

Literacy Policy

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As a Rights Respecting School, our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).

Articles from the UNCRC which are directly linked to the PSHE curriculum at St. Lawrence School:

As Duty Bearers, it is our responsibility to teach children their rights. This is done predominantly through PSHE sessions. Children learn about their rights, through their rights and for their rights. Staff and young people have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people's age and ability.

Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.



Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.



Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way (unless it harms or offends other people).



Article 17

You have the right to get information that is important to your well-being, from radio, newspapers, books, computers, and other sources. Adults should make sure that the information you are getting is not harmful, and they should help you to find and understand

Article 28

You have the right to a good-quality education. You should be encouraged to go to school to the highest level you can.



Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.



St. Lawrence Primary School



Literacy Policy

Vision

At St. Lawrence School, the ability to read, write and articulate one's thought is seen as a ***right***, not just part of the curriculum so the over-arching vision for Literacy is to empower our children to be confident and successful in an ever-changing world. By providing well-planned, sequential lessons, vocabulary scaffolds and memorable experiences in Reading, Writing, Spelling and Oracy, we aim to ensure that all pupils can read fluently by the end of Key Stage 2 and be able to write in a variety of genre. We value the repetition of literacy skills across subjects through a spiral curriculum, where knowledge is revisited and expectations are high. It is our belief that as Literacy underpins all other subjects, it is one of, if not THE most important subject we teach! Ultimately, the goal is to produce articulate, knowledgeable and skilful pupils, who can apply their learning beyond the primary and secondary school setting, into adult life.

At St. Lawrence, this is implemented by ensuring a strong foundation of the basics of Spoken Language, Phonics (and the application of this to Spelling), Subject Specific Vocabulary, Comprehension, Inference, Genre Writing, Presentation and Debate, which are fundamental to success in Literacy and, indeed, life! Within our curriculum, we provide quality opportunities for drama so our children can recite high quality poetry with expression (termly) and take part in annual productions – pantomime, Nativity or show, as well as a final Y6, Leavers' Assembly.

By the end of the school year 2022 to 2023, Voice21 (Oracy Approach) will have been embedded in the school to support discussions, presentations, debate and interactions generally across the school.

It is important to us that our pupils are able to connect what they do in Literacy to real world activities and that they learn how to think strategically and creatively in order to solve problems, both independently and collaboratively. As such, we enable children to take on responsibilities and make choices about their learning through coursework at Y6 and to use both hard copy and the internet for research within their own interests, as well as those stipulated by the curriculum.

Our aim is that our children work hard and aspire to be high achievers across all subjects based on a sound foundation in Literacy. We intend to enable them to become independent, responsible and successful learners/members of our community, able to achieve their dreams and ambitions, not just in Jersey but in the global community.

To conclude, language is the prime medium through which students learn and express themselves within the curriculum and all teachers have a responsibility in developing effective skills and helping pupils acquire and retain knowledge. All teaching staff are teachers of Literacy.



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Planning and Monitoring

The Literacy Coordinator is responsible for ensuring that Reading, Writing, Spelling, Punctuation, Grammar and Speaking and Listening is planned for. This should be indicated briefly on the weekly short term planner, in more detail in the Agreed Medium Term Planning for all classes (Y1 upwards) and be indicated on the LTP for the year group (in brief). The planning needs to link to/cover the Jersey Curriculum the above subject areas.

The staff of St. Lawrence School is committed to planning and developing the literacy skills of all students (across all subjects), in order to support their learning and raise standards.

