

Stoke Row CE School



Literacy Policy

Document Approval Record

Committee	Teaching and Learning
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These policies are all created in line with the Christian foundation of this school which is expressed through our five core values and our view that every child is unique and valued.

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1. Introduction

At Stoke Row C of E Primary School we recognise the importance of English as a subject in its own right, and as the most impactful area of learning. Gaining and using skills in the English language not only affects the child's progress in school, but also has a profound influence upon the course of his or her whole life. We aim to develop pupils' abilities within an integrated programme of speaking, listening, reading and writing. Pupils will be given the opportunity to develop their use, knowledge and understanding of the spoken and written language within a broad and balanced curriculum, as well as the opportunities to consolidate and reinforce taught literacy skills.

Aims

- To embed the core skills for life-long learning;
- promote positive attitudes to reading, writing, speaking and listening;
- develop children's ability to become confident users of language, both oral and written;
- enable the children to become effective communicators - understanding the purpose and their audience;
- value languages and storytelling from other countries and cultures; and
- enable children to succeed in all areas of learning.

2. Handwriting

At Stoke Row children are taught cursive writing from foundation upwards; however, exceptions are made if a child struggles with fine motor skills or has a specific difficulty relating cursive letters to print.

In KS1 children are taught discrete handwriting sessions and constantly encouraged to develop their handwriting in their written work in all subjects. In KS2 children struggling with handwriting may have a targeted intervention and the expectation is that all children use cursive writing (unless they have a specific difficulty which prevents this). Should a substantial number of children in the class struggle with handwriting, it will be made a class focus through 'Happy Handwriting Week' or a similar intervention.

In all classes teachers will model handwriting during lessons, although it is acceptable for teachers to distinguish between handwriting for quick note taking and neat work. Classroom displays should have a mixture of typed information and information written by hand in neat cursive script.

3. Phonics and Spelling

Spelling is a whole school focus on the SDP 2017-18 (School Development Plan).

KS2

1. River and Ocean spelling rotation to be done four times a week for 15 minutes daily (first thing in the morning) - pyramid writing, spelling zappers, rainbow writing and going over words in coloured pencils based on NC word lists (these word lists will also be sent home).
2. Eight words from the KS2 word lists will be sent home weekly to learn, but there will be no formal testing time in school. These words will be differentiated according to ability.
3. Before lunch three times a week, children will have taught sessions of spelling rules and patterns for 20 minutes.
4. Word of the week - based upon a word the class struggled with the previous week.
5. For pupils spelling phonetically, teachers will highlight and explain when the right sound has been used but the wrong grapheme - following the school marking policy.
6. Teachers to emphasise spelling when pupils are doing peer review.
7. Children will be encouraged to use word lists. Resources will be displayed in the classroom and the children will be encouraged to use dictionaries to check their own spellings.
8. A range of resources are used to plan and deliver KS2 spelling, including Read Write Inc, Nussy and No Nonsense Spelling. Spelling sessions ensure coverage of the curriculum, with constant summative and formative assessment used to ensure learning is targeted.

KS1

9. In Raindrop, spellings will be taught primarily through phonics, with phase 6 group learning spelling rules.
10. For most pupils from year two upwards spelling phonetically, teachers will highlight and explain when the right sound has been used but the wrong grapheme - following the school marking policy.
11. Teachers will emphasise spelling when pupils are doing peer reviews - pupils will pick out one spelling and correct it.
12. In KS2, the last spelling lesson in the week will be a dictation so pupils are able to put learnt spellings into practice.

13. Children will be encouraged to use word lists and resources displayed in the classroom to check their own spellings

Foundation Stage

1. Discrete phonics sessions occur during literacy sessions. The children will be given a range of practical ways to practise their spelling.
2. The expectation for tricky word spelling is phase four by the end of the year. The children will be encouraged to use sound mats to develop their spelling. When mistakes are made with graphemes the children should know the teacher will model the correct spelling.

