



THE HESSLE ACADEMY
Penshurst Primary School

Literacy Policy

Effective Date:

October 2017

Date of minuted approval by the Board of Governors:

21 December 2017

Review Committee:

Primary Local Board

Review Date:

December 2018

Owner:

Head of School

Rationale

Creating an ethos and environment in which pupils can enjoy learning, reflect, improve and grow in confidence, is fundamental to learning and, therefore to our school. This policy reflects our values and philosophy in relation to the teaching and learning of the English language.

What does Literacy look like at Penshurst Primary School?

We aim to:

1. plan learning activities that ensure progress in the short, medium and long term
2. deliver teaching and learning activities that enthuse, engage and motivate pupils to learn and foster their curiosity for new information
3. ensure that assessment informs teaching effectively so that there is appropriate support and extension for every pupil
4. foster strong links between home and school to recognise and value the importance of parental involvement in their children's learning

There will be evidence in our classrooms and school of:

- differentiation offering all pupils the opportunity to make progress in Literacy learning
- banks of vocabulary and working wall based display to support a pupil's learning
- pupils being engaged through a wide range of modes such as: drama, oral presentation, visual, and kinaesthetic activities
- modelled expectations available for reference e.g. WAGOLs (what a good one looks like)
- easily accessible reference material such as spelling dictionaries and thesauruses

Our teachers will ensure that:

- planning covers all word, sentence and text level objectives across the year
- discrete Literacy skills and knowledge are developed daily. Our thematic curriculum and story-led learning approach offers pupils the opportunity to contextualise and apply discrete literacy learning for a wide range of purposes
- writing is assessed continually from the bi weekly independent Big Writing
- success criteria offer descriptions of skills and knowledge at extension, core and support levels

- long term planning covers the full range of writing purposes and assessment foci

Implications for the whole school will be:

- spelling, grammar, reading and writing are tracked and covered across the year
- there is Speaking and Listening, and drama guidance in place to ensure a consistent approach to the teaching of speaking and listening, and drama (Appendix A)
- there is Reading guidance in place to ensure continuity and progression throughout the school, focusing on a structured and systematic approach to the teaching of reading (Appendix B)
- there is Writing guidance in place to ensure continuity and progression throughout the school, focusing on a structured and systematic approach to the teaching of writing (Appendix C)
- there is Handwriting guidance to ensure continuity and progression throughout the school, focusing on a structured and systematic approach to the teaching of handwriting (Appendix D)
- a monitoring and evaluation cycle is in place to support the progress of individuals and groups of pupils: observations, and regular checks of Literacy and Big Writing books

We aim to deliver teaching and learning activities that enthuse, engage and motivate pupils to learn and foster their curiosity for new information

There will be evidence in our classrooms and school of:

- literacy embedded in all curriculum areas
- links to thematic learning
- pupils learn through a range of media, formats and activities in order to include all learning styles
- opportunities to investigate drama and oracy daily for pupils to explore language around relevant concepts
- talk for writing is used in partner and group situations, when appropriate. Discussion is modelled and structured
- reading and writing skills are modelled and exemplifications displayed

Our teachers will ensure that:

- literacy skills are developed collaboratively
- they model exemplary approaches to writing and communication
- the timetable offers regular opportunities to cover guided reading, word and sentence level work, handwriting and theme based reading and writing

Implications for the whole school will be:

- trips, workshops, visiting artists and other motivational ways of working are planned half- termly
- planning shows an outcome led process.

We aim to ensure that assessment informs teaching effectively so that there is appropriate support and extension for every pupil

There will be evidence in our classrooms and school of:

- differentiation through a variety opportunities such as: differentiated success criteria, groupings, outcomes, resources, extension activities
- marking that acknowledges achievement at all levels

Our teachers will ensure that:

- success criteria are differentiated, starting with the highest level of attainment in the class
- short term planning is flexible and reflects assessment

- tracking of progress is consistent through the use of formative and summative assessment in both reading and writing
- pitch and expectations are correct and appropriate for all pupils

Implications for the whole school will be:

- Reading and Writing evidence is moderated termly, using an agreed whole school approach

We aim to foster strong links between home and school to recognise and value the importance of parental involvement in their children's learning

There will be evidence in our classrooms and school of:

- pupils being encouraged and supported to read at home, at least three times per week
- home learning offering opportunities for creativity and writing, as well as discussion points for conversation.

Our teachers will ensure that:

- reading corners celebrate home reading
- reading records have a labelled area
- pupils and parents know when reading books are changed and how to use the reading records

Implications for the whole school will be:

- all classes have reading corners
- all classes use reading records
- all pupils complete their talk homework and reading requirements on a weekly basis.

Appendix A: Speaking and Listening

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama are apparent in our curriculum.