Through planning and monitoring, teachers will cater for students needs in this subject, which are:

- a wide vocabulary: to ensure expression and organisational control in order to cope with the cognitive demands of subjects.
- the ability to decode text through the rigorous and systematic teaching of phonics (RWInc.Phonics).
- the ability to discuss texts with each other in focused partner work sessions.
- the exposure to modelled examples of 'find it/prove it' questions to aid with the comprehension of all texts.
- In Year 1 there is a summative assessment of children's reading using PIRA at the end of Autumn and Summer terms.
- In Year 2,3,4 and 5 there is a summative assessment of reading using PIRA at the end of the Autumn, Spring and Summer terms. For Year 6, there is a summative assessment of reading using PIRA at the end of Autumn and Spring. In the Summer Term, Year 6 has KS2 Tests (SATS).
- having structured speaking and listening (oracy) opportunities (these are essential to basic life skills in communication and have a high profile in Read Write Inc.Phonics, RWINC Comprehension in Y3, Comprehension Ninja in Y4 (first term) and in responding to whole books (as well as excerpts) in Years 5 and 6.
- the exposure to sources beyond their immediate experience which aid research.
- being proficient in Reading, in order to develop first (spoken language), second (subject specific language) and third (technical) tier vocabulary. This will enhance to pupils ability to express themselves in writing.
- the ability to use all literacy skills for enjoyment, engagement and pleasure.
- the ability to read a wide variety of texts which will help them organise their thoughts, ideas, moral values and learning.
- the ability to differentiate and write in different genre and critique and compare poems, narratives, oral presentations and debates.
- the development of language in order to reflect, revise and evaluate the things they do, and the things others have said, written or done
- the ability to answer higher order questions involving inference, critical thinking skills, reasoning and enquiry, not just in English lessons but across the curriculum.
- functional literacy skills in order to access a secondary curriculum.
- functional literacy skills in order to secure their future economic well-being.
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- competent literacy skills to ensure high self-esteem, motivation to engage with the school curriculum and ensure positive behaviour.
- the ability to articulate their own beliefs, structure coherent arguments and take part in debates on social, political and moral issues.

All schemes of learning, and many lessons, include specific opportunities to develop skills in Literacy and the writing lesson, as well as lessons with a humanities context, are linked to the Jersey Curriculum and extended writing activities are linked to a formula for each genre e.g. Formula for an explanatory text.

Oracy/Spoken Language

Oracy is planned for as it is integral to all subjects and there are both long term and medium term plans which detail opportunities throughout the year groups. These take the form of discussions, partner talk in subject specific lessons, drama, debates, oral presentations and hypothesizing in Maths, Science and foundation subjects (where evidence is required to support opinions). Through the introduction of vocabulary sheets and information maps, pupils' abilities to communicate both orally and on paper are supported and extended. Questioning and answering in Foundation Stage and KS1, are the beginnings of debate, which is planned for throughout the curriculum. Sharing experiences is the beginning of presentations, which are again planned for throughout the school, leading to a formal presentation at the end of KS2.

CPD - Voice 21 has been introduced across the school and all children/teachers are using Student Talk Tactics, Teacher Talk Tactics and Discussion Talk Tactics.

Grammar

Grammar is planned for (See Spelling MTPs and STPs) and taught explicitly (through games and interactive practice activities such as IXL at Y5/Y6) according to the curriculum for each year group and is used/practised in Reading, Spelling and Writing lessons.

Foundation Stage

The children in our Foundation Stage (Nursery and Reception Classes) follow the Development Matters guidance through 'Planning in the Moment', following children's interests.

'Communication and Language' is one of the Prime Areas of the Early Years Curriculum and there are three strands within 'Communication and Language':

1. Listening and Attention;



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2. Understanding:
3. Speaking.

All children in the Foundation Stage are involved in daily discussions within whole group or small-group situations. Activities are carefully planned to ensure that children engage in dialogue that helps extend their vocabulary and develop their speech and language skills on a daily basis. Children are taught to use language to express themselves effectively, to use past, present and future forms accurately, and to use language to organise, sequence and clarify thinking, ideas, feelings and events. Such activities are planned for both play-based sessions (such as role-play or small-world play) as well as more structured teacher-led sessions.

