
OUR LADY IMMACULATE CATHOLIC PRIMARY SCHOOL LITERACY POLICY

Introduction

This policy summarises our approach to the teaching of Literacy at Our Lady Immaculate Catholic Primary School. It is a statement that will ensure systematic and consistent practice throughout the school and result in improved results and pupils leaving our School as confident, independent and literate learners. The school recognises the close links between reading and writing and aims to give children opportunities to engage with stories and to read and write. The school also recognises that it is vital to promote speaking and listening skills and to develop an experience of books and story, particularly for those children who do not gain a rich literary experience from birth.

Our policy recognises the current thinking on the National Curriculum 2014 as well as harnessing aspects of other creative and innovative approaches including Pie Corbett "Talk for Writing", Alan Peat initiatives in Literacy and SIP Liverpool's English scheme. We appreciate different learning styles and intelligences in order to provide broad and balanced work which provides for all children at their own level.

Aims of our Literacy Policy

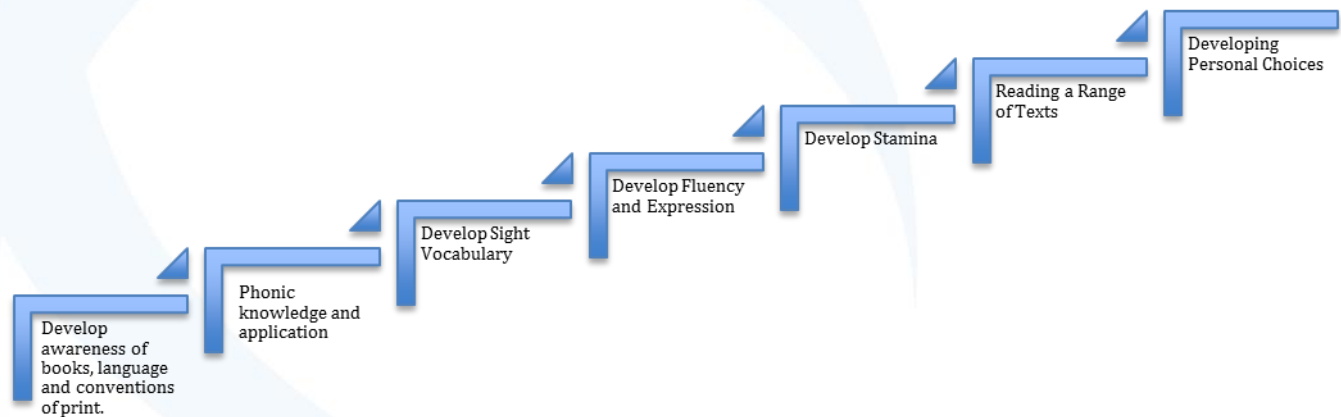
The school aims to develop literate children who love reading and writing, who get excited about the potential offered by books and theirs and others writing.

Reading

In reading the children will:

- Have the opportunity to listen to stories every day (read and oral) and can understand the relevance of story within their lives.
- Enjoy sharing their reading with their parents/carers.
- Read with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Understanding the sound and spelling system and use this to read accurately.
- Have an interest in a wide range of texts and read for enjoyment and information.
- Have an interest in words and their meaning.
- Understand a range of text types and genres.
- Evaluate and justify their preferences.
- Develop powers of imagination, inventiveness and critical awareness.
- Have accessed a range of texts including IT based resources

In order to achieve this we will use a systematic and developmental approach to teaching reading as shown on the continuum below:



Alongside teaching children to acquire the skills they need in order to read the school will also aim to develop children's understanding of what they are reading through:

- Recall and literal understanding
- Developing inference skills
- Ensuring children can make connections when reading
- Encouraging reading in order to learn

The Components of Reading

Shared Reading

Shared reading takes place within the Literacy lesson or cross curricular lessons; the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterized by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The children join in, where appropriate with the reading of the text. The texts selected are quality texts that reflect the teaching objectives.

Guided Reading

Guided reading takes place in differentiated groups one or more times a week. During guided reading the responsibility for reading shifts to the learner. Guided reading takes place with a group of children, of similar ability. During a guided reading session the children read and respond to a challenging text with the teacher supporting using Reciprocal Reading and Book Talk. Texts of graded difficulty are carefully chosen and matched to the reading ability of the group. It is intended that guided reading provides an opportunity for children to demonstrate what they have learned about reading and to further develop and extend their reading and comprehension skills. The group(s) without adult support will work independently, to complete purposeful planned activities that support various skills such as comprehension, spelling, handwriting and response to text activities.

