

Flanderwell Primary School

Literacy Policy 2017/18



At Flanderwell Primary School, we believe that literacy and communication are key life skills and that a quality text- rich diet is at the heart of this. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children's learning. It enables children to communicate with others effectively for a variety of purposes. As literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school, which our school whole-heartedly agrees with.

Aims of the Policy

- To ensure that all staff are confident about how to teach literacy in our school.
- To ensure that all staff are consistent with their approach to teaching literacy.
- To ensure that staff regularly plan and teach from good quality texts.
- To create a language rich environment.
- To ensure that all staff encourage children:
 - to be effective, competent communicators and good listeners,
 - to express opinions, articulate feelings and formulate responses to range of texts, both fiction and non-fiction,
 - develop their vocabulary by giving them opportunities to hear a rich variety of language,
 - to enjoy and engage with a range of text types and genres,
 - to use grammar and punctuation effectively,
 - to understand and use spelling rules in their writing,
 - to develop a love of reading, at home and in school.

Reading

Developing a love of reading is a key priority in our school. We have developed many different reading areas around school, complete with good quality fiction and non-fiction texts. These are attractive and stimulating for children to enjoy a quiet reading space.

Our school's procedures for reading:

- We have implemented the Read, Write, Inc. programme, which teaches early readers the key phonic skills they need to progress. This is taught daily 9.00-9.30 across school in differentiated reading groups.
- Children who have completed the RWI programme are taught daily comprehension, using a mixture of Cracking Comprehension and head start resources.
- Every child in school takes home two reading books- their own choice of book which is changed by the child and chosen according to their interests and a scheme book, which is changed weekly by a teaching assistant.
- Every child has a home/school reading diary, for adults at school and home to record their child's reads. Our school target is to read at least three times a week at home, which is rewarded with team points. For those children that do not achieve their target, time is allocated for them to complete these reads at school.
- Every classroom has an inspiring and exciting 'reading race track' to encourage children to reach targets. There are four big goals to reach, with interim stops for every 10 reads, so that children can keep moving along the track. Children enjoy the healthy competition to race along the track and try to beat their peers.
- Awards are presented to children in special mentions assemblies for the following number of reads:
 - Bronze- 50 reads, Silver- 100 reads, Gold- 200 reads, Friends of Flanderwell Award- 250+ reads
- Every class chooses a core text to be read daily, which inspires children and feeds them with a variety of language.
- Each classroom includes an inspiring reading area to encourage children to spend time reading a variety of texts.
- Assessment: Reading is assessed using a benchmarking kit, RWI assessments, Head start comprehensions, cracking comprehension and Twinkl reading comprehensions. Reading is assessed regularly by the class teacher and is ongoing throughout the year.

Writing

Ensuring that children can write is a core priority at our school. We teach them the skills to be confident and able writers. Our aim this year is to plan cross-curricular lessons from a stimulating, quality text.

Our school's procedures for writing:

- Children's handwriting is assessed to ensure that children are forming lower case letters, capital letters and numbers correctly. In response to their results, children are given targets of individual letters to work on.

- There are a number of handwriting certificates for children to work towards, for the correct formation of letters at Key Stage One and the correct joins at Key Stage Two.
- Teachers are encouraged to plan their topics from a quality text, with some visual literacy where appropriate. These should inspire boys, which will engage them in their writing. A list of texts for each year group is available on the website CLPE for teachers to plan from. Teachers plan from the English National Curriculum to ensure that the mechanics of writing is taught progressively throughout school.
- A variety of non-fiction and fiction texts are taught and assessed at least twice a half term and marked against year specific assessment sheets:
 - In Key Stage One, writing assessments are stuck in Literacy books,
 - In Key Stage Two, writing assessments are displayed in independent folders.
 - Children are given the opportunity to respond to these assessments in purple pen.
- In Key Stage Two:
 - Writing is written up, during some afternoon sessions, from Literacy books and displayed in the Literacy blue folder.
 - Children write on the right hand page and edit on the left hand page in purple pen, in response to the teacher's feedback.

SPAG

Our school has been working on improving spelling, grammar and punctuation across school. We work hard to ensure that spellings are consistently embedded and applied into writing.

Our school's procedures for spelling:

- The Read, Write, Inc. spelling programme has recently been implemented across school, from year two upwards. This is taught daily from 12.00-12.15. Children are regularly assessed throughout the year, with assessments being monitored by the English Leaders.
- Year One and Foundation teach their own bespoke spelling rules and common exception words.
- Common exception words for each year group are sent out as word banks at the start of the year. In KS1, children are individually tested and given ten words at a time to practise. It is expected that children practise applying these words into sentences, before they are replaced with new ones.
- KS2, children have spelling zappers, where they learn and practise spelling nine words at a time. When the spelling is embedded, as well as the meaning of the words, children can choose a further nine to work on.
- SPAG sessions are taught every Monday (instead of Read, Write, Inc.) 9.00-9.30. Work is done in separate books (SPAG books in KS1 and Grammar books in KS2).
- Every classroom has a spelling display, which includes year group common exception words, RWI spellings, the spelling rule of the week and 'weird word warnings'.

Speaking and Listening

- Children are given regular opportunities to develop their speaking and listening skills, including class debates, discussions, talk partners and visitors in school. Children are encouraged to express their opinions and explain their ideas. Drama and performance is incorporated in all classrooms throughout the year and children work together to create a Christmas concert.

Expectations

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

To be reviewed September 2018