Resources to be used include:

- Bug Club
- Jolly Phonics actions
- Letters and sounds
- Geraldine the Giraffe

Phonics Teaching Sequence:

REVISIT AND REVIEW

Recently and previously learned grapheme-phoneme correspondences, or blending and segmenting skills as appropriate.

TEACH

New grapheme-phoneme correspondences; skills of blending and Segmenting and tricky words.

PRACTISE

New grapheme-phoneme correspondences; skills of blending and segmenting and letter formation.

APPLY

New knowledge and skills while reading/writing.

ASSESS

Do the pupils know the new phoneme?

Can they blend and segment using the new phoneme?

All children should be encouraged to use phonics knowledge to capture sounds but should be taught to spell using the letter names.

4. Assessing Spelling

1. In KS2 children will be given the Badcok dictation spelling assessment three times a year to track progress.
2. Children in Foundation Stage will be assessed three times a year using the letters and sounds assessment.

- Children in year 1 will have regular phonics screening checks throughout the year to track attainment and progress. Children in year 1 will take the phonics screening check in June, as will any year 2 children that failed to pass the previous year.
- Children in year 2 that have passed the phonics screening check will be assessed using the year 2 SATs materials and through book scrutiny.
- From January 2018 onwards, all children will have their spelling age tracked using the Helen Arkwell Spelling Test.

5. Talk for Writing

What is involved in this approach to teaching writing?

Three stages:

1. Imitation Appropriate for fiction or non-fiction.
2. Innovation
3. Invention

What is the approach based on?

- Pie Corbett
- Must be able to 'talk it' before you can write it...but you cannot say it if you haven't heard it.
- Internalising useful words, phrases, language, rhythms and patterns.
- Like a magpie hoarding treasure!

The key role reading plays in becoming a good writer!

Especially important for children living in linguistically poor homes.



I. Imitation

- This always begins with learning a story/text type orally. This helps the children to internalise a narrative patterns so it's actually added to their linguistic repertoire.
- Delay reading the text... it removes the barrier of reading for those who find it challenging. It is an inclusive approach!
The teacher must write or find a text which is:
 - memorable
 - meaningful
 - matches the level of the children

Enter the TEXT MAP!

Generative grammar: The brains ability to internalise underlying patterns and use it to create new ideas.

Play with the text...process it in different ways!

Think about what the children will find difficult: use assessment to inform you.

I. Imitation...continued!

- One you have thoroughly explored the text orally, see what it looks like written down.
- Read the text as a reader.

Then read as a writer:

- box it up!
- key ingredients
- raiding the reading/magpying

Other top tips for imitation:

- Ingredients for success for any writing
- Display text maps, words etc on a working wall

2. Innovation

- The children use the basis of the original text to create something new—their own version. E.g. badgers /foxes.
- We write best about what we know about. Think about linking to your topic and how to gather information.
- oral version -- plan--- write
- The teacher should model this approach at a level slightly higher than the children are writing. Can use as an opportunity to introduce something new.
- Shared writing--- own version
- Continue to play spelling, sentence and drama games .
- The boxed up planning the children used in the 'imitation' phase can also be used to plan their own writing.

3. Invention

In this stage, the children move towards becoming more independent. There are two possibilities at this stage:

1. Writing about our own topics but all tackling the same text type. In the end, everyone is writing the same text type but choosing topics that interest and intrigue them or that they know about! Think about what you want them to learn... this isn't topic based but skill based!

2. Applying the text type across the curriculum. Once the text has been taught, look for opportunities to revisit and apply across the curriculum.

Consider using something imaginative/fiction based even when teaching a non-fiction text type. See example!

Why do we keep using text maps?

- Keep hold of texts maps so that you can revisit them to speed up the process.
- Think about what element of the text type they missed last time and use this as your focus on a new text map.
- Remember that learning should have moved on since you last studied the text type. Produce the same text type but at a higher level. Think about different styles as well.

