

Kingsley Primary School

Literacy Policy

Reviewed October 2024

Aims

At Kingsley Primary School, we aim for excellence in English achievement throughout the school. We aim to develop pupils abilities within an integrated programme of Speaking and Listening, Reading and Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Children will leave Year 6 :

- Reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors; seeking out appropriate resources and using peer appraisal
- With a love of reading and desire to read for enjoyment,
- With an interest in words and their meanings, expanding their range of vocals and developing and growing vocabulary in relation to grammatical terminology
- Understanding a range of text types, media types and genres
- Able to write in a variety of styles and forms appropriate for a range of purposes
- Using their developing creativity, imagination, inventiveness and critical awareness
- Having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study - KS1 and KS2 (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2021)

In the Foundation Stage (Nursery & Reception) children are given opportunities to:

- Speak and listen and represent ideas in their activities
- Use communication, language and literacy in every part of the curriculum
- Become immersed in an environment rich in print and provide opportunities to promote communication and language

At Key Stage 1 (Years 1 and 2), children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds.

At Key Stage 2 (years 3-6), children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

The Governing Body (in particular Literacy link Governor – currently Olwyn Hart) receive termly reports on the progress of English provision and standards.

Phonics

At Kingsley Primary School, we use the Little Wandle phonics program to support children in learning to read and write.

Please see our separate phonics policy for further information.

Writing

At Kingsley Primary School, we view writing as a key life skill which enables children to express themselves, communicate with others and access other areas of the curriculum and the world around them. It is a complex process which requires a command of sentence and text structure, grammar and punctuation, an ability to edit and evaluate (both their own and others' writing), a knowledge of how spoken language translates to the written word, an awareness of purpose and audience across different genres and involves a competency in spelling and handwriting.

Planning

Teachers plan ensuring that there is sufficient coverage of the curriculum for their year group; they do so using the objectives for their year groups listed on the Kingsley Writing Assessment Tool. As a school, we have bought into the Literacy Shed plus program to enable teachers to freely change writing stimuli to meet the needs and engage the children within their year group (teachers still have freedom of autonomy and do not have to use this for planning). When doing so, teachers are expected to annotate and adapt daily lesson plans provided by the scheme to meet the needs of their classes and any individuals that need adaptations.

At the start of the academic year teachers are expected to review their medium and long-term plans and ensure the literacy team are updated with any changes. They must ensure that the units chosen have a sufficient range of writing genres and coverage of the year group curriculum.

EYFS

Writing forms a central part of the Communication, Language and Literacy curriculum. We believe the foundation for writing is built on children's oral work and children are encouraged to express their ideas at every opportunity throughout each of the Early Learning Goals. Staff model use of language and create opportunities for children to develop pronunciation, knowledge of vocabulary, etc in every lesson. Planning in EYFS clearly demonstrates this. In addition to cross-curricular opportunities, specific writing objectives are planned, in order to guide children in skills they will need as writers.

A wide range of writing materials are always available to children in the classroom and role play areas, which complements termly topics, and are used to provide a real purpose for children's early writing.

Key Stage 1

In Key Stage 1, we continue to provide a wide range of planned opportunities for children to develop their writing skills. Wherever possible, activities are linked to other curriculum areas and children's experiences within school; this provides contexts for children to apply their skills, endeavouring to ensure writing for real audiences as often as possible. Learning objectives are taken from the new English Curriculum.

In Key Stage 1, strong emphasis is still placed on children developing their oral skills as a prerequisite to writing: the use of a wide range of speaking and listening and drama techniques are used to provide children with opportunities to explore and extend their talk as a preparation for writing.

We make clear links with children's reading skills: texts are often used as a basis for developing writing skills and teachers link, reading and writing objectives when planning.

Key Stage 2

We continue to use the new English Curriculum split into upper and lower Key Stage 2. This gives us the variety of genres we need to ensure children have access to and provide a model for the sequence of teaching whilst enabling us to achieve equal coverage across the key stage.

Whilst focusing on developing key skills, teachers planning also aims to make links within and across the curriculum and uses topic themes and the children's interests to provide real contexts so children can write for real audiences.

A range of techniques are used to teach writing. Teachers plan for :

Shared and Modelled Writing

Shared writing is a whole class activity where the teacher models the writing of a text. In shared writing, the children will contribute to the text by suggesting words or sentences to be used; they are critical partners for the teacher. The teacher and pupils work collaboratively to write and explain decisions. They will model thinking, rehearsing sentences, writing and rereading, constantly generating words and ideas.

