



WOOLGROVE SCHOOL

Literacy Policy



“Equal opportunities lie at the heart of all that we do at Woolgrove. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion, is given the same chance as any other to access the services and support of the school.”

Sharon Knight
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1. MISSION STATEMENT

Woolgrove seeks to create a happy, secure and stimulating environment in which all can experience success and realise their unique potential.

2. AIMS

All our aims at Woolgrove School reflect our ethos and our approach to teaching and learning. They identify the aspect of our school community that we value highly and seek to promote to our children. Our aims are:

- To raise people's self esteem so that they are able to make the most of their abilities and talents,
- To foster a sense of curiosity and a love of learning so that they will develop a determination to achieve and succeed,
- To work in partnership with parents, other schools and a wide community, to promote a more inclusive educational system and a sense of citizenship,
- To promote independence and encourage intellectual, emotional, spiritual and healthy growth, so that everyone can be lifelong learners,
- To work together in an atmosphere of trust and mutual respect, so that all feel equally safe and valued,
- To provide a challenging and enriching curriculum which addresses individual needs

In Literacy we aim to develop pupils' abilities in basic skills within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills. These skills are of paramount importance to the pupils at Woolgrove school and all staff play an important role in nurturing the development of these basic skills.

Our aims for our teaching and learning within Literacy are to enable children to:

- Foster an enthusiasm and love of reading and writing.
- Provide a rich 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.
- Listen with concentration in order to be able to identify the main points of what they have heard.
- Develop an awareness of purpose and audience for both written and oral language.

- Provide an environment where pupils are encouraged to construct and convey meaning, both in speech and writing, of factual, imaginary and personal experiences.
- Reflect on and evaluate their own and others' contributions.
- Develop the fundamental skills of language as a means of communication, thus giving access to the rest of the curriculum and providing a vital key for future learning.
- Develop skills in line with their Education, Health and Care Plan and their Personal Education Plan

3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England Document (2014) and Statutory Framework for the Early Years Foundation Stage Document (2014).

In the Foundation Stage children should be given opportunities to:

- Speak and listen and represent ideas in their activities;
- Use communication, language and literacy in every part of the curriculum;
- Become immersed in an environment rich in print and possibilities for communication.

At Key Stage One children should be given opportunities to:

- Learn to speak confidently and listen to what others have to say.
- Read and write independently and with enthusiasm.
- Use language to explore their own experiences and imaginary worlds.

At Key Stage Two children should be given opportunities to:

- Change the way they speak and write to suit different situations, purposes and audiences.
- Read a range of texts and respond to different layers of meaning in them.
- Explore the use of language in literary and non-literary texts and learn how the structure of language works.

THE GOVERNING BODY

Governors are kept informed about the teaching and learning of Literacy at Woolgrove School.

This policy will be reviewed every year or in the light of changes to legal requirements.

4. SUBJECT ORGANISATION

The English Curriculum is delivered using the Early Years Foundation Stage (EYFS) framework and the KS1 and KS2 framework from the National Curriculum. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

- Literacy planning is carried out in three phases (long term, medium term and short term) using the early learning goals and literacy framework.
- Our medium term plans (Appendix A), which are also based on the early learning goals or on the framework, give details of the units for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. These plans are monitored and reviewed by the Literacy subject co-ordinators.
- Class teachers complete a weekly (short term) plan for the teaching of Literacy. (Appendix B). This lists the specific learning objectives for each lesson and gives details of how the lessons are to be taught. It also includes details of how learning is appropriately differentiated to meet the needs of the children.
- The Speech and Language Service and class teachers work collaboratively to plan for and support the language needs of our children.

5. APPROACHES TO SPEAKING AND LISTENING (Spoken Language)

Spoken Language permeates the whole curriculum and underpins the development of reading and writing. Interactive teaching approaches and a variety of communication strategies are used to engage all pupils in order to raise standards. Speech Therapists also support the development of Speaking and Listening throughout the school.

Children are encouraged to develop effective communication skills in readiness for later life by being given the opportunity to:

- Listen to and make sense of what they hear.
- Follow verbal instructions, with or without non-verbal cues.
- Understand what good listening is and how to respond during discussions, conversations and when information is given or asked for.
- Communicate their needs through an appropriate method (e.g. PECS, signing, talking, using a communication aid).
- Use communication, including talk, to develop and express their ideas.
- Develop the skills of turn taking and working collaboratively with others.
- Work towards specific targets (from Education, Health and Care Plan, Speech and Language Advice or Personal Education Plan)
- Be taught in a way that specifically targets and supports their speech and language needs (See Speech and Language and Communication Policies).