Individual Reading

Children have access to a range of picture books, transition chapter books and longer reads to support the development of their individual reading skills. Children start their reading journey sharing real texts and books, phonetically decodable texts and other publishers' books which are carefully book banded according to the difficulty of the text until they become competent, independent readers. They can then choose from a wide variety of books across school. Teachers

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are responsible for ensuring that children are taking home books appropriate to their reading level regularly and to communicate effectively with parents the children's progress through the use of the reading record books. Teachers also read a class novel or short story every day as part of a 'story time' session.

Writing

The key purpose of writing is to communicate meaning and therefore all writing tasks should have an identified and clear purpose. It is expected that teachers will model all the stages of the writing process – planning, composing, revising, re-editing and redrafting and that children will then use these strategies increasingly independently as they become more experienced writers. All children should learn to write in a variety of styles – poetry, fiction and non-fiction – and for a variety of *real* audiences.

From Year 1 -6 teachers plan for a variety of writing skills to be covered over an academic year based on the SIP Liverpool Literacy Plans for each year group. The overview is based on Curriculum 2014 and objectives taught will be highlighted and dated to ensure the coverage of the curriculum.

Time will be made for writing to be shared aloud and celebrated in other ways too, such as class anthologies, display work, floor books and writing focus walls.

Components of Writing

Shared Writing

This provides an opportunity for teachers to demonstrate writing, including the thought processes that are required. Teachers should make explicit references to genre features, as well as word and sentence level work within the context of writing. Pupils contribute to the class composition by sharing their ideas with partners, in small groups or using individual white boards. This is also the time when children are given the opportunity to discuss, verbalise and refine ideas before committing to print. With knowledge of text type from shared reading sessions, children should be able to generate a list of features that they would expect to use in any writing genre about which they have learned. This can be used by teachers and children alike as one way of assessing children's writing and their understanding of the purpose and organisation.

Guided Writing

Children are grouped and given the opportunity to write an independent text with the support and guidance of their teacher and group. The group work together to begin a piece of writing and then continue independently while the teacher moves around the group and supports with individual needs as they arise. It is important that guided writing sessions are used with the range of abilities represented across the classroom and planned carefully according to children's targets to promote progression in writing skills for all children.

Independent Writing

Children should be given the opportunity for a range of independent writing activities which clearly link to whole class writing objectives. These tasks will need an identified audience, clear purpose and to cover all aspects of the writing process. Children should be given the opportunity to self-assess and peer-assess writing, based on success criteria linked to the learning objective and developed by the class as a whole as part of the teaching sequence leading up to creating an extended piece of writing. This could be before and/or after teacher marking (based on the same success criteria). Ideally, time to review pupil and

teacher comments should be built into future lessons to allow children to learn from them and input advice into future pieces of writing , especially those across the curriculum or 'at distance' from the original focus .

Speaking and Listening – (is embedded with talk for writing)

Talk for Writing

If children can't speak a sentence, they can't write a sentence. Speaking and Listening forms a key element of the Teaching Sequence for Writing and is incorporated throughout the teaching phases.

See Appendix 1

Talk for Writing Principles

Handwriting

The cursive handwriting style is taught from Reception. The aim is to ensure all pupils are ready to join their letters by the end of Year 2, however some children do not start this until Year 3. This is then consolidated throughout Key Stage 2.

Phonics and Spelling

Letters and Sounds

Letters and Sounds is a focused teaching strategy that teaches children how the alphabet works for reading and spelling. Letters and Sounds is taught through 4 phases.

Phase 1 supports the development of speaking and listening.

Phase 2-4 is a systematic approach to phonics teaching and word recognition skills.

Letters and Sounds are taught as a discrete 20 minute session. Each lesson follows the structure of review, teach, practise and apply. In years one and two, specific spelling rules and patterns are also taught alongside common exception words.

Key stage two focuses on the consolidation of the spelling rules taught in Key Stage One and moves to its own years Spelling Toolkit or 'No nonsense spelling ' , whilst also embedding the statutory word list. The focus for these sessions is to review, teach, practise and apply taught spelling patterns in a fun and creative way to apply these in their writing.

Grammar and Punctuation

The National Curriculum 2014 gives a clear developmental programme for the introduction and acquisition of knowledge about grammar and punctuation. Grammar and punctuation will be taught during specific GPS lessons and in the Literacy lesson and should be explicitly referred to during direct teaching, then alluded to during the remainder of the lesson and cross curricular links made wherever appropriate. Therefore the children will receive direct teaching and also be aware of punctuation and grammar within the structures of reading and writing which are the main focus of the lesson. To teach pupils about grammar and punctuation, the emphasis is on the close consideration of examples of language in text use, including pupils' own writing and on the exploration of language as a system. The aim is to develop pupils' curiosity about language and their capacity to observe and reflect, which will in turn enable them to develop more control and choice in their use of language.