Across the Key Stages, teachers will focus on the purpose, audience, level of formality, structure and organisation of the text. A particular aspect of spelling or grammar and punctuation work provides an additional focus depending on the objectives and targets being worked on at that time.

Guided Writing

Guided writing is the mid-way point between independent and sharing writing. It is the teacher or teaching assistant guiding a group of children through a piece of writing, helping and supporting them. This is a focused activity and addresses the needs of a specific group, allowing the adult to give immediate feedback on the successes and areas for development.

Independent Writing

In independent writing, the children may have received support from the teacher in shared or modelled writing but the child is left to write independently. At some point, during a unit of work, all children will have completed a piece of independent writing. Independent writing is supported through the use of plans, word banks, writing frames, alphabet cards, dictionaries and peer review.

Scribes

When a child has a specific difficulty, which is preventing them from reaching their full potential, a scribe may be used. Some specific difficulties include DCD and dyslexia. TAs are trained by teachers and clear expectations are shared with staff who are scribing. Scribing is a reasonable adjustment to ensure children with a specific difficulty can access learning. It is only used when needed and it is fundamental that staff continue to promote independent learning also. It is the scribe's role to write or word process a pupil's dictated answers. No additional support should be given unless this is discussed with the class teacher.

Marking

Children's work is marked in line with the Marking and Editing Policy- see appendix (i)

Assessment

Writing is assessed formatively whenever the children complete an extended piece of writing. These assessments are used to inform planning and make changes where necessary. Teachers also make assessments at the end of each term based on a child's progress in writing, in line with our school assessment policy. All year groups will use the Kingsley Writing Assessment Tool (KWAT), which breaks down the coverage intended for all year groups.

Moderation

Cohort partners have PPA together, this gives the opportunity for team moderation. They are able to mark samples of work together to ensure consistency of grading with cohort teams. Additionally, opportunities for moderation are enabled during team meetings, whole school meetings and PD days to allow for across school moderation, maintaining consistency and giving experience of a broad range of writing examples across the staff base.

Drama

Drama opportunities are used as a tool for immersing children into the realms of reading and writing, fostering a deeper understanding of literary concepts. Through dramatic activities such as role-playing, improvisation, and performance, students are not only engaged with the texts they encounter but also empowered to embody

characters, explore themes, and enact narratives. This active engagement facilitates a dynamic comprehension of stories, enhancing their ability to analyse, interpret, and ultimately articulate their own ideas through writing. By integrating drama into the Literacy curriculum, we aim to provide learners with a transformative platform to bridge the gap between reading and writing, nurturing their creativity, empathy, and linguistic proficiency.

We are proud to be part of the Royal Shakespeare Company's Associate Schools programme 2023-2025. Mrs E Fellows and Mrs T Ord have taken part in residential training, at Stratford-Upon-Avon, delivered by the RSC. As of March 2024, all teachers have had CPD in the use of strategies employed by the RSC (Delivered by E. Fellows and T.Ord) and are encouraged to incorporate this into their writing units.

Reading

At Kingsley Primary School, we recognise that competence in reading is fundamental to many aspects of life and is central to independent learning. We are committed to ensuring that all children have the skills that they need to both read and understand a variety of different texts and hopefully foster a love of reading itself.

To achieve this, we offer a wide range of reading experiences which give opportunities for children to consolidate their reading skills in different situations and across many curriculum areas.

We use the Big Cat scheme throughout school, as it is aligned with the Little Wandle phonic scheme used in school. This allows children's individual reading progress through the scheme to be tracked and monitored. A selection of fiction, non-fiction, graphic novels and classic novels are included in each band.

Shared Reading

This happens when a group or whole class of children join together to share a text. During this time, the teacher's role is to both model reading skills and give opportunities for children to deepen their reading skills. They do this by demonstrating and instructing children on the text as well as discussing what the text is saying. It may involve discussion about the use of language: the way sentences and paragraphs are put together and the meaning of the text. Alongside this, children are given frequent opportunities to practise their ability to blend words (using their knowledge of phonics to read words).

Guided Reading

All children from Reception and Y1 will have at least three guided reading sessions each week. Years 2-4 aim to have at least 2 sessions per week and Years 5 and 6 aim to have a minimum of one session per week, this may be cross-curricular reading and may not always take place during a literacy lesson. Those children who require extra support may receive guided reading intervention sessions. Children are introduced to guided reading in their reception year. The children are arranged in ability groups so they can

all read a text that is appropriate to their reading skills. They take place as small group sessions with around 4-6 children and are led by an adult. Each session has a main aim and will be developing either decoding, prosody or comprehension skills. All children in the group will be heard reading on a 1:1 basis, but as a group they are encouraged to discuss books, in their groups, by asking their own questions, discussing the text in detail, making comparisons to other stories and drawing upon real life experiences that have influenced their inferences and understanding.