'Literacy' is one of the Specific Areas of the Early Years Curriculum and there are two strands within 'Literacy':

1. Reading;
2. Writing.

As part of the curriculum within Reading, all Nursery pupils are taught to:

- Enjoy rhyming and rhythmic activities – Nursery Rhyming Basket;
- Listen to and join in with stories and poems;
- Join in with repeated refrains;
- Anticipate key events and phrases in rhymes and stories;
- Be aware of how stories are structured;
- Describe main story settings, events and principal characters;
- Recognise familiar words and signs such as their own name and advertising logos;
- Hold books correctly and turn pages carefully;
- Know that print carries meaning and, in English, is read from left to right and top to bottom.
- Recognise the letters and sounds in their own name
- All children follow the *Letters and Sounds* guidance throughout the year.
- RWInc phonics programme is introduced in the Summer Term.

As part of the curriculum within Reading, all Reception Class pupils are taught to:

- Continue a rhyming string;
- Hear and say the initial sounds in words;
- Segment the sounds in simple words and blend them together, knowing which letters represent some of them;
- Link sounds to letters, naming and sounding the letters of the alphabet;
- Begin to read words and simple sentences;
- Use vocabulary and forms of speech that are increasingly influenced by their experience of books;
- Decoding, through the use of RWInc Phonics
- Know that information can be retrieved from books and computers.



As part of the Writing curriculum, all Nursery pupils are taught to:

- Give meaning to the marks that they draw and paint;
- Ascribe meaning to the marks that they see around them.

As part of the Writing curriculum, all Reception Class pupils are taught to:

- Record the initial sounds within words;
- Segment the sounds in simple words, blending them together and recording the sounds;
- Link sounds to letters and record letters of the alphabet;
- Use clearly identifiable letters to communicate meaning representing sounds correctly and in sequence;
- Write their own name as well as labels and captions;
- Write short sentences in meaningful contexts.
- Have the opportunity to be creative in structured but unspecified activities e.g. writing lists

Whilst many of these activities form a part of play-based sessions, there are more structured times in both Foundation Stage classes whereby children are taught phonic and blending skills according to the Read, Write, Inc. programme of study. Parents are invited to meetings to find out more about the RWI programme and are also invited to observe sessions taking place in the Reception Class when COVID guidelines enable them to do so.

Pupils in Foundation Stage are also accessing Poetry Basket (Reception) and Helicopter Stories (Reception) as a further support to their development in Literacy.

Assessment for 'Communication and Language' and 'Literacy' is ongoing. Following changes in the guidance, with a focus on less tracking and more quality interactions, CEYS now request online-entry data for Nursery and Reception in the Prime Areas (Physical Development, PSED and Communication and Language) and end of year data (which include Early Learning Goals for YR). There is an option for adding data mid-year – this is optional, but the Foundation Stage Manager expects this after Spring Term 1 2023. Assessment for Nursery and Reception is also implemented through following focus children and 'In the Moment' planning.

WellComm

The WellComm screening toolkit is used to monitor and assess all children on entry to the Nursery and Reception Classes. This assessment is carried out on a one-to-one basis. Following assessment, interventions are put into place to support the children as necessary. These interventions are carried out



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on a one-to-one basis, or within a small group setting as appropriate. The Foundation Stage children are regularly assessed using the WellComm toolkit and interventions adapted as required.

What Does Literacy look like Across the School?

