessions flexibly, where they feel they will best meet the needs of their class. At other times, teachers may instead support children individually during their independent writing.

c) Independent Writing

During independent writing the children compose without direct teacher support. As children move through KS2, they will be expected to write regularly and at increasingly greater length, developing crucial writing stamina alongside other skills. Independent writing, both within Literacy lessons and across the curriculum will involve:

- Using the imagination and expressing ideas



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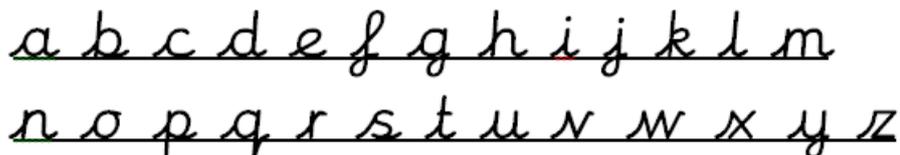
- Applying skills learned in shared writing and guided writing
- Focusing on individual next steps highlighted through feedback
- Revising work in the light of feedback from teachers or peers
- Commenting constructively on other children's writing
- Editing and proof-reading to improve transcriptional features
- Preparing work for presentation

Transcription

Handwriting

We use a cursive handwriting scheme across school. In EYs the children are taught the letter formation with separate letters but with the lead in and out strokes. As they then learn diagraphs they are taught to join. This continues throughout school. Handwriting practice takes place every day and once letters and joins are mastered children are expected to use cursive handwriting in all their formal writing.

Our agreed alphabet is:



Spelling

Spelling is taught as part of Literacy lesson and as stand-alone activities. We follow the No Nonsense spelling scheme from Y2 upwards.

The emphasis on the teaching of spelling is on children learning the rules and applying them to new words. There is also a requirement for children to learn exception words and the appropriate spelling lists for their age. Spellings are part of home learning each week.

Grammar and Punctuation

Grammar and punctuation are taught through examining their use in texts and through direct instruction. A progression of skills and knowledge linked to the National Curriculum, is followed to ensure that time is given each week to develop the key skills, vocabulary and understanding needed. Pupils are also taught how to improve their use of correct punctuation and grammar through the feedback provided by teachers. The objectives from the National Curriculum appendix are included within the Literacy planning.