

Primrose Hill Primary School



Literacy Policy: *A baseline for outstanding practice*

January 2012
Review date: September 2014

KEY PRINCIPLES

Teaching at Primrose Hill is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

At Primrose Hill we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

These Key Principles are developed in our Teaching and Learning Policy. Their specific application to Literacy teaching and learning is described here.



Key Principle

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- differentiation offering all children the opportunity to make progress in Literacy learning
- current Literacy learning related to specific Literacy objectives and contextualised learning
- exemplified text-types and writing units
- banks of vocabulary and working wall based display to support children's learning
- 'List of Magic' exemplified
- children being engaged through a wide range of modes such as: drama, oral presentation, visual, and kinaesthetic activities
- modelled expectations available for reference
- current handwriting, phonic and spelling objectives are visible
- easily accessible reference material such as spelling dictionaries and thesauruses

TEACHERS WILL ENSURE THAT:

- planning covers all Literacy objectives across the year
- discrete literacy skills and knowledge are developed daily
- topics offer children the opportunity to contextualise and apply discrete literacy learning for a wide range of purposes
- writing is edited and published at least once every half-term
- there is a written outcome or presentation (such as script or multi-modal text) twice each half term
- success criterion offer description of skills and knowledge at the extension, core and support levels
- long term planning covers the full range of writing purposes and assessment foci
- medium term planning has a success criteria based on the most recent assessment



IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- Literacy objectives for speaking and listening, drama, reading and writing are tracked and covered across the year. This is available to view in the curriculum map
- there is a 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, focussing 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, focussing on a structured and systematic approach to the teaching of writing (Appendix C)
- there is Guidance on a Systemic Synthetic Phonics (Letters & Sounds) for EYFS and KS1, and a Spelling Policy for KS2 to ensure continuity and progression throughout the school
- there is Handwriting Guidance to ensure continuity and progression throughout the school, focussing on a structured and systematic approach to the teaching of handwriting (Appendix D)
- a monitoring cycle is in place to support the progress of individuals and groups of learners: planning scrutiny, book-looks (No Book Day) and regular checks of the 'Outcomes Folder'



Key Principle

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Literacy embedded in all curriculum areas
- current topics and relevant vocabulary
- outcomes stem from experiential learning which has developed an understanding of concepts and the vocabulary required to describe and explain them
- children experience learning through a range of media, formats and activities (including multi-modal) in order to include all learning styles
- children have the opportunity to investigate
- drama and oracy offer daily opportunities for children to explore language around relevant concepts
- talk for writing is used in partner and group situations. Discussion is modelled and structured
- reading and writing skills are modelled and exemplifications displayed

TEACHERS WILL MAKE SURE THAT:

- toolkits are developed collaboratively and scaffold process approaches to writing and communication
- the timetable offers regular opportunities to cover guided reading, spelling or phonics, handwriting and topic writing (see relevant policies).

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- quality resources are available to support Literacy and topic work
- hooks, trips, workshops, visiting artists and other motivational ways of working are planned half-termly
- planning shows an outcome led process with building of toolkits.



Key Principle

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

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

TEACHERS WILL MAKE SURE THAT:

- success criteria are derived from APP materials and are differentiated, starting with the highest level of attainment in the class
- short term planning is flexible and reflects assessment
- All AFs are covered across each term

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- reading and writing evidence across each phase is moderated termly, using an agreed whole school approach



Key Principle

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Children being encouraged and supported to read at home.
- Home learning offering opportunities for research and writing, as well as discussion points for conversation.

TEACHER'S WILL MAKE SURE THAT:

- Reading corners celebrate home reading.
- Library times are displayed.
- Journals and response books have a labelled area.
- Children and parents know when reading books are changed and how to use the reading response or record books.
- Home learning displays celebrate research and writing.

IMPLICATIONS FOR THE WHOLE SCHOOL:

- All classes have reading corners.
- All classes visit the library weekly.
- All classes use reading records or response books.
- All classes link a piece of home learning to literacy each half term.

Appendix A: Speaking and Listening and Drama

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum.

- Some or all elements of the above will be planned for in all lessons.
- Opportunities for partner or group discussions are planned for weekly.
- Use of specific topic vocabulary is modelled and displayed.
- Interactive teaching strategies are used to engage all pupils in order to raise standards.
- Children are encouraged to develop effective communication skills in readiness for later life.
- In the Early Years and Foundation Stage (Nursery and Reception) children 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), children should learn to speak confidently and listen to what others have to say.
- At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences.

Examples of where speaking and listening might occur within the classroom:

- *Stories, songs & poems.*
- *Storytelling.*
- *Describing events, observations and experiences.*
- *Giving reasons for actions.*
- *Explaining ideas and opinions in discussion and responding to others.*
- *Planning, predicting and investigating in small groups.*
- *Presentation to different audiences.*
- *Reading aloud.*
- *Imaginative play and role play.*
- *Drama.*
- *Hot seating.*
- *Listening to CD's.*
- *Class council / school council.*
- *Circle time.*

Appendix B: Reading

Primrose Hill aims for all children 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 (Nursery and Reception) children should become immersed in an environment rich in print and possibilities for communication.
- At Key Stage One (Years 1 and 2), children should begin to read fiction and non-fiction independently and with enthusiasm.
- At Key Stage Two (Years 3-6), children should read a range of texts and respond to different layers of meaning in them.
- All pupils receive daily opportunities for: Shared reading and Independent reading. Guided reading takes place at least 3x weekly.
- Class reading opportunities are differentiated to 3 levels either through texts or support.
- Reading material 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.
- Letters and Sounds (Phonics) is taught daily in EYFS and KS1.
- Letters and Sounds are taught discretely and reinforced in contextualised opportunities as part of embedded practice.
- EYFS and KS1 classrooms provide banded reading books, picture books and paperbacks for more confident readers.
- All book corners reflect current topics and Literacy units. KS2 offer reading Journal activities.
- Communication regarding home reading takes place between home and school either in a reading record (EYFS and KS1) or Home Learning Book (KS2).
- All classes visit the school library weekly. Children are supported to choose reading material which will engage and challenge them.
- Foundation and Key Stage One children change home reading books between 3x a week to daily depending on need.
- Key Stage Two children change books at least weekly.
- Classrooms reflect current topics within their book corners, which are updated each half-term.
- Reading is assessed using APP (see assessment policy).