READING

Reading - RWInc Phonics – KS1

- Students are taught in groups where the processes and planning are cohesive, sequential and allow for smooth movement. We teach our phonics through RWInc Phonics and all sounds will be covered by the end of the phonics' programme.
- Students on RWInc Phonics (Reception children are tested on entry and are all on the programme within the first half term) are tested and grouped on the RWInc phonic reading tests – groups are reassessed every 6 – 8 weeks at this stage. A record of the pupils' progress is in T/Shared/Core Subjects/RWInc/Grouping (years). A different method of recording will be trialled in the Summer Term 2023 (recommended by RWInc).
- Where possible, children will be in groups dependent on their decoding ability whilst they are in RWInc Phonics.
- Where children enter KS2, and are still on the Phonics' programme, interventions are agreed with the SEN Coordinator at Pupil Progress Meetings. These are based on the data analysis of PIRA, done at the end of each term.
- Children are offered the 1 to 1 tuition kit or Fresh Start to help with relevant sound/s or graphemes, if they need extra support to keep-up within their group, or are not making the expected progress. Again, these are instituted in agreement with the SENCo. and based on the availability of trained TAs.
- Year 1 are taught spellings in line with their phonics group (in class)
- Year 2 have red words for their spelling homework in the Autumn Term. In Spring and Summer terms, they follow the spelling rules designated by the curriculum unless they are below age related expectations, in which case they are set spellings in line with their phonics group. Spellings are introduced during the Monday writing lesson. A full half terms' worth of spellings are sent home at the beginning of the half term. These are divided into weekly lists.
- Vocabulary is taught using grammatically correct terminology which is used in the 'build a sentence' part of the lesson and children are encouraged to edit and improve their writing by employing an 'adjective' or using a sentence type. Punctuation is also taught in reading and writing time, as well as basic sentence structures being consolidated in a Spelling Homework Book (being trialled).
- Students have experience of partner work, where speaking and listening, as well as co-operation, is taught explicitly and used as a means of making sure all children are active learners and engaged in the assessment of their own and others' work. Specific phrases are used throughout the school e.g. TTYP, perfect partner position etc.



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As a school, RWInc Phonics is assessed by where pupils should be by the end of the year group.

See table below:

sounds	Ditties	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Comprehension
			Reception				Year 1			Year 2

Reading - post RWInc Phonics

- Post RWInc Phonics, pupils are assessed each half term (5 times a year, owing to a short half term in May). Their progress is tracked by the group's teacher.
- Termly levels in Reading are put on SIMS and teachers keep an informal track of pupils based on in-class assessments each half term.
- Children progress to RWINC. Comprehension (usually end of Y2 and Y3), when they have finished the phonics scheme, where the deconstruction of text, comprehension skills, inference, understanding of different genre and writing linked to the book studied are explicitly taught through modelling by the teacher. In Year 3, the teacher augments the grammar component through Spelling Homework Sheets, sentence types and explicit grammar lessons.
- In Years 3 and 4, a speedsound lesson is still taught 2 to 3 times per week - depending on the group's ability.
- In Year 5, a speedsound lesson is taught once a week.
- In Y6, the speedsound chart and Red Words Wall is referred to in any sessions when children need to spell a word. Pupils who have been identified in Pupil Progress Meetings will receive extra tuition on Red Words, extra speedsound lessons or a focus on a skill set according to need. This may take the form of Fresh Start, individual support or Comprehension Ninja etc. depending on need. Y5 and 6 pupils who require extra help with reading and writing skills, are taught in withdrawal groups on RWInc Fresh Start in the first term, and subsequent terms if required (informed by assessments).
- For home readers, the children who have just come off RWInc Phonics, will read from the home reading boxes which are 'levelled' in Y3. The teacher will help children select appropriate books so that they can be read by the pupils themselves at home.
- The Post RWInc Extension Groups, will read from a selection of books, chosen by their teacher from the library, on the genre they are studying. Those with SLDs in Literacy, can select from the books available from Ms Jansen.
- Pupils use the school library as appropriate to choose a book for enjoyment and 'on a need to' basis for research/information.



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• A record of the books a child has read is kept in their Reading Challenge Sheet for younger children and in a class folder or journal/diary for older pupils.

