



HALLAM FIELDS JUNIOR SCHOOL

LITERACY POLICY

OUR SCHOOL PHILOSOPHY

English is not only a subject in its own right; it is also the medium through which the whole curriculum is taught. Key skills are taught systematically through an integrated experience of speaking, listening, reading and writing following the government's current framework for literacy. This is in line with national statutory requirements for lower and upper key stage 2.

GENERAL AIMS

Our aim is to ensure that each child reaches their potential as an independent speaker, listener, reader and writer. In our English teaching, we aim to develop all pupils' abilities to communicate effectively in speech and writing and to listen with understanding. Our teaching should enable them to be independent, enthusiastic and responsive readers. We aim to develop their language skills through rich and varied experiences, taught using a variety of teaching methods. A language rich environment is created using displays such as working walls to support learning, and samples of work to celebrate and motivate children.

THE IMPLEMENTATION OF OUR AIMS

The literacy curriculum is delivered using the current national framework and a rigorous set of non-negotiables. These were arrived at using the current expectations used nationally and through staff consultations so that they match the needs of the children in our school. Each year group has objectives that should be met by the end of the year. Objectives from years 3 to 6 are used to plan appropriate provision and ensure high expectations are set. Following this framework also ensures whole school progression. Differentiation is built into the planning and delivery of lessons to extend the learning potential of all pupils.

TEACHING AND LEARNING

The children take part in a daily literacy lesson each week, as well as additional lessons on spelling, grammar and reading. Children may be involved in extra phonics or handwriting sessions should they require them, especially lower down the school. Children also have access to extra extended writing sessions where needed. Writing is often based around a topic, a book or a film in order to stimulate and engage the children. Children work in their own class with a mixture of abilities; this means that lessons are very carefully differentiated. Whenever possible, planning and teaching will take advantage of cross-curricular links.

SPEAKING AND LISTENING

The four strands of speaking, listening, group discussion and interaction and drama, permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. We aim to develop effective speaking and listening by teaching pupils how to:

- Use the vocabulary and grammar of Standard English.
- Formulate, clarify and express ideas clearly.
- Adapt their speech to a widening range of demands.
- Listen, understand and respond appropriately to others.

Speaking, listening and drama techniques are used during literacy lessons to engage all the children through a variety of learning styles.

READING

We aim to provide daily opportunities to improve word reading and comprehension. This includes decoding (reading) and encoding (spelling), understanding and interpreting texts and engaging and responding with texts. We aim to develop our pupils' competence in both dimensions by teaching them:

- To read accurately, fluently and with understanding.
- To understand, analyse and evaluate a wide range of texts.
- To develop an appreciation of all types of literature thus fostering a desire to read.

In order to meet this aim we implement the following:

- **Active reading.** We have developed our own Active Reading scheme that progresses throughout the school. The children are taught eight reading skills that progress in depth across the school. They gradually develop these skills so that they are fully embedded by the end of year four. They then become familiar with using inference skills during any kind of reading across the curriculum. They are taught how to answer different question types which further supports and enhances comprehension skills. The children are able to monitor their understanding as they read and taught ways to work out breakdowns in comprehension.
- **Independent reading.** Children are assessed when they enter year 3 and given a home/school reading record and reading book appropriate to their needs. They are encouraged to read regularly and change books often and are motivated through reading certificates, tokens and the merit system.
- **Book Talk.** All classes have a 30 minute Book Talk session every day where they read and answer questions around the text that they are reading. This is to build the children's verbal ability to answer questions about a text and support daily discussion around books.
- **Engagement.** Whole class books and texts are chosen to encourage children to react and engage with the written word. Using careful questioning during shared reading promotes a deeper understanding and appreciation of what they read. Children move through the accelerated reading scheme and have access to free choice within the band they are working at to maintain interest levels. We take part in a whole range of activities during book week.
- **The Library.** Children in school all have access to a lending library. Children can visit the library to browse and borrow books using the Dewey Decimal System. We also recycle books in a pre-loved section of the library so that children can bring in books they have read to share with others once finished with. This is in line with our ECO ethos.
- **Interventions.** We run several interventions within school to further support the children with word reading and comprehension. This includes:
 - X-Code** - to support children falling behind on transition to year 3.
 - Accelerated Readers** - to support all children with engagement.
 - Inference Intervention** – to support children who are good decoders but poor comprehenders.
 - BRP** – to support all children who lack reading miles.
- **Home school liaison.** Links to parents is developed through the reading records. We also have competitions such as the Parent Child reading booklets where parents are encouraged to take part in paired reading with

children. We provide Parent Reading Workshops to further engage parents with their children's reading.