1:1 Reading

Children who do not have the opportunity to read at home or those who require additional intervention will be listened to on a 1:1 basis based on their individual needs.

Assessment of Progress

We use a variety of ways to assess children's reading. Most assessment arises from daily teaching. In line with the Government's assessment schedule, Year 6 children will be assessed by a SATs test at the end of the academic year.

Reception and Y1 will use Little Wandle assessment tool and years 2-5 will use the Hartlepool Reading Assessment tool, which breaks down the coverage intended for all year groups. Years 2-5 will be assessed summatively, using NFER materials in Spring and Summer terms (Y2 will use optional SATs materials in summer term). Assessments from guided reading and 1:1 reading are made in reading logs and are used to help inform teacher assessment of the summative assessment grade. All children have a purple reading log which begins in reception to show their reading development.

Home Reading

All children are expected to take their reading books home each night and read on a regular basis. Parents/carers are asked to support us by listening to (or witnessing) their children reading for 5/10 minutes each night (and write in their home reading log for children in key stage 1). We recognise how important parental support is in developing children's reading potential. This is to be monitored by teachers. Teachers should also express concerns to parents when reading is not completed at home.

EYFS

Teachers keep a record of each child's reading development in their reading log. Children are given a picture book initially and discussion about characters and events of the story are encouraged. Children in EYFS are encouraged to develop reading behaviour, such as handling books carefully, holding books upright, turning pages, showing an interest in illustrations, understanding and joining in with stories, books, poetry and rhymes and recognising that print carries meaning, in both books and the environment.

In Nursery, Little Wandle is used in phonics sessions to help children develop knowledge of sounds. In reception, children begin on the Little Wandle programme- this scheme is followed exclusively. Staff in Nursery also use a range of puppets, music, media and objects of reference to bring stories and themes to life. In EYFS, creative and inviting reading areas are developed which pupils can freely choose to access.

Y1 and Y2

Children in Y1 and Y2 are listened to on an individual basis and progress is recorded in reading logs. It is an aim for the teacher to hear each child in their class once over a fortnight. Teaching Assistants also hear children read on an individual basis. Alongside this, children receive guided reading sessions each week. Children who require reading intervention will receive extra 1:1 reading from a teacher or teaching assistant. Mrs Jones, a support teacher, also works with children across Year 1 and Year 2 with focussed intervention. Our independent reading books are phonic based and, depending upon the child's ability, the phase is matched appropriately. Children take their books home on a daily basis.

Children have access to free choice reading books that they change weekly and take home over the weekend to encourage reading for pleasure.

Children across year 1 and Year 2 are encouraged to read widely and for pleasure. Classroom environments will be print rich with a wide range of books displayed creatively and imaginatively. Reading areas will display a range of fiction, non-fiction and poetry books, with a focus on particular class books.

Years 3-6

Children across Key Stage 2 should read independently each day, between 1pm and 1.30pm. Children are encouraged to write their own comments in their reading logs and change their books (appropriate to their level) from a wide selection in school. This allows children the opportunity to apply the skills that they have been taught in their shared and guided reading sessions.

As they progress through Key Stage 2, children are encouraged to read independently, as well as to an adult at home. 1:1 reading takes place across Key Stage 2, with children who are behind in their reading development receiving extra 1:1 sessions across the week.

Guided reading in Lower Key Stage 2 takes place 3 times per week, with every child receiving at least one session. Teachers record assessment information in reading logs as short comments that use codes matching the reading attainment outcomes. Reading activities linked to guided reading or other reading lessons are also recorded in reading logs but may be found in topic books if they have cross- curricular links.

Key Stage 2 children access the library once a week for pleasure, each year group has a slot during break time during which time they have free access to a wide range of books and activities. Children are encouraged to read widely and for pleasure from a

wide range of genres. Teachers will ensure that classroom environments are lively and engaging, with displays that give vocabulary lists relevant to their current learning. Children have access to free choice reading books that they change weekly and take home over the weekend to encourage reading for pleasure. Additionally, children have access to age-related, free choice reading materials on the upstairs landings and in classrooms and have free reading time each morning from 8.50 am until 9 am.

Children will be given further opportunities to develop their love of reading through book fairs, book swaps, celebrating World Book Day and other activities.