Drama

Pupils should be encouraged to use a range of dramatic forms to express feelings and ideas both verbally and non-verbally. Pupils should be encouraged to appreciate drama both as participants and observers.

6. APPROACHES TO READING

Reading is taught both discretely and as an integral part of the curriculum. Pupils are encouraged to become confident, enthusiastic, reflective and independent readers. They experience print in a variety of forms and for a variety of purposes and read for enjoyment, information and interest.

Children participate in shared reading and guided reading as well as individual reading. Through these, children are encouraged to decode text in a variety of ways, such as the use of phonics. In addition to this, children are shown how to and attempt to derive meaning from text. Children are encouraged to share personal preferences and opinions about books.

Reading Schemes

Books are organised according to National Book Banding levels and children are appropriately placed within these levels. In order to develop independence, some children are encouraged to choose from an appropriate selection of books within their level, others will have the support of an adult to choose an appropriate book. This is monitored to ensure a breadth of text type and scheme is covered.

Phonics

In line with the Rose Review we have adopted a whole school approach to the teaching of phonics. Teachers are encouraged to pitch their teaching at the appropriate phase for their children. There are opportunities for classes to work collaboratively in order to allow for more effective differentiation as well as clear progression across the school. There are regular opportunities for discrete phonics lessons, which follow the recommended structure set out in the 'Letters and Sounds' document.

In addition to phonics, children are also encouraged to recognise words by sight. This may be done through the use of flashcards, word walls, reading books, matching games and labels around the school.

Wider Reading

Children have regular access to a well-resourced library within the school. They are encouraged to select, borrow and return books, reflecting a real life

scenario. This is an opportunity for children to be independent and make personal choices of books that they are interested in. Children are encouraged to take these books home to share with parents/carers/siblings. Children also are invited to reading events, such as book fairs.

Links with Home

As mentioned, children are given the opportunity to take home school library books for shared reading. In addition, children have a reading scheme book to take home daily. Parents are encouraged to report back on how their child reads at home. Workshops on various aspects are offered to parents to help them support their child at home.

Monitoring

Teachers are responsible for recording and assessing the individual reading of each child, both formatively and summatively. As a school we currently use the New Salford Reading Test to provide the reading age of each child. Subject co-ordinators are responsible for an annual walkabout to monitor reading records kept by individual teachers, as well as an informal discussion on reading within each classroom.

Children are given the opportunity to:

- Experience a multi-sensory approach to reading.
- Understand the features of a book and how it works
- Have an interest in words and their meanings
- Use a range of strategies, which will help them to read with meaning, fluency, accuracy and expression.
- Use appropriate reading strategies to find and interpret information.
- Reflect on their reading and offer a personal response to a wide range of texts.
- Understand how the format and language changes with different genre.
- Use inferential skills to find meaning beyond the literal.
- Appreciate the tools of the writer and the techniques used to involve the reader in the text and to build these strategies into their own writing.
- Appreciate the work of individual authors, illustrators and publishers.
- Read for and with other children and adults in a variety of situations.
- Use a range of resources, including classroom materials, the school library and ICT for a range of reading materials.

7. APPROACHES TO WRITING

It is important for pupils to develop as independent, enthusiastic and expressive writers, who are able to write in a meaningful way; a multi-sensory approach is

used to achieve this. Pupils should regard themselves as writers and value their own work and that of others. Opportunities for writing are presented across the curriculum and children are regularly involved in shared writing as well as being given the chance to write by themselves. Children benefit from meaningful experiences to write about as well as being immersed into a subject before being expected to write about it. Speaking and Listening are vital in preparing children for the experience of writing. Children are encouraged to think carefully about the structure of their sentences and a variety of strategies are in place, for example a colour coding system (STEMs).

Our aims for teaching and learning within writing are to enable children to:

- Explore a variety of writing activities.
- Use writing as a means to communicate ideas and information to a reader.
- Write in a grammatically accurate way.
- Develop an increasingly wide vocabulary suited to the purpose and genre.
- Understand and use the conventions of written language.
- Use teacher modelling as a means to understand the writing process.
- Understand how writers can have an effect on the reader.
- Incorporate ideas and skills of other authors into their own writing.
- Collaborate with others during the writing process.
- Draft and redraft, making changes where appropriate.
- Use ICT as a tool for writing (e.g. Clicker, Writing with Symbols or Word)
- Use spelling and punctuation accurately and with confidence.