- Students use the internet and various interactive literacy activities to enhance learning in the genre being studied, or to reinforce or revise skills as decided by the group's teacher.
- All students in KS1 have one a 1 hr. lesson per day in RWInc Phonics – this is mainly pupils in Reception (from Spring term where appropriate), Y1 and Y2.
- In Yr 3 and 4, where RWINC. Comprehension and Comprehension Ninja are being taught, respectively, the Reading lesson changes from 5 times per week to 3 times per week for Reading.
- In Years 5 and 6, pupils have 3 hours specific Reading work, where whole books are read. SPAG forms part of a separate lesson and a lesson format has been implemented, which focuses on Spelling, grammar and sentence structure.
- All pupils have targets set in their Reading Books and Spelling Folders, in line with the statements in the Jersey Curriculum and the Marking and Feedback Policy. These make it clear to pupils where they are and what they need to do in order to achieve the next step in Literacy.

Oracy

- Voice 21 has been introduced and pupils are embedding student and teacher talk tactics as well as discussion guidelines.
- All pupils are taught from the Spoken Language (Spoken English long term plan and MTP for each class). This includes oral presentations (to be formalised by Y6, with the children using prompt cards and visual aids), drama, annual pantomime (Y5 and 6 together and Y3 and 4 together) or Christmas Show to include all of KS2.
- KS1 have their own Christmas performance, as does EYFS.
- The class recitation of the group poem is recited in assembly or recorded and played to the school.
- Explanations in Maths/Science/Foundation lessons, debates, feedback, conferencing etc. allow for opportunities to consolidate oral Literacy.
- Oral presentations take place in each year group and children are taught skills explicitly to help them improve over time.
- Y5 take part in the States' Chamber debate each year.
- Formal debate forms part of the Y6 Curriculum .with a build-up of debating skills throughout the school from discussion, questioning in RE/Science/Maths towards Y6.

Vocabulary Focus

- All classes from Y3 upwards, have Reading linked vocabulary sheets (TShared/New Curric/Literacy/Vocabulary/year group), with a 'childspeak' definition, image to accompany, etymology, word class and example. These are to be tested informally throughout the year and should be displayed on the classroom wall, as well as being placed in the child's work book for reading. These have been extended to most other areas of the curriculum – e.g. Science and Maths (Working Wall).
- Approximate number of words on vocab. sheets for year groups are as follows:
Year 1 – 5 words
Year 2 – 5 words



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Year 3 – 8 words

Year 4 – 10 words

Year 5 – 12 words

Year 6 – 12 words plus (some to be grammatical terms required for SATs)

- Consideration is also given to MLL pupils within a class who may need to have first/second tier vocabulary on the sheets and this should be included at the teacher's discretion.

Drama

Pupils take part in Christmas Pantomimes/shows, special assemblies, exhibitions of learning and activities which celebrate achievements in Literacy e.g. recitation of class poems (one per term, per class). These are well-known poems from famous poets and contain high level vocabulary which is explained to the pupils, prior to learning the verses. Teachers use technical terminology when discussing this poem – genre, theme, title, verses (what is the focus of each verse), line-breaks, rhyme, rhythm, metre, metaphor, simile, personification, pathetic fallacy etc.). Due to Covid restrictions, public performances have not been able to go ahead but each class has produced a piece which was assembled on YouTube channel and broadcast to specific parents using an access code. This was the case for 2021 and 2022 has been postponed to the end of the year (July 2023) due to staff illness.

Spelling

- Students follow the Suffolk PSP – Personalised Spelling Programme (children tested from Year 1 Spring Term onwards only, and those pupils off RWInc Phonics will follow the personalised spelling programme). Each group's teacher will teach a spelling rule, grapheme or phoneme during the week. This session (through homework spelling sheets) will also include the use of dictionaries, alphabetical ordering, synonyms/antonyms, complex sentence structures with clauses and connectives (Extension Gp.) and the use of a thesaurus at upper KS2 (see below – Spelling Across the School). In line with the Jersey Curriculum, pupils in the last extension group will also be expected to find the etymology of one word selected by the teacher. Any high frequency words which are misspelt in the sentences should be added to the next week's list but any misspellings should at least be identified.
- At KS2, Prefixes and suffixes (graphemes and phonemes) are also taught explicitly, in context, to aid spelling and understanding of which word class/part of speech a word is. This helps pupils who may not have a strong 'visual memory'.