Method of Delivery

Reading will be taught using the following resources:

- Little Wandle (phonics programme)
- Use of a reading scheme, which is phonics based in Foundation Stage, Key Stage 1 and Key Stage 2 (Harper Collins Big Cat)
- A range of guided reading books and texts from a variety of sources, such as the internet.
- Class books/novels

Children progress through the reading scheme at a rate suitable to their individual needs. Questions, linked to each book are used to question children at a 1:1 basis.

A judgement will then be made by the teacher as to whether the child will move onto the next stage, usually once per term. Once they reach the end of the scheme, in upper Key Stage 2, children will be given free choice reading, where they can choose from a range of challenging texts.

Grammar and Spelling

The teaching of Grammar and Spelling is in line with the requirements of the National Curriculum. Across the school, grammar and punctuation are embedded into English lessons, although some elements are taught discreetly, particularly in upper key stage 2, where discreet SPaG lessons take place daily. Teachers must ensure that planning takes account of genre-specific punctuation and grammar and incorporate this effectively into lessons.

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns. We also provide children with techniques and activities that enable them to become independent when learning spelling.

In Reception and KS1, daily phonics is the key to the children's learning of spelling. This is taught using the Little Wandle Programme. Children are taught to read and segment to spell. At the same time, they learn words which are not phonically regular (common exception words).

Weekly spelling tests are introduced in Year 2, and depending on the child's phonic ability they will practise between 6 and 10 words. From Year 2, children will receive a weekly spelling lesson, using the Spelling Shed scheme of work.

When writing, children should be concentrating on higher order thinking skills and should simply 'have a go' at spelling based on their current knowledge of phonics/spelling rules. When marking (in line with school's policy) we do not correct all spelling errors, instead we focus on high frequency words, topic words, those studied in spelling sessions and correcting spellings based on children's individual ability.

Cross Curriculum Literacy Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

Assessment

Work will be assessed in line with the Assessment Policy

Moderation

At Kingsley, cohort partners have their PPA time together to allow time to mark samples of books to ensure consistency. Additionally, time is given during team and whole school staff meetings to allow for team moderation and whole school moderation. This ensures consistency and allows staff to see the literacy journey that children have through our school, providing staff with experience of assessment in year groups other than those they have worked in.

SEND

We aim to provide for all children so that all children reach their individual potential. We will identify which pupils or groups of pupils are under achieving and take steps to improve their attainment in liaison with Team Leaders and SENCO. Interventions are then planned and carried out with teachers, teaching assistants or support workers. More able children will be identified, and suitable learning challenges will be provided.

Dyslexia

Children who do not pass the phonics screening test will be retested in year 2. Those who do not pass the retest will be raised as a concern. In autumn term of year 3, following a discussion with parents/carers and obtaining consent, those who did not pass the phonics resit in year 2 will take part in a group screening for dyslexia by our school dyslexia assessor. Parents/carers of those with concerns will be notified and a further in-depth screening will be carried out. Once the diagnostic process is completed, parents/carers will be contacted to arrange a meeting so that they can

understand the process, the difficulties their child is facing and how we will work to support them.

Upon a diagnosis of dyslexia children will receive a coloured reading ruler, which they will be encouraged to use when they encounter black print on a white page. Where possible teachers will make sure that their classroom and resources are dyslexia friendly by making sure PowerPoints do not contain black on white and they will use a dyslexia friendly font. The literacy team will work in conjunction with SLT to ensure all teachers have received dyslexia CPD.

Equal Opportunities

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

Role of Subject Leader

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy through:

- Monitoring and evaluating Literacy:
 - o Pupil progress
 - o Marking and planning
 - o Curriculum coverage
 - o Provision of Literacy
 - o The quality of the Learning Environment
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent Literacy developments.

The Team Leaders all take some responsibility of the above within their team.

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Marking Policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Continuing Professional Development Policy

- Appendix (i)

Marking and Editing Progression Policy

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	New skill to practise – blue Previous skill - pink	New skill to practise – blue Previously taught graphemes – pink	New skill to practise - blue Letter formation follow up – pink underneath work Reversals above in pink (if there are lots, identify once in text and copy below in pink)	New skill to practise - blue Letter formation follow up – pink underneath work Reversals above in pink (if there are lots, identify once in text and copy below in pink)	HW written in margin at end of work, model in teacher pen independent copies in pencil. Reversals above in pink (if there are lots, identify once in text and copy below)			
Spelling	New skill to practise – blue	From Summer 2 - Pink 'tricky words' picture in success criteria. Model in pink for children to trace within text.	Pink spelling related picture in success criteria. Underline in blue in the text and model in pink underneath text.	Write SP in the margin, model in pink to trace underneath work and progressively introduce green pen edits within text.	Write SP in the margin and underline. Children expected to green pen edit independently.	Write SP in the margin, children to find the spelling and correct in green pen independently.		
Capital letters	New skill to practise – blue	Pink in success criteria. Model in pink for children to	Circle the letter then model in pink for the children to	Circle the letter model in pink to trace underneath work and progressively	P+ P ^x written in margin and letter circled, children expected to	P+ P ^x written in margin, children expected to green pen	1. 'Edit CLs' comment under writing. Chn expected to locate and edit without more precise support. 2. Use P guidance.	