Spelling and Phonics

Pupils are encouraged to become independent and accurate spellers who are confident to use an increasing range of vocabulary in their own writing. A range of spelling strategies are modelled to enable children to attempt unknown words and children are encouraged to have a sound knowledge of high frequency words for use in their daily work. As a school we currently use the Vernon Graded Word Spelling Test to provide summative assessment. Teachers also complete the Letters and Sounds phonics assessment task with their classes.

Our aims for teaching and learning within spelling are to enable children to:

- Recognise letters and the sounds they make.
- Attempt words for themselves using a range of strategies.
- Write an increasingly wide range of words from memory.
- Use a variety of resources to help with spelling e.g. dictionaries, word banks and the classroom environment.
- Begin to develop an understanding of spelling patterns and rules.
- Use a range of strategies to learn spellings.

Shared Writing

Teachers will model the writing process regularly with the children and encourage their involvement. This can involve brainstorming, planning, drafting and editing work. Children also have opportunities to work collaboratively with their peers.

Emergent Writing

Children are encouraged to develop both their gross and fine motor skills to prepare them for the experience of writing. When at the emergent stage of writing children are encouraged to mark make as a way of representing their ideas and are then encouraged to read this back, demonstrating an understanding that text carries meaning. In conjunction with regular phonics activities they can then progress to the use of symbols and recognisable letters in their mark making. Other skills that will be developed include writing from left to right and grouping symbols or letters in order to represent a word.

Independent Writing

Independent writing is a useful tool for formative assessment and for informing the teacher of where to take the children next. For this reason, when writing children should be encouraged to be as independent as possible, calling upon the strategies taught previously. The nature of this task can give children a real sense of achievement and boost their self-esteem. Teachers should provide opportunities for regular practice as this can encourage more reluctant writers to 'have a go'.

Handwriting

It is important for pupils to be able to write clearly and develop a fluent and legible handwriting style. Overwriting and copying are useful tools to support and develop handwriting.

The school currently uses the Nelson scheme for handwriting.

We aim for pupils to be able to:

- Use a comfortable and correct pencil grip.
- Form letters correctly.
- Use upper and lower case letters appropriately.
- Begin to use a joined style when appropriate.

8. CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise, apply and transfer the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum and vice versa. Links between lessons makes learning more meaningful and enjoyable for the children. It also can foster a greater understanding of the topic and the related vocabulary.

9. THE USE OF ICT

Opportunities to use ICT in Literacy will be planned for and used as appropriate. ICT can be effectively used as a tool for both teaching and learning.

10. ASSESSMENT AND TARGET SETTING

We assess children's work in Literacy on a daily basis as we make informal judgements when we observe them during lessons. This informs planning and allows teachers to adjust their planning accordingly. Assessment is closely matched to the learning objective as well as to the individual targets of the children. Work will be assessed in line with the Assessment Policy. This assessment is shared with the children and a traffic light system is used. Teachers make a summative assessment annually in all three strands.

11. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in Literacy according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

12. EQUAL OPPORTUNITIES

All children are provided with equal access to the Literacy curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

13. ROLE OF SUBJECT LEADER:

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

- Monitoring and evaluating Literacy: -
 - Pupil progress
 - Provision of Literacy (including Intervention and Support programmes)
 - The quality of the Learning Environment;

- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent Literacy developments

14. CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Communication Policy
- Speech and Language Policy
- Assessment and Record Keeping
- Marking policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy

15. APPENDICES

A - blank medium term plan

B - blank weekly plan

C - Reading Scheme Colour Coding Guide

WOOLGROVE SCHOOL

Medium term plan for

(subject) Topic:

Length:

Class:

Dates:

Learning Objectives + P of S	
Activities and Resources (inc. staff)	
Links with other subjects (or Topic Web)	
Expected Outcomes	

Literacy Weekly Plan

Class:

Week beginning:

Topic:

Whole class Shared Reading and Writing or Phonics, Spelling, Vocabulary and Grammar		Activity (including support and differentiation)	<u>Plenary</u>	Assess notes
Mon				
Tues				
Wed				
Thurs				
Fri				

