
OUR LADY IMMACULATE CATHOLIC PRIMARY SCHOOL

OUR POLICY FOR LITERACY

Introduction

To learn to read is to light a fire; every syllable that is spelled out is a spark.

Victor Hugo, Les Miserables

There is more treasure in books than in all the pirate's loot on Treasure Island.

Walt Disney

This policy has been written by the Literacy team of Our Lady Immaculate Primary school. The policy will be reviewed every other year to ensure that practice is aligned to policy as our school grows and develops. As part of the process of developing this policy we consulted the Curriculum 2014, SIP Liverpool Literacy plans, Pie Corbett "Talk for writing" and various Alan Pete books. We also shared our own favourite children's books with each other, analysed what we did in our individual classes to teach reading and writing to develop a love of literacy and looked at a variety of quotes, choosing several to include in this policy to inspire us when supporting with our children to learn to read and write to develop their love of literacy. 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.

"The stories we love best do live in us forever."

J K Rowling

This policy summarises our approach to the teaching of Literacy at Our Lady Immaculate 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. 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 Pete initiatives in Literacy and SIP Liverpool's Literacy overview. 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 for our school Literacy Policy

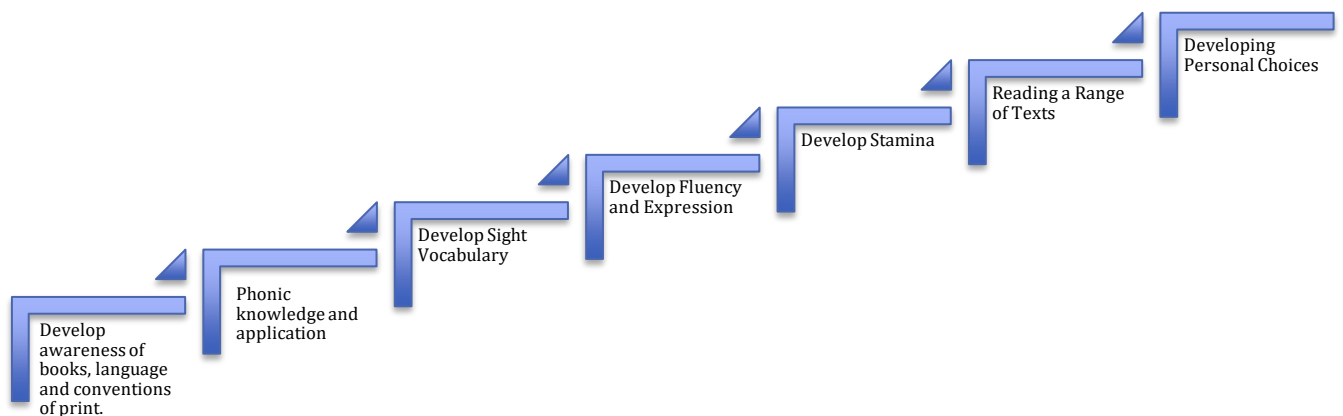
The school aims to develop literate children who love reading and writing, who get excited about the potential offered by books and their own and others' writing.

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, rigor, 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 our school 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 with the whole class 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.

Our school was part of a project to improve children's reasoning . As a result of this , each class in KS1 and KS2 have quality texts with a resource bank of questions to work alongside each book.

Guided Reading

Guided reading takes place in differentiated groups .During guided reading the responsibility for reading shifts to the learner. It 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 strategies 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 reading activities that support reading skills. ERIC –Everybody Reading in Class.

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

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 the Curriculum 2014 and objectives taught will be highlighted and dated to ensure the coverage .

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 week.

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.

We are ready to introduce 'Pobble' across school which should help both children and teachers alike in inspiring the children to write. A pupil voice questionnaire will be carried out to measure its impact.

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 ability 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. Editing Stations can be used 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.

Approaches To Reading and Writing at Our Lady Immaculate

In addition and alongside the systematic approach outlined above the school develops children's ability to read and write and to develop a love of reading through a combination of approaches and these can be broadly identified as direct teaching, modelling and promotion.