		trace within text.	trace within the text.	introduce green pen edits within text.	green pen edit independently.	edit independently.	
Punctuation	N/A	Pink in success criteria. Model in pink for children to trace within text.	Pink in success criteria. Model the correct punctuation within the text.	Pink in success criteria. Cross on the line, children to edit in green pen.	Pink in success criteria. (ADD P) P in the margin ___ on the line, children to edit in green pen. (REMOVE P) P ^x x within text to indicate removal of p	P in the margin, children expected to find missing punctuation and add independently. P ^x in the margin: chn edit incorrect use of punctuation.	
Word choice	N/A	N/A	Begin in Summer term – squiggle line within text in blue pen. Children to write their 'new word' underneath the text.	Squiggle line within text in blue pen. Children to write their 'new word' in green pen within the text.			
Edit				<u>Sense –</u> to use brackets in the margin to indicate where a section of text does not make sense. Children to edit in green pen and rewrite sentence/paragraph underneath text, or if this is indicated during writing, children to correct in pencil.			E in the margin prompts chn to edit/improve a grammatical error. For example: missing/ incorrect use of clauses, subject verb agreements etc.

				E also used to prompt homophone errors.
Missing words	N/A	Summer term – use ^ and edit verbally	Use ^ and edit verbally	Use ^ and edit in green pen within the text
Tense	N/A	N/A	N/A	Write T in the margin and correct with green pen within the text.
Editing procedure	Adult modelled within the text or underneath			Children to miss lines when writing to allow for green pen edits. Children to write in green pen above the text.
Editing procedure (green/pink)				Success criteria – green highlight success, pink highlight for not achieved. Green/ pink highlighting (underlining) is used within the writing to identify assessments to the children. Green = example of a successful use of a text feature/ Pink = example of area of development related to grammar, punctuation or composition. This is prioritised using teacher judgement. Personal targets: the word target (in the margin) is underlined in either green or pink to feedback teacher assessment.

<u>Editing Marks</u>		<u>Self-/peer- assessment marks – Year 6</u>	
HW	Handwriting		Self-edit word choice
○ P or p ^x	Capital letter (Not UKS2)	.	Self-edit spelling
P+ —	Missing punctuation (Not UKS2)	Success criteria checklists used by children.	
P ^x x	Removal of punctuation mark (Not UKS2)		

P	Missing punctuation (UKS2)
P ^x	Edit incorrect use of punctuation (Y4,5 &6)
SP	Spelling incorrect
	Word choice
^	Missing word
T	Tense
E	Edit (UKS2 only)

Appendix (ii)

Common mistakes we make due to our dialect	Correct usage
Were and where confusion	Where were you? We were at the party.
was and were confusion e.g. They was telling us a story	They were telling us a story
et meaning to have eaten	I ate all my dinner.
of and have confusion should of/ could of	should have/ could have
me meaning my- Me friend was at me house.	My friend was at my house.
Missing H sounds 'Artlepool 'ere	Hartlepool Here
What instead of that or which e.g. The class what has the brown door.	The class that has the brown door
Double negatives I don't need nothing I haven't done nothing I don't want nothing I can't find it nowhere	I don't need anything I haven't done anything I don't want anything I cant find it anywhere
much and many confusion e.g. I haven't got much pages left. how much minutes is it until playtime?	I haven't got many pages left How many minutes until playtime?
Confusion using they in place of the and there many variations-e.g. They was a beautiful playground ...and there lived happily ever after. Who does they pencil belong to?	There was a beautiful playground. ...and they lived happily ever after. Who does the pencil belong to?
anyways	anyway
mebees	maybe
anall	aswell
owt/ anythink/anyfink	anything
nowt/nothink/nofink	nothing
A	I/are
afor	before
cos/ acos	because
summit/summink/sumfink/sumthink	something
am	I'm
hes	his
hasto/hafto	has to/ have to
yous e.g. what are yous lot doing?	What are you all doing?
till	Until
Is/us/es in place of me e.g. what are you doing to es/is/us?	What are you doing to me?