- **Phonics.** Phonics is taught following the Letters and Sounds scheme and is consistent with phonics teaching at Key Stage 1. Pupils who may have fallen behind are picked up quickly at the beginning of year three and strategies put in place to help them to catch up such as Toe by Toe and Snappy Phonics.
- **Class text.** All classes have a class book and are read to every day by the class teacher.

WRITING

During daily literacy lessons and additional topic writing sessions, children are learning how to create and shape a text, develop text structure and organisation, experiment with sentence structure and punctuation and improve their presentation. Teachers model what a good piece of writing looks like and teach children to edit and improve their work as part of the writing process. We aim to develop effective writing skills in our pupils by teaching them to:

- Write with confidence and fluency, developing clear ideas and communicating meaning to a reader.
- Use a range of independent strategies to self-monitor and correct.
- Use a wide vocabulary, organising and structuring sentences in a variety of grammatically correct ways.
- Use accurate punctuation, correct spelling and legible handwriting.
- Develop the powers of imagination, inventiveness and critical awareness.
- Develop the ability to write a wide variety of forms for different purposes and audiences.

In order to meet this aim we implement the following:

- **Composition and effect.** Effective and engaging writing is modelled carefully to take into account the impact of writing on the reader. Children are encouraged to use words and compose sentences for effect rather than to complete a tick list.
- **Spelling.** Children are given a set of spellings to learn each week that are linked to the spelling rule being taught, which is taken from the No Nonsense Spelling scheme of work (<https://www.babcockldp.co.uk/improving-schools-settings/english/spelling>). These are tested at the end of the week. In addition, children will use words from the yearly spelling list in their writing.
- **Guided writing.** Children are grouped for any extra guided writing input, these are matched to children's particular needs.
- **Independent writing.** Children create their own independent piece of work based on the learning throughout a series of lessons. They learn how to draft

refine and edit writing for effect. Independent writing is also encouraged throughout the curriculum.

- **Handwriting.** Teachers follow the handwriting policy and children develop a neat, clear and fluent handwriting style throughout their time at Hallam Fields. They are encouraged to improve and develop legible and joined handwriting through regular handwriting sessions, particularly in lower school.
- **Grammar focus.** Grammar is taught both explicitly and implicitly throughout literacy lessons following the yearly non-negotiables and Rainbow Grammar scheme of work. Additional focussed sessions for children needing further support are used to enhance their grammatical understanding, for example in guided reading.

Strategies for teaching writing draw upon:

- **Pie Corbet's Talk for Writing;** which allows the children time to practice and rehearse their ideas before writing and become very familiar with a story and uses story mapping to help the children to structure their ideas before beginning to write. <https://www.talk4writing.com/>
- **The Write Stuff.** The Write Stuff brings clarity to the mechanics of the teaching of writing. It follows a method called 'sentence stacking'. Sentence stacking refers to the fact that sentences are grouped together chronologically or organizationally to engage children with short, intensive moments of learning that they can apply immediately to their writing. An individual lesson is based on a sentence model, broken into three separate chunks: 1. Initiate section – a stimulus to capture the children's imagination and set up a sentence 2. Model section – the teacher close models a sentence that outlines clear writing features and techniques 3. Enable section – the children write their sentence following the model. It reinforces grammar through the use of: • The FANTASTICs which are an acronym that summarise the ideas of writing (Appendix 1) • The Grammar Rainbow is a classroom tool that enables the teacher to drive key grammar messages. • The BOOMTASTIC which helps children capture 10 ways of adding drama and poetic devices to writing in a vivid visual (Appendix 2) Planning for the Write Stuff follows the Jane Considine model (Appendix 3). <https://www.thetrainingspace.co.uk/product/write-stuff/>
- **Rainbow Grammar** is used to support the children in developing their understanding of grammar and its application, using clear colour coded cards to build and manipulate sentences. <http://jweducation.co.uk/grammar/>
- **Vocabulary Ninja** resources such as Word of the Day and Picture Processor are used to develop children's repertoire of vocabulary. These resources also develop children's understanding of synonyms/antonyms, word classes and morphology. Each class will have a Word of the Day display where daily words are recorded for children to refer back to.

CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers seek to take advantage of opportunities to make cross curricular links. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Topic work may include writing tasks outside the literacy hour which reinforce writing skills across a range of genres, for example the use of diary writing for an historical piece of work, or instruction writing with a design and technology piece.

THE USE OF ICT (Information Communication Technology)

Opportunities to use ICT to support teaching and learning within literacy lessons and with literacy across the curriculum, are planned for and used as appropriate. Teachers are able to use kindle software and interactive whiteboard activities to stimulate learning. ICT may also be used to enhance teaching and learning by using digital microphones or iPads for film work. Laptops are also available within school and can be used for research or for creating and editing a piece of their own written work.