Direct teaching		Modelling		Promotion	
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Using 'Talk For Writing' approaches to enable oral and written story telling			
Encouraging book talk			

Introducing writers as role models			
Sharing books together as a whole class or in groups			
Reading and writing in the wider curriculum			
Guided and shared reading and writing in groups with teachers and TAs			
Individual reading and writing			
In writing using cold task through to hot tasks to see the impact of teaching and learning genres.			
Promoting the use of the school library, which is at the heart of the school, amongst children, parents, teachers and the wider school community			
Having an outdoor book box for the outside area and during lunchtime play			
Supporting parents and encourage them to read to and with their children at home			
All adults in school modeling positive attitudes to reading and writing			

See Appendix 1 – ‘Developing Learning To Read and A Love of Reading Throughout the School’

Reading aloud with children is known to be the single most important activity for building the knowledge and skills they will eventually require for learning to read.

Marilyn Jager Adams

Progression

Assessment

The school uses EYFS early learning goals and year 2 and 6 have specific guidance and training as to what the criteria looks like for assessment in SATS writing. The rest of the school will use Age Related Expectations criteria as determined by the Liverpool Pilot Project for assessment until further guidelines come from the DFE. All year groups attend both city wide and local link school moderation meetings. Progress in Literacy will be monitored through ongoing teacher assessments, periodic writing sampling for writing and guided, whole class and individual 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.

- Assessments are used to track children's progress on a regular basis.
- The EYFS profile and ARE criteria are used to assess progress periodically and set targets across the school.
- 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.
- NFER tests are also used as a tool to assess where children are in Autumn and summer terms and to measure progress and analyse gaps.

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, Headteacher and the Senior Leaders to monitor and evaluate the progress of children in Literacy. Where appropriate, TAs are also involved.

The Headteacher , Senior Leaders and Literacy coordinators monitor children's work regularly through work sample scrutiny. The Subject Leader analyses RAISE online data , tracking documents , NFER tests and end of key stage SATs results for Reading and Writing .

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 planning as fit for purpose, 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 Headteacher and with reference to the School Development Plan (SDP) priorities, Be responsible for ordering Literacy resources in agreement with Headteacher and budgets.

Update the policy document and schemes of work as necessary

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.

Talk for Writing –Pie Corbett and Alan Pete

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.

Handwriting

The pre-cursive handwriting style is taught from reception. Using 'Letterjoin', the aim is to ensure all pupils are ready to join their letters by the middle 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.

Foundation Stage focuses on the teaching Phases 1-3 but will also teach phase 4 if it is appropriate. Children have a daily taught session.

Year 1 - Phase 4 and the Year One phonics from SIL Liverpool , moving on to the Spelling Toolkit for Year One matching the requirements of the National curriculum 2014.

Year 2 -Consolidation of phonics for Year two from SIL Liverpool moving on to the Spelling Toolkit for

Year Two matching the requirements of the National curriculum 2014.

Children are regularly assessed with any gaps identified. Children are then placed into targeted groups to encourage accelerated progress to catch up with their peers.

In Key stage two focuses on the consolidation of the spelling rules taught in key stage one and moves to its own years spelling using 'No Nonsense' spelling as a guide. The focus for these sessions is to review, teach, practice and apply taught spelling patterns in a fun and creative way to apply these in their writing.

A new cohesive overview has been written to ensure consistency is in place across school for GPS. All staff have been asked for feedback and for suggestions as to how we may improve it.

Children with Special Educational Needs and More Able children

Literacy lessons, tasks and materials are differentiated by the class teacher to meet the needs of individual children. Children identified as having Special Educational Needs may need greater differentiation of materials and tasks consistent with that child's S.S.P (School Support Plan). The needs of children requiring additional support for their Literacy will be discussed with Special Needs Coordinator and the class teacher. Appropriate intervention strategies will be put in place to support learning.

More able children will be challenged and motivated by greater differentiation of materials and 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

Children are made readers on the laps of their parents.

Emily Buchwald

- 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.

Give each child a 'Challenge' book mark to extend their reading beyond book band books.

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 teachers respond in children's reading record books to parents comments.

Children get a reward from the head teacher for a full reading record.

Reading Interventions

In Our Lady Immaculate Primary school, we have a Reading Recovery teacher and most 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 to ensure their progress continues.

***"Reading and writing float
on a sea of talk"***