Processes Involved in Spelling from Y3 Upwards

1. Suffolk Spelling Test (September and January/February) - Children are tested in their year groups on the on the indicated test.
2. These tests are assessed and recorded by the class teacher.
3. The class teacher then indicates on the spelling test which spelling cards/sounds/rules the pupil needs to focus on. These tests are done as a class and kept in a folder, but a copy is passed on the child to inform them as to which card/rule etc. they need to address.



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4. Teachers should ensure that the child understands the grapheme, phoneme, prefix or suffix being taught and that they understand the meaning of any tricky words on their weekly PSP card.
5. Children add the words which were spelt incorrectly to their Spelling Folder for the following week. These need to stay on the list until the child spells them correctly. They should be used in the sentence types examples.
6. All pupils have 2 statutory spelling words (or high frequency/exception words/Red Words) at Years 1 and 2, plus identified pupils with special needs in this area.
7. The previous week's target needs to be written on the next week's sheet, so that it is clear that the child has achieved it – teachers should tick if achieved.
8. Targets on these homework spelling sheets need to be individualised – especially for those pupils who have been highlighted on the Pupil progress Meetings as having their needs met by doing so.
9. Targets are specific – not just 'punctuation' but 'Capital letters at proper nouns' 'Use and an adverb instead of 'so''
10. Children's scores are recorded on SIMS and on the Whole School Spelling Excel Sheet.

Personalised Spelling Sheet Homework

A PSP spelling sheet, for children to do their spelling work on, is available for younger and older children, and teachers can amend these to suit their group's needs, as long as they contain a section for:-

- practising each spelling in different colours/fonts – to aid memory.
- sentence level work demonstrating the meaning of the word/using a sentence type/demonstrating use of conjunctions, or the grammar being taught e.g. the use of a semi colon/use of a relative clause/use of an adverbial phrase/use of two adverbs etc.
- alphabetical ordering.
- Two statutory spellings for all year groups
- Six further spellings for Years 3, 4, 5 and 6

...and also UKS2 groups

- definitions of the words
- synonyms and antonyms from Years 4 upwards
- practising sentence level work with clauses and complex sentences or designated sentence types.
- Y6 – etymology of words and understanding of what parts of word mean e.g. autocracy *auto-* self, *-cracy* – strength. This in turn, links to prefixes and suffixes to help those children who a poor visual memory.

For target setting, see above.



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Spelling Assessment

Spellings are assessed in the Suffolk Spelling Test which is carried out twice a year – see above for details.

Grammar

- Grammar and sentence types are taught explicitly in both Reading and Writing Groups, linked to the genre being taught.
- Grammar is taught explicitly in a SPaG lesson along with spelling and sentence structure.
- At Y6, Grammar and Punctuation is also covered in a grammar game and through the IXL English program (for revision and hitting personal targets). Some grammar and punctuation comes into the spelling homework sheets e.g. antonyms/synonyms, embedded clauses, parts of speech etc., by the time the pupils reach Year 6. Antonyms and synonyms should form part of the weekly spelling sheet from Year4 upwards.

Writing

- A systematic approach to teaching sentence structure has been implemented for pupils in all year groups. Designated, specific sentence types are taught, which are then used on the Spelling Homework Sheets and in their weekly genre writing lessons.
- Writing Formulae are used to improve the standard of writing and give children a focus for each part/paragraph of their writing.
- Pupils take part in focused writing sessions (in their year groups) where they can practise, as well as learn, the skills of writing in the context of a genre.
- A learning intention for writing/handwriting is identified in the teacher's planning and shared with the children, as well as any contextual learning intentions. These sessions are around an agreed genre, which is developed and modelled by the teacher over a half term. Timings are particular to classes and in line with curriculum entitlements.
- Skills from the MTP for the year group are assessed 5 times per year.
- The main foci at Y1 will be story writing, recount or diary, with other genre covered as appropriate.
- At Y2, the main foci will be story writing and recount, as well as other genre being added in the summer term.
- Children's writing is assessed continuously in their Reading and Writing books against Jersey Curriculum statements on the block/genre they have studied and half termly in an unaided piece of writing, again, on a genre which they have studied. These levels are then moderated in staff meetings at points throughout the year.
- Each writing session is based around a 'formula' for writing in that genre so that there is a collegiate approach throughout the school. Teachers model the task and support children in their attempts, giving feedback along the way in the form of targets and comments.
- Time is given at the start of some sessions each week, for children to respond to their personal or class targets.