Grammar will be a key focus in conversational English, with teachers picking up on errors and sensitively correcting pupils when needed. There will be opportunities for public speaking in each class whilst grammar will also be a focus in longer tasks. All adults in school will need to model correct spoken English to support our pupils.

Role of the teacher:

To provide direct teaching and accurate explicit modelling of grammar and punctuation choices during guided and modelled writing.

To provide resources and an environment which promotes a developing understanding of grammar and punctuation including a SPAG focussed display referring their year group's specific requirements as exemplified by the New Curriculum in order to allow children to achieve and exceed.

To monitor pupil's progress and determine targets for via marking and group working and intervene with specific targets as required.

The teaching of correct grammatical terminology is vital to the children's understanding and use of the English language and as such all teachers must use the terminology set down in the New Curriculum grammar and punctuation appendices.

Within the planning of Literacy the grammar or punctuation feature to be taught must be explicitly referred to Exploration of and response to examples in texts used – considering the way writers use grammar and punctuation to impact (quality and purpose) on readers.

Sentence games and word play activities to embed and play about with the language and feature.

Use of examples as models to experiment with and provide initial scaffolds.

Sufficient time to review and rework editing through 'Pit Stop' time

Teachers must demonstrate the use of grammatical features in shared writing to provide opportunities for the pupils to focus on specific aspects of grammar and punctuation, while the group/independent sessions provide helpful contexts for investigations and application of grammatical knowledge in pupils' own writing.

Grammar progression through school

Children will be taught to use the punctuation marks as laid out by curriculum 2014. Proof-reading to edit and improve written work is a key skill to be taught in all years.

EYFS: Children will be introduced to spoken and written sentence structures and the principles of grammar.

KS1: The terms for discussing language will be embedded for pupils in the course of discussing their writing with them. Their attention will be drawn to the technical terms they need to learn.

In Years 3 and 4 pupils are introduced to the grammatical functions of different types of word and they begin to explore how sentences are constructed. The emphasis will be in the grammatical labelling (the naming of parts of speech) and on discovering and experimenting with their function, i.e. what words can be made to do. Explicit teaching of a wider range of punctuation marks occurs and this is reflected by their use in pupils' writing. However, care should be taken that punctuation is taught within the context of what is being read and what the pupils need to use in their own writing. Therefore children should be introduced to an explicit use of punctuation and then guided to see its use in action in text.

In Years 5 and 6 this basic knowledge is extended through the close reading and discussion of carefully chosen examples from a range of text-types. In their writing pupils are encouraged to draw on this understanding to develop a sense of individual, ambitious style, to experiment with the construction of complex sentences and to restructure their own and others sentences for clarity and effect.

Progression

Assessment

We believe that effective assessment provides information to improve teaching and learning. We give learners regular feedback on their learning so that they understand what it is that they need to do better. This allows us to create detailed planning based on a sound knowledge of each pupil. We give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Currently we are in a transition period, since the removal of National Curriculum Levels descriptors and the implementation of Curriculum 2014. During this period of transition we are working closely with the Local Authority on a pilot project to develop effective and accurate assessment and tracking systems, which will allow us to assess children's progress accurately in all areas of the curriculum.

Our school statement needs to be read in conjunction with our Assessment, Marking and Feedback and Teaching and Learning policies.

Progress in Literacy will be monitored through ongoing teacher assessments, periodic writing sampling for writing and guided reading records for reading. For children who are not making the expected progress in years 1 to 6. One to one or small group support is put in place to ensure children 'catch-up' to their peers.

The local network of schools and the LA are developing systems to identify standardisation of work and these are used to monitor children's progress on a regular basis.

The EYFS profile and continuing participation in the Liverpool assessment pilot project.

Running records and using the "bench mark" kit ensure children are on the correct instructional level in their reading.

Tracking data is used to record progress and to carry out an analysis of strengths and areas for development across the school.

In order to monitor standards and progress the following systems are in place:

- Termly Pupil Progress Meetings are held in order to allow class teacher, Head teacher and the Senior Leaders to monitor and evaluate the progress of children in Literacy. Where appropriate, TAs are also involved.
- The Head teacher, Senior Leaders and Literacy Coordinators monitor children's work regularly through work sample scrutiny.
- The Subject Leader analyses RAISE online data, tracking documents and end of key stage SATs results for Reading and Writing with class teachers. Recommendations from this analysis may feed into School Development Plan and Performance Management Targets.