- some or all elements of the above will be planned for in all lessons.
- use of specific topic vocabulary is modelled and displayed.
- interactive teaching strategies are used to engage all pupils in order to raise standards.
- pupils are encouraged to develop effective communication skills in readiness for later life.
- at a whole school level, our commitment to Restorative Practice and the use of circles to problem solve helps pupils develop the tools to communicate effectively both in and out of the classroom.
- in the EYFS pupils should be given opportunities to use communication, language and literacy in every part of the curriculum; they speak and listen and represent ideas orally in their activities.
- at Key Stage One (Years 1 and 2), pupils should learn to speak confidently and listen to what others have to say.
- at Key Stage Two (Years 3-6), pupils should learn to change the way they speak and write to suit different situations, purposes and audiences.

Appendix B: Reading

Penshurst Primary School aims for all pupils to read with confidence, fluency and understanding; have an interest in the written word and read for enjoyment; and employ a range of independent strategies to self-monitor and correct.

- in EYFS pupils should become immersed in an environment rich in print and possibilities for communication. Their goals are to read & understand simple sentences
- use phonic knowledge to decode regular words & read them aloud accurately. They also aim to read some common irregular words and demonstrate understanding when talking
- with others about what they have read
- at Key Stage One, pupils should begin to read fiction and non-fiction independently and with enthusiasm
- at Key Stage Two, pupils should read a range of texts and respond to different layers of meaning in them
- all pupils receive opportunities for: shared reading and independent reading at least four days a week
- reading material is chosen according to Lexile level and is varied to reflect Literacy units, topics, personal choice and current affairs
- all pupils and parents are actively encouraged and supported to enjoy home reading. In KS1 and KS2, pupils are required to read at home and record it in their reading records three times a week
- Phonics is taught daily in EYFS and KS1 (also KS2, where necessary)
- Phonics is taught discretely and reinforced in contextualised opportunities as part of embedded practice
- all classrooms provide level/age appropriate reading books
- all book corners reflect current topics and Literacy units
- across all phases, communication regarding home reading takes place between home and school through reading records
- classrooms reflect current topics within their book corners, which are updated each half-term
- reading is assessed using formative and summative assessment.

Appendix C: Writing

Penshurst Primary School aims for all pupils to have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms. They should be developing their powers of imagination, inventiveness and critical awareness, and have a suitable technical vocabulary to articulate their responses. By Year 6 pupils should understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation.

- all pupils write daily
- writing for a wide range of purposes - from note-taking to extended writing in paragraphs - takes place each week
- in EYFS pupils should become immersed in an environment rich in print and use communication, language and literacy in every part of the curriculum. All classrooms have a writing provision and encourage writing in role. We aim to promote mark making in all areas of provision
- at KS1 pupils should begin to write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds
- at KS2 pupils should plan, draft and redraft writing of several paragraphs for a range of purposes and audiences
- presentation guidelines are taught at the beginning of each year and the expectations maintained throughout
- KS1 and KS2 pupils write in pencil. Once a consistent standard is achieved, pupils will progress to pen
- Grammar and spelling are taught discretely and in context. Evidence of GPS teaching can be found in the pupils' Literacy books.

Big Writing Guidance EYFS

- mark making is encouraged through on-going provision, both inside and out
- writing is assessed through observations of pupils' learning
- more able pupils can progress to Literacy books before the end of FS2, if appropriate.

KS1 & KS2

- improvements from the previous year are completed prior to the next Big Writing session in the pupils' Big Writing books
- Big Writing sessions will have a guided input of approximately 10 minutes. In this session, WAGOLLS(what a good one looks like) may be modelled to offer support but they must not remain in view when the pupils start to write
- for Big Writing, we aim for pupils to write for up to 45 minutes. In KS1, this will build up in
- incremental periods of time, as the pupil's skills develop
- during the Big Writing
 - pupils have free access to dictionaries, thesauruses, HFW(high frequency word) spellings, etc.
 - the teacher will prompt every 10 minutes to check pupil progress
 - calming music can be played, at the teacher's discretion (e.g. Mozart, as recommended by the Big Writing strategy)
 - lighting can be dimmed, at the teacher's discretion
 - silence for writing is expected
- class teachers mark Big Writing each week with two stars and a wish, one star being done by the pupils
- all pieces of Big Writing will be assessed against the National Curriculum. using the narrative and non-narrative proformas
- completed, marked and improved Big Writing is stored in Big Writing books.

Appendix D: Handwriting

We teach cursive handwriting to support the teaching of handwriting objectives from FS2 to Year 6. Handwriting sessions include large and fine motor skills activities, as well as precise language to describe the shape and direction of the letter formations and joins.

EYFS

- pupils show a preference for a dominant hand
- they begin to use anticlockwise movement & retrace vertical lines
- pupils begin to form recognisable letters
- they use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

KS1

- building on progress made in EYFS, pupils form letters correctly
- they write on the line consistently
- pupils can form all lower and upper case letters.

KS2

- pupils begin to join their handwriting with increased speed and fluency.