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- Punctuation and Grammar is taught explicitly within the context of the genre being covered and on Spelling Sheets for homework (from Y3 upwards).
- Vocabulary catches are encouraged to support pupils' writing within a particular context e.g. where a mood is gloomy in a story, then a vocabulary catch for sad verbs, adjectives, adverbs, supports pupils' work.
- Good and 'poor' examples of work are shown to pupils to critique/annotate – when using pupils' work, permission is asked for and the pupil is not identified. Teachers could use 'WAGOLL' (What A Good One Looks Like) for examples of high-quality work.
- Pupils will use an edits' line at Y6 to allow for more detailed improvements.
- Feedback is given in line with the Marking and Feedback Policy.
- Unaided Writing assessments, which take place 5 times per year, have NO PROMPTS, unless the child has an identified special need and this needs to be agreed with the Literacy Coordinator.
- A bridging the Gap activity, based on class feedback is completed by each child.

Handwriting

Handwriting will be taught in line with the RWInc Phonics Handwriting Programme and there is a separate Handwriting Policy explaining this.

High levels of presentation within pupils' work are expected and Handwriting has a designated time slot on the timetable in classes from Y1 to Y5.

Handwriting sessions take place four times per week for KS1, twice a week for KS2 (Yrs. 3 and 4) and once/twice a week for Yr. 5 (if required).

Pupils who have a particular need at Year 6 will have short, focused sessions for 6 weeks to improve fluency of joining and general presentation. These sessions will be based on Stage 3 of the RWInc.

Handwriting Policy

CPD

- CPD is provided at least once a year for all staff, in order to improve standards and knowledge across the school.
- Autumn Term – CMcC Spag, feedback on Voice 21, types of skills required for answering reading questions
- Current CPD – 2022 to 2023 – Voice 21

As a staff, across the school, we shall:



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- (Foundation Stage) – ensure that the basics of Literacy are taught and opportunities planned for mark making. RWInc Phonics will be taught in Foundation Stage and helicopter stories and Nursery/Poetry Basket have been introduced to improve outcomes at FS and KS1
- inform parents about their child’s progress in English, through consultations (twice a year) and in a summative report in February or April.
- identify the strengths and weaknesses in students’ literacy work, identifying progression in the main forms of Reading, Writing, Handwriting, Spelling and Speaking and Listening undertaken in each class or group and strengthen learning plans accordingly.
- create a vocabulary list for our class for some reading and foundation subject activities, linked to a book or theme and use them to probe working memory on a regular basis.
- assess and track pupil progress as a way of planning for and assessing Literacy skills so that appropriate changes are made to curriculum delivery and appropriate interventions are targeted for individual need.
- set targets and success criteria, for and with the children, to ensure understanding and progression.
- implement and identify literacy priorities and activities for each year.
- plan for and teach the literacy skills required for success in each subject area in the Agreed Literacy Planning format.
- ensure that children regularly use the school library and have access to books for enjoyment and research.
- make provisions for children to revise and consolidate their Literacy skills through independent work in Topic and in the Foundation subjects.