The role of the Literacy Leaders

- Ensure a core of material is available
- Review and monitor planning regularly
- Monitor literacy teaching and evaluate pupil's work
- Arrange liaison with the advisory staff when necessary
- Attend relevant courses to be aware of new ideas and disseminate these to all staff and to arrange appropriate inset for colleagues, in negotiation with the Head teacher and with

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- reference to the School Development Plan (SDP) priorities
- Be responsible for ordering Literacy resources in agreement with Head teacher and budgets
- Update the policy document and schemes of work as necessary

Children with SEND and More Able children

Literacy lessons, tasks and materials are scaffolded by the class teacher to meet the needs of individual children. Children identified as SEND may need greater scaffolding of tasks consistent with that child's SSP. (School support plan). The needs of children requiring additional support for their Literacy will be discussed with SEND Coordinator, The literacy coordinator and the class teacher. Appropriate intervention strategies will be put in place to support learning.

More able children will be challenged and motivated during their tasks. The class teacher will also aim to identify those children who may be gifted in English and provide them with appropriate learning opportunities.

All children will be given opportunities to participate on equal terms in all Literacy activities and due consideration will be given to the principles of Inclusion.

Links with parents

- Parents have an induction meeting when children start in Nursery and Reception to outline approaches to teaching reading.
- Practical leaflets are provided for parents to support reading at home.
- Reading targets are sent home in autumn, spring and summer each year and enable parents to track their child's progress.
- Recommendations are given to parents if requested.
- Reading volunteers support the school in providing additional reading opportunities for children.
- Reading material is sent home with the child.
- Children are given a reading banded book and also a library book to take home every day.

The school actively promotes the importance of parental engagement by supporting parents with helping their child to read and to develop a love of reading and by regularly reporting to parents on the progress their child is making and by encouraging parents to read to their children.

Reading is a habit and we can reinforce this by ensuring that all children:

- Have a Book Bag in school every day (teachers keep a record of anyone who regularly forgets their Book Bag).
- Monitor reading choices for home reading.
- Check that books are returned to school from home on a daily basis
- Follow up any children who have not brought in their reading folder
- Bring the Book Bag to school every day with a book in it, even if it is a long chapter book and they are still reading it. Time for reading may be found during the school day.
- Regular reading at home is rewarded by "golden box", stickers, assembly mentions and head teacher rewards and initiatives.

Reading Interventions

In Our Lady Immaculate Primary Catholic School we have qualified Reading Recovery teachers and all TA's are Better Reading Partnership trained. All those staff use their skills in intervention programmes for children across school who have difficulties reading and are not meeting expected standards for their age. Upon finishing the programme they are monitored throughout the rest of their time at Our Lady Immaculate Catholic Primary School to ensure their progress continues.

Appendix 1

Talk for Writing Principles–Pie Corbett and Alan Peat

Talk for Writing involves making explicit the processes and thinking involved in the writing process so that ultimately they can be internalised and applied by children in their own writing. Talk for Writing will be embedded in every phase of the 'Writing Sequence'.

The main principles of talk for writing are;

1. Book-talk

'Book-talk' is the extended opportunity to use talk to explore children's personal and collective responses to a text as readers.

2. Writer-talk

'Writer-talk' is the articulation of the thinking and creative processes involved in all stages of the act of writing; talk that helps children to think and behave like a writer (and consider themselves to be one).

3. Storytelling and story making

This involves the learning and repeating of oral stories, building children's confidence to develop them through telling and then extending that development into writing; later creating 'new' stories orally as a preparation and rehearsal for writing. The sequence being; imitation, innovation and invention.

4. Non-fiction

Children will learn to write a variety of non-fiction texts through the literacy curriculum and wherever cross curricular links can be made. These are: Explanation Writing, Journalistic Writing, Biography Writing, Discussion Writing, Report Writing, Instruction Writing and Persuasive Writing, to name a few. The four key components of teaching non-fiction through Talk for Writing across the Curriculum are: SECURING SUBJECT MATTER – ensuring children become experts and enthusiasts in the topic; IMITATION – using a strong shared text as a model from which children internalize the key language features; INNOVATION – using the structure and language patterns of the model text for shared planning and writing in a new, but closely related context; INDEPENDENT APPLICATION – children independently writing that text type in literacy lessons and across the curriculum.

5. Word and Language games

Talk games and activities are used to: stimulate and develop vocabulary, 'warm up' the imagination, stimulate creative thinking, orally develop a character, orally develop a setting

6. Role-play and drama Techniques Pie Corbett and Alan Pete techniques are used- 'hot seating' 'conscience alley' etc...

Talk for writing strategies will be used frequently both within literacy lessons and across the curriculum Introduced this autumn there are 3 "simples" (With a Mere cat as a symbol)

- Answer all questions with a full sentence answer.
- Answer the question which has been asked.
- Take time to think about the grammar and does it sound right.