ASSESSMENT AND TARGET SETTING

AFL (Assessment for Learning). Work is assessed in line with the assessment policy. The purpose of assessment is to use the information gathered to inform future targets and planning. Pupils are assessed in many ways informally and formally.

- Children are assessed through observation and oral feedback.
- Work is marked by the teacher following the marking policy.
- Children are aware of the marking scheme and use it to self assess and peer assess. They assess themselves against clear success criteria highlighted by the teacher.
- Assessment for learning is embedded, with teachers using different signalling symbols to direct children to make improvements to independent written work.
- Children are given opportunities to edit work after it has been marked in order to accelerate learning.

Assessment. Each teacher will assess reading and writing on a regular basis. Using verbal responses and written work they record judgements every half term using OTrack, in line with the assessment policy. For the last half term, extended writing is created in new blue books ready for next year group, in order to support transition of data to the next class teacher.

Tracking Sheets. Each individual child is tracked for reading and writing using OTrack. Any children who are not making progress are quickly identified and supported. Throughout the year, teachers have regular Pupil Progress meetings to identify focus groups and monitor interventions. Tracking sheets are passed to the next teacher at the end of each year for the following teacher to assess literacy needs for their new cohort.

SATs. Children in year 3 are levelled quite early in the Autumn term to confirm Key Stage 1 results and create a baseline assessment. Optional SATs style papers are used alongside classroom assessments to guide next steps in reading in years 3 to 5 but are no longer used for writing assessments. Year 6 complete the statutory end of Key Stage 2 Reading SAT tests and a Spelling, Punctuation and Grammar (SPaG) test. Writing at year 6 is assessed rigorously throughout the year and moderated both internally and externally. Children are then assessed at one of three levels: 'Working towards the expected standard', 'Working at the expected standard' and 'Working at greater depth within the expected standard'.

MONITORING AND EVALUATION

The Literacy Co-ordination Team is responsible for monitoring the implementation of Literacy. This is done in consolidation with the head teacher and all staff. Action plans are devised and reviewed yearly, setting clear targets for key issues that need addressing in this curriculum area.

The planning, teaching and learning of literacy is monitored each term using a regular planning audit, book scrutiny and lesson observation cycle. Appropriate feedback is given quickly in order to secure standards and progression.

Resources are monitored and new resources purchased when necessary. Links are currently being made with other schools, including secondary, to keep up to date with new initiatives. Relevant information is disseminated during staff meetings.

SPECIAL PROVISION

Children with SEN have planned programmes within their My SEND Learning Program to cater for any literacy difficulties they may have. The children are included in mainstream teaching but may receive one-to-one teaching from assistants within the school or with outside agencies. Gifted and talented children are identified and differentiation within teacher's planning and delivery of the literacy objectives ensures that all pupils can access teaching and learning at their own level.

Additional support is also made available for any children with English as an additional language. Children who are assessed as being slightly below the expected level for their year group are able to receive extra support in catch-up programmes or interventions

by teachers and assistants out of the classroom. These programmes also enable teachers to extend more able children.

PARENTAL INVOLVEMENT

Parents are encouraged to take an active part in their children's learning. All children receive literacy homework in varying amounts depending on their group or needs and parents are encouraged to support them with this. Children are required to read independently and with parents at home, using the home-school reading records. Children display speaking and listening abilities to parents whilst performing plays, assemblies and concerts. Parents are informed three times a year on literacy progress during parent consultation evenings and receive mid-year and detailed end of year reports.

REVIEW

This policy is currently in line with other school policies. The aim is to review and evaluate the policy every two years in consultation with staff and governors.