The Talk for Writing approach is used across the school in both core and non-core writing. What this looks like in each class will vary.

Foundation Stage will use Talk for Writing to gain familiarity with language patterns in different genres of writing and will use the approach to record their ideas.

Raindrop Class use Talk for Writing to gain oral and auditory familiarity with a text type before being presented with the text. This will often involve the whole class learning the text (or part of the text) and actions before they are introduced to the written format.

In KS2 Talk for Writing is used in a more varied approach depending on the task. At times children will use the mapping process to plan and talk about their work and at other times children may rehearse a small section of text, paying attention to the importance of language choice so that they can mimic this in their own writing.

6. Big Write

Big Writing is an approach to teaching writing and raising writing standards that focuses on:

- The importance of **TALK and oral rehearsal**.
- **Accurate basic skills** – spelling, punctuation, grammar and handwriting.
- Regular and **meaningful assessment** and target setting.
- **High expectations** for all pupils.
- Giving writing a **purpose** and making it fun!

[\(http://www.andrelleducation.com/big-writing/\)](http://www.andrelleducation.com/big-writing/)

Suggested structure of sessions:

1. The day before, teachers will set Big Talk homework. This may be an oral task or involve an element of planning or vocabulary development that requires them to talk with their family about the task.
2. Start the first sessions with ideas, sharing from homework set the night before.
3. Look at a WAGOLL <https://www.literacywagoll.com/> or make your own example.
4. Use the WAGOLL to agree a success criteria. You will also be using the writing grids in their books to assess them and they should be reminded to refer back to these, but they should primarily focus on the agreed criteria for the class.
5. Give the children time to structure their Talk for Writing. This may be a brief story map, linking to Talk for Writing or another type of planning framework depending on text type.
6. Make time for VCOP activities. Link these directly to their writing and make them practise some structures they will include. The children can prepare a couple of great sentences they can drop into their writing.
7. Make sure you model the 'Talk Part' - in Upper KS2 this may be how to question someone to develop their ideas. Lower down the school it would be how to effectively share ideas and ensure they include the VOCP.

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Break time

8. Independent writing time.
9. Purple pen time for editing and improving. Changes should be clearly labelled as self-corrected (SC) or peer reviewed (PR).
10. Time to share and celebrate work (promoting writing for a purpose).

During break time the classroom is transformed into a relaxed writing space.

During the independent writing time, the adults in the room will work with selected pupils to improve their writing. Students who receive help should have their work annotated in line with the school marking policy to indicate they have had support. All other work will be independent and can be used as assessment pieces. Some children who struggle with handwriting will be allowed to use computers to enable them to express their ideas. When spelling and grammar is being assessed, check functions should be disabled on their computers.

Expectations for frequency of Big Write sessions:

Bubble - Big Talk every other week.

Raindrop and River - Big Write every other week.

Ocean - every week.

Note: where Big Write sessions replace maths, additional maths sessions should be provided earlier in the week.

Expectations for independent writing time:

Bubble will begin with Big Talk and the writing expectations will become more formal for children that are ready as the year progresses.

Raindrop – 30 minutes.

River - 40 minutes.

Ocean – 1 hour.

We understand that for some children these expectations may be unrealistic. In these cases children will be allowed to finish early and will be given a follow-on activity.

Whole School Big Write

Once a term the whole school will work on a shared theme for Big Write. This will provide comparable work across the school for in-school moderation and will also enable children to share their writing with a wider audience. After a whole school Big Write, examples of writing across the school will be shared in celebration assembly.

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Assessing Big Write:

Children will all have a Stoke Row writing grid stuck in their books. If the child is working below age expectation the grid for their level will be included but the year group removed (teachers need to have a clear record of the year group for their records). If a child is working at greater depth they should have both the expected level grid and the working above grid stuck in their books.