Book Bands - NC Reading Levels

Band	Colour	NC Level
0	Lilac (Silver Stars)	W
1	Pink	W
2	Red	W
3	Yellow	1 (C)
4	Blue	1 (C/B)
5	Green	1 (B)
6	Orange	1 (B/A)
7	Turquoise	1 (A)
8	Purple	2C
9	Gold	2B
10	White	2A

Band 1 - Pink - Working Towards Level 1

Learning opportunities

- ♦ Locate title
- ♦ Open front cover
- ♦ Turn pages appropriately
- ♦ Understand that left page comes before right
- ♦ Understand that we read print from left to right
- ♦ Match spoken word to printed word (one to one correspondence)
- ♦ Locate familiar words and use them to check own reading
- ♦ Use the meaning of the text
- ♦ Use language patterns (syntax)
- ♦ Predict the story line and some vocabulary

Text characteristics

- ♦ Natural language following children's speech patterns
- ♦ A short, simple, highly predictable text involving familiar objects and actions
- ♦ Repetitive sentence structures including high frequency words
- ♦ Illustrations that provide full and direct support for the text
- ♦ Reasonably large print size with clear spaces between words
- ♦ Fully punctuated text in the same position on each page

Band 2 - Red - Working Towards Level 1

Learning opportunities

- ♦ Locate and recall title
- ♦ Have secure control of one-to-one matching
- ♦ Use known words to check and confirm reading
- ♦ Start to read more rhythmically or use phrasing while maintaining track of print
- ♦ Repeat words, phrases or sentences to check, confirm or modify own reading
- ♦ Predict from meaning, syntax and print to solve new words

Text characteristics

- ♦ Slightly longer, highly predictable text involving familiar objects and actions
- ♦ Repetitive sentence/phrase patterns including high frequency words
- ♦ Sentences short, clear and straightforward following children's speech patterns
- ♦ Illustrations provide full and direct support for the text
- ♦ Simple story development (fiction text)
- ♦ Non-fiction texts may have more than one type of print format
- ♦ Reasonably large print with obvious spaces between words
- ♦ Full range of punctuation

Band 3 - Yellow - Level 1 (C)**Learning opportunities**

- ♦ Follow print with eyes, finger-pointing only at point of difficulty
- ♦ Take more note of punctuation to support the use of grammar and oral language rhythms
- ♦ Cross-check all sources of information more quickly while reading
- ♦ Note familiar words and letter clusters and use these to get to unknown words e.g. look > took
- ♦ Search for information in print to predict, confirm or attempt new words while reading
- ♦ Notice relationships between one text and another
- ♦ Predict in more detail

Text characteristics

- ♦ Some repetition of phrase patterns, ideas and vocabulary
- ♦ More variation of sentence structure
- ♦ Story lines include more episodes following a time sequence
- ♦ Some literary conventions along with familiar oral language structures
- ♦ Stories may involve imaginary happenings in framework of familiar experiences
- ♦ Non-fiction texts still use personal experience & children's language patterns
- ♦ Illustrations still support the text quite closely

Band 4 - Blue - Level 1 (C/B)**Learning opportunities**

- ♦ Move through text attending to meaning, print and sentence structure flexibly
- ♦ Self-correct more rapidly on-the-run
- ♦ Re-read to enhance phrasing and clarify precise meaning
- ♦ Solve new words using print information along with attention to meaning
- ♦ Use analogy with known vocabulary to solve new words
- ♦ Manage a greater variety of text genre
- ♦ Discuss content of the text in a manner which indicates precise understanding

Text characteristics

- ♦ Greater variation in sentence patterns and content
- ♦ Literary language integrated with natural language
- ♦ Any repeated language patterns are longer or act as refrains
- ♦ More lines of text on page, sometimes up to 6 or 8 lines
- ♦ Stories have more events
- ♦ Non-fiction texts include some abstract terms and impersonal sentence structures
- ♦ Pictures support story line rather than convey precise meaning so closely
- ♦ More similar-looking words appear in text

Band 5 - Green - Level 1 (B)**Learning opportunities**

- ♦ Read fluently with attention to punctuation
- ♦ Solve new words using print detail while attending to meaning and syntax
- ♦ Track visually additional lines of print without difficulty
- ♦ Manage effectively a growing variety of texts
- ♦ Discuss and interpret character and plot more fully