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S COWLEY

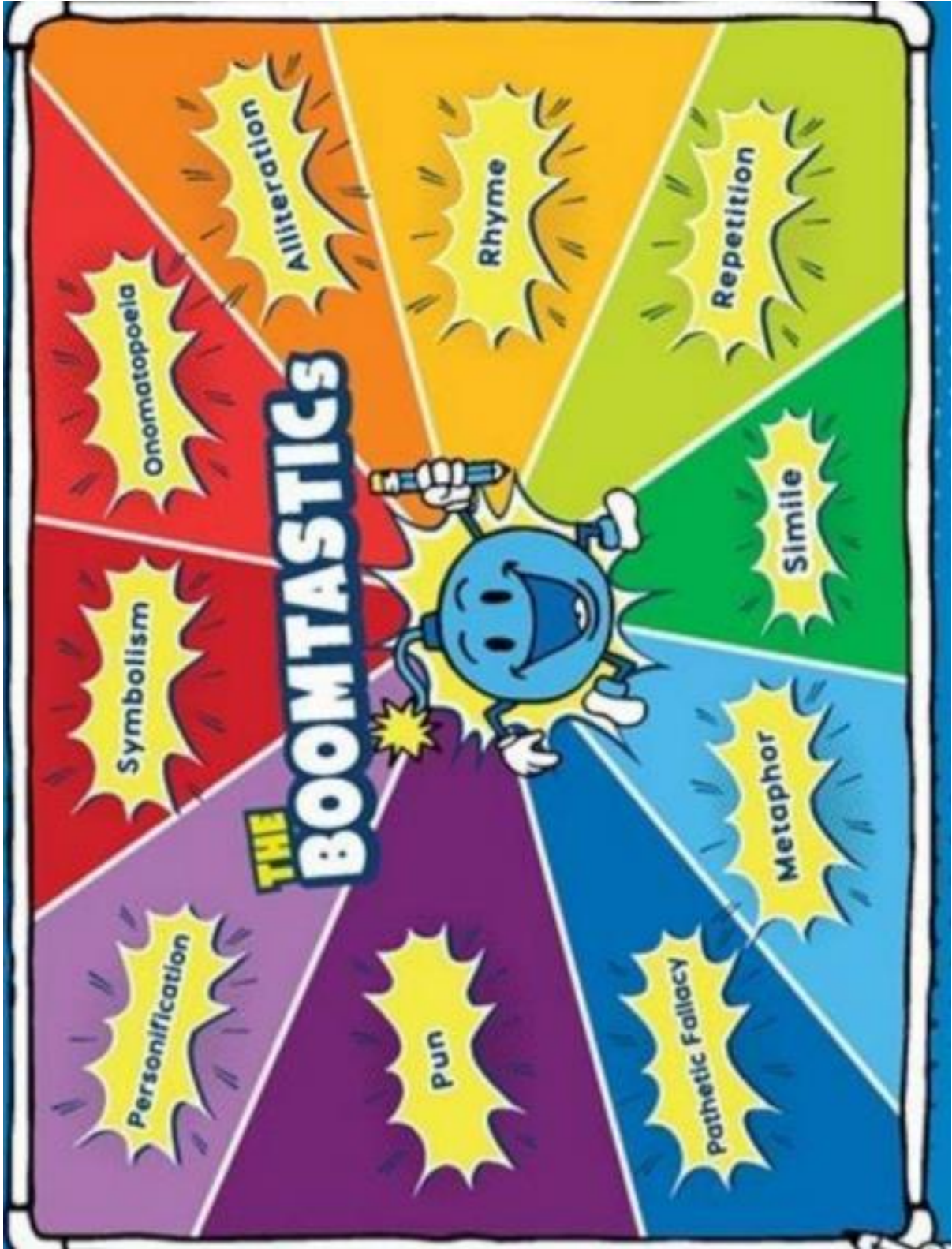
T DRANSFIELD

R PALFREYMAN

Signed Date: 01/02/2021

Appendix 1








Appendix 3

The True Story of the 3 Little Pigs by Jon Scieszka

L.O. To write effective sentences for an alternative version of the story. © Jane Cosgrave 2019
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Steps to Success:

- * Time/Place Adverbials
- * Adjectives
- * Adjectives

Initiate	Model	Enable
<p>Time/Place Adverbials Teacher as story teller and dramatic music (Thomas Newman) Share a range of story starters that place the action in time. E.g. Once upon a time, long long ago, in a far away land, as time went on, many moons ago, in time way back.</p> 	<p>Time/Place Adverbials Sentence: Expressing time, place and cause using conjunctions, adverbs, or prepositions Teacher Model - Once upon a fairytale time there was a wolf.</p> 	<p>Time/Place Adverbials Pupils choose their favorite time/place story opener and bring the wolf to the story. HA - Deepen the moment</p> 
<p>Adjectives Share an angry fierce image of the Big Bad Wolf. Gather a bank of adjectives to describe him e.g. fierce, evil, angry, violent, nasty, mean.</p>	<p>Adjectives Teacher Model - Big bad wolves are normally fierce, angry and violent.</p>	<p>Adjectives Pupils to include 3 powerful negative adjectives to describe the wolf. HA - Deepen the moment</p>
<p>Adjectives Add a picture of the wolf from the book to their books. Teacher in role as kind wolf talking to the class about their personality, deliver taly using words like caring, thoughtful, clumsy, helpful, kind, intelligent, considerate.</p>	<p>Adjectives Teacher Models - This wolf is kind, considerate and caring.</p>	<p>Adjectives Pupils to include 3 powerful positive adjectives to describe the wolf. HA - Deepen the moment</p>