Appendix C: Writing

Primrose Hill aims for all children 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 children 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 children 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 area and encourage writing in role.
- At KS1 children should begin to write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.
- At KS2 children 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.
- Literacy work is recorded in Literacy books at least 3x weekly, not including spelling or handwriting.
- Extended writing in Big Writing books takes place at least 3 x each half term.
- Big Writing is marked in yellow and green highlighter as soon after the session as possible. A follow up lesson is planned and delivered to identify successes and next steps.
- KS2 children write in pen, except for labelled diagrams.
- Class teachers rotate around all groups to provide guided writing.
- TAs work with SA and SA+ children and other groups at the discretion of the class teacher.
- All Literacy lessons have an opportunity for the adults to work with guided groups for 20 – 30 minutes.
- Grammar is taught through the school's 'List of Magic' (see appendix E), which is on display in all classrooms from Year 1 to Year 6.
- Grammar is taught discretely and in context. Objectives appear in weekly planning.
- Spelling is taught weekly in KS2. The objectives outlined in the current governmental guidance are delivered.

- Primrose Hill uses the Nelson Spelling Scheme pupil books to support the teaching of spelling objectives in KS2. The pupils are taught how to use the books at the start of each year.
- Evidence of spelling teaching can be found in the Year groups' Smart notebooks and the pupils Literacy books.

Appendix D: Handwriting.

- Handwriting takes place every week.
- Adults expect children to reflect the letter formations and joins in their daily handwriting.
- Handwriting is taught from Reception through to Year 5. Only children identified as requiring extra support will receive handwriting teaching in Year 6.
- Primrose Hill uses the Nelson Handwriting Scheme pupil books to support the teaching of handwriting objectives. Handwriting lessons include large and fine motor skills activities, as well as a prescriptive language to describe the shape and direction of the letter formations and joins. The progression in the scheme is adhered to. No children should be using the books to trace or copy without the relevant introductory activities which are available online. The pupils are taught how to use the books at the start of each year.
- EYFS and KS1 use individual pupil books.
- KS2 use the class pupil books and record in the back of their Literacy books.
- Children requiring extra support will be identified in Inclusion.

Appendix E: List of Magic

The following progression is used by all teachers:

 Primrose Hill's 'List of Magic' 				
	<u>Word Classes</u>	<u>Sentence Types</u>	<u>Punctuation</u>	<u>Connectives</u>
Y1 	<ul style="list-style-type: none"> • WOW words • Verbs • Nouns • Connectives • Describing words 	<ul style="list-style-type: none"> • Simple sentence • Lists • Question • Bossy starter 	<ul style="list-style-type: none"> • Full stops • Question marks • Exclamation marks 	<ul style="list-style-type: none"> • 'and' • 'or' • 'but'
Y2 	<ul style="list-style-type: none"> • Adjectives • Adverbs • Time connectives • Explaining connectives 	<ul style="list-style-type: none"> • Present tense • Past tense • Future tense • Statement • Command • Exclamation • Add-on clause 	<ul style="list-style-type: none"> • Comma • " " Speech marks 	<ul style="list-style-type: none"> • 'because' • 'so' • 'if'
Y3 	<ul style="list-style-type: none"> • Prepositions • Cause and effect connectives 	<ul style="list-style-type: none"> • Verb starter • Connective starter • List of nouns • List of verbs (action pack) • 2A, 3A Lists (adjective list) 	<ul style="list-style-type: none"> • Apostrophe for contraction 	<ul style="list-style-type: none"> • 'which' • 'who' • 'that' • 'since' • 'while' • 'whilst'
Y4 	<ul style="list-style-type: none"> • Adverbial phrases: <ul style="list-style-type: none"> when, where, how • Superlative adjectives • Comparative adjectives 	<ul style="list-style-type: none"> • Clauses: <ul style="list-style-type: none"> main, subordinate • Comma sandwich • 'ing' starter • Noun starter • Complex sentence 	<ul style="list-style-type: none"> • Apostrophe for possession • Colon for lists 	<ul style="list-style-type: none"> • 'although' • 'even though' • 'whereas' • 'however'
Y5 	<ul style="list-style-type: none"> • Interjections! • Determiners 	<ul style="list-style-type: none"> • King George • Preposition journey • 'ly' starter • 'If' starter - the conditional • Selecting sentence length for effect 	<ul style="list-style-type: none"> • Apostrophe for possession • Semi-colon for expanded lists 	<ul style="list-style-type: none"> • Phrases of debate
Y6 	<ul style="list-style-type: none"> • Onomatopoeic words • Definite article • Indefinite article 	<ul style="list-style-type: none"> • Subordination before, splitting or after the main clause for effect • Combinations of subordination with lists 	<ul style="list-style-type: none"> • Semi-colon for pairs of related stand alone clauses. • Colon for explanation between stand alone clauses. 	

DISSEMINATION OF THE POLICY

The policy will be given to all members of staff and copies will be available for parents.

PROCEDURES FOR MONITORING AND EVALUATION

The head teacher, members of the senior management team and members of the curriculum leadership team, will monitor the policy.