When a pupil's work is viewed by an adult, either during or after the lesson, adults will be looking for evidence that meets the statements on the assessment grids. When evidence is found the adult will date the grid. The grids will be updated throughout the term and reviewed every long term to inform the teacher's writing assessment is in line with the school assessment policy.

In all classes except Ocean the usual marking policy will be followed. In Ocean Class from September to March children will receive more detailed written feedback as they are able to understand and act on advice. From March onwards written feedback will be reduced to ensure we have completely independent work for moderation.

7. Literacy Lessons

At Stoke Row we have adopted a 'mastery approach' to teaching and learning in literacy. This means the children spend longer exploring a purpose of writing and are able to make links between skills that are transferable between different genres of writing.

Teachers should consult the mastery planning documents to ensure they are covering the correct text types and the required grammar, punctuation and spelling content. Examples of these documents are included in appendix 1.

8 Lesson plan for Literacy Lesson Cycle

Lesson	Content
1	Hook- Introduce text <ul style="list-style-type: none">• Fiction- introduce text/comprehension/drama/talk for writing.• Non-fiction- could be good and bad examples of instructions or exploring a topic for non-fiction writing.
2	Deconstruct example and analyse features of the text type <ul style="list-style-type: none">• Broad features and structures.• SPaG.
3	Deconstruct example and analyse features of the text type/ Teach SPAG <ul style="list-style-type: none">• SPaG fluency tasks.• Then relate to topic/genre.

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4	Teach SPaG needed for task <ul style="list-style-type: none">• SPaG Fluency tasks.• Then relate to topic/genre.
5	Planning <ul style="list-style-type: none">• Overall ideas/ share own talk for writing plan.• Provide opportunities for children to plan how they will demonstrate SPaG covered.
6	Writing <ul style="list-style-type: none">• Break into sections• Teach an editing skill
7	Writing <ul style="list-style-type: none">• Break into sections• Teach an editing skill
8	Edit/share/purple pen/peer mark
9	BIG WRITE

At times teachers may deviate from the year overview planning and from the lesson cycle outlined above, for example when teachers are trialling an exciting new project such as A Tale Unfolds (exploring digital literacy) or when formative and summative assessment identifies a need to adjust the planning.

8. Reading

In Raindrop and River, reading is taught through literacy lessons and through discrete guided reading sessions. During these sessions children work in a small group with a teacher and other children work on a carousel of activities.

In Bubble and Raindrop, children are set books to read online via BugClub. These link to the phonics programme and provide ideas for comprehension questions for parents. Children in Raindrop are provided with books to read at home at an appropriate level.

In Ocean class the focus is on learning the skills required for formal comprehension questions. Children are given a reading comprehension every other week. They have a week to complete the comprehension and then the following week they work in a small group with the teacher to review their

answers and develop their skills to effectively answer questions, including using point, evidence and explanation. Once their comprehension is complete the remaining sessions provide opportunities for children to read for the love of reading. They are provided regular opportunities to talk about the books they are reading and make recommendations to each other.

Children in Ocean Class are required to independently record their reading five times a week and are rewarded for this using the school house point system.

Reading records of all children are checked on a weekly basis. All children in KS1 are heard to read once a week and more often for those who need additional practice.

9. ARCh Reading

Some children are selected to take part in the ARCh reading programme. The aims of the programme are described below:

‘At ARCh we recruit, train and support volunteers in primary schools across Oxfordshire, we help hundreds of children a year.

The children have two individual half-hour sessions each week during term-time with their ARCh volunteer. The sessions are at school during school hours. The main idea is to make the children feel happy and successful, so they start to think of reading as something they can enjoy.

With this in mind, ARCh volunteers do a variety of things with the children. In addition to reading they may play word, board or memory games, make and draw things, help the children write their own stories, or just talk. This all helps to boost confidence.

(<http://www.archoxfordshire.org.uk/what-we-do/>).’