- ensure all KS2 pupils take part in quality oral performances with a wide audience.
- (In Y6 and Y5) prepare and teach children how to do a quality oral presentation with emphasis on the skills of speaking to an audience e.g. researching a topic/making notes/bullet pointing, giving good eye contact, vocal projection, tone, use of visual aids, (use of prompt cards – Y6) and body language.
- (In Y6) set coursework, based on a Science or Foundation Subject topic, where literacy skills are revised and consolidated explicitly. In this area, pupils are also encouraged to write independently after they have researched an area. Feedback to parents is sent home in the form of a report or assessment after each project is complete. The children will also assess their own coursework summatively.
- assure high expectations of standards of presentation so that pupils’ work is set out neatly, handwriting is cursive by the end of Y4 (for the majority of the pupils) and pupils then develop their own high expectations of independent (presentation standard) work.

SMSC in the Literacy Curriculum

Spiritual development in English



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- In reading and writing lessons, teachers use a range of literature that promotes spiritual development through discussion and debate. For example, the study of the classic novel 'War Horse', or 'Grandpa Chatterji' in Y5, amongst others, encourages the discussion of the difference between just and unjust, considering the impact of conscience or, how religion is reflected in the way people live. The study of texts like these gives students the opportunity to think about the consequences of right and wrong behaviour, applying this to their own lives.
- discussions in RE are linked to quality writing outcomes and children are encouraged to write about and develop their own views on spirituality.
- Creative genre writing and the study of poetry gives students the opportunity to reflect on their own beliefs and helps them to establish a personal relationship with language. Writing is expressive and descriptive and allows for a reflective process and the freedom to be creative and experiment.

Moral development in English

- Across the school poetry for recitation is taught. In UKS2, many of these poems have a moral spact, such as 'In Flander's Fields' or 'If'. The poetry and examples of writing used to support pupils' development of their own ideas provoke discussions as to choices of conscience and how a moral compass is developed, especially in light of herd mentality or 'groupthink' (Y6). Recognition of values such as goodwill, humility and kindness are touched on in narratives and students are taught to analyse character and events and to explore the consequences of both positive and negative actions. The topic of WWII in Y6, allows children to choose from a range of activities for homework which encourage reflection on moral questions and the cause and effects of choices in everyday life.
- During the study of fiction, students are given the opportunity to consider different perspectives and empathise with characters. By UKS2 they are commenting on the tone and atmosphere of part of a novel and how circumstances provide opportunity for moral dilemmas.
- Some class readers from Year 4 to 6, promote the discussion of moral values, principles and culminate in a debate in Y6, run along the lines of a debate in the States of Jersey.

Social development is English

- English lessons promote cooperation and teamwork through being able to work in pairs, groups, listening to presentations and asking probing questions. Oracy is a focus in 2022/23 and prior to this a lot of work has been done in vocabulary to ensure pupils can discuss in an articulate manner, using second and third tier vocabulary. Real issues encourage students to think about the world outside of school and give opinions on topics that may affect them in the future. For example, in genre writing the pupils might write a formal letter of complaint to town planning for not building a skate-park in St. Helier.
- We also give students the opportunity to speak in different contexts, regarding a range of different real life issues, applying learning to careers and life after school. Debate is an important aspect of the subject, giving logical arguments with respect, rationality and thoughtfulness.
- Peer assessment is an integral part of our teaching and we encourage focused feedback, constructive criticism and polite discussion between students, thus supporting and encouraging each other.



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Literacy Policy

• Students are all given the opportunity to be independent, self-reliant and responsible for their own learning.

Cultural development in English

- Students learn about respecting others through the study of poetry and narratives from different cultures. Some books deal with conditions faced by those in impoverished or less fortunate situations. Students are able to appreciate different cultures and empathise.
- The study of WWII gives opportunities for students to appreciate British History and culture as well as looking at how events might have been seen differently by Axis countries.
- Speaking and listening activities promote the opportunity to share their own experiences and appreciate other students' perspectives and experiences in everyday life, comparing and judging these in the context of 'British Culture'.
- Theatre trips and visits from published authors give all students the opportunity to access cultural activity alongside the viewing poetry recitations and plays in performance, which otherwise some students may not have had the opportunity to experience.



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