Text characteristics

- ♦ Varied and longer sentences
- ♦ Little or no repetition of phrases
- ♦ More varied and larger number of characters involved
- ♦ Events sustained over several pages
- ♦ May have larger number of words on page
- ♦ Less familiar or specialised vocabulary used
- ♦ Illustrations may provide only moderate support for the text

Band 6 - Orange - Level 1 (B/A)**Learning opportunities**

- ♦ Get started without relying on illustrations
- ♦ Read longer phrases and more complex sentences
- ♦ Attend to a range of punctuation
- ♦ Cross-check information from meaning, syntax and print on the run
- ♦ Search for and use familiar syllables within words to read longer words
- ♦ Infer meaning from the text

Text characteristics

- ♦ Stories are longer - 250-300 words
- ♦ Increased proportion of space allocated to print rather than pictures
- ♦ Illustrations support overall meaning of text
- ♦ More literary language used
- ♦ Sentence structures become more complex
- ♦ Non-fiction texts contain more formal sentences and a widening range of unfamiliar terms

Band 7 - Turquoise - Level 1 (A)

Learning opportunities

- ♦ Extract meaning from the text while reading with less dependence on illustrations
- ♦ Approach different genres with increasing flexibility
- ♦ Use punctuation and text layout to read with a greater range of expression
- ♦ Sustain reading through longer sentence structures and paragraphs
- ♦ Tackle a higher ratio of more complex words

Text characteristics

- ♦ Elaborated episodes and events
- ♦ Extended descriptions
- ♦ More use of literary language
- ♦ May have full pages of print
- ♦ More unusual and challenging vocabulary
- ♦ Illustrations provide a level of support in fictional texts
- ♦ Non-fiction texts contain longer, more formal sentences and a widening range of unfamiliar terms

Band 8 - Purple - Level 2 (C)

Learning opportunities

- ♦ Look through a variety of texts with growing independence to predict content, layout and story development
- ♦ Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences
- ♦ Solve most unfamiliar words on the run
- ♦ Adapt to fiction, non-fiction or poetic language with growing flexibility
- ♦ Take more conscious account of literary effects used by writers
- ♦ Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax.

Text characteristics

- ♦ Sentence structures become longer and more complex
- ♦ Story plot may be more involved and reflect the feelings of the writer
- ♦ Wider variety of text genre but still illustrated
- ♦ Some books with chapters for more sustained reading
- ♦ Characters are more distinctive and rounded than at earlier levels
- ♦ Widening vocabulary and range of terminology
- ♦ Non-fiction texts cover an increasing curriculum range and different text format.

Band 9 - Gold - Level 2 (B)

Learning opportunities (as for Band 8)

- ♦ Look through a variety of texts with growing independence to predict content, layout and story development
- ♦ Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences
- ♦ Solve most unfamiliar words on the run

- ♦ Adapt to fiction, non-fiction or poetic language with growing flexibility
- ♦ Take more conscious account of literary effects used by writers
- ♦ Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax.

Text characteristics

- ♦ **Somewhat more challenging than in Band 8**
- ♦ Sentence structures become longer and more complex
- ♦ Story plot may be more involved and reflect the feelings of the writer
- ♦ Wider variety of text genre but still illustrated
- ♦ Some books with chapters for more sustained reading
- ♦ Characters are more distinctive and rounded than at earlier levels
- ♦ Widening vocabulary and range of terminology
- ♦ Non-fiction texts cover an increasing curriculum range

Band 10 - White - Level 2 (A)

Learning opportunities

- ♦ Read silently most of the time
- ♦ Sustain interest in longer text, returning to it easily after a break
- ♦ Use text more fully as a reference and as a model
- ♦ Search for and find information in texts more flexibly
- ♦ Notice the spelling of unfamiliar words and relate to known words
- ♦ Show increased awareness of vocabulary and precise meaning
- ♦ Express reasoned opinions about what is read
- ♦ Offer and discuss interpretations of text

Text characteristics

- ♦ Widening range of genre and writing style
- ♦ Story line or theme may be sustained over a longer period of time with chapters or sub-sections of text
- ♦ Sentences structures may be longer with more subordinate phrases or clauses
- ♦ Characters may be more fully developed
- ♦ More than one point of view expressed within the text
- ♦ Information or action may be implied rather than spelled out
- ♦ Texts may contain more metaphorical or technical language
- ♦ Non-fiction texts placed in a broader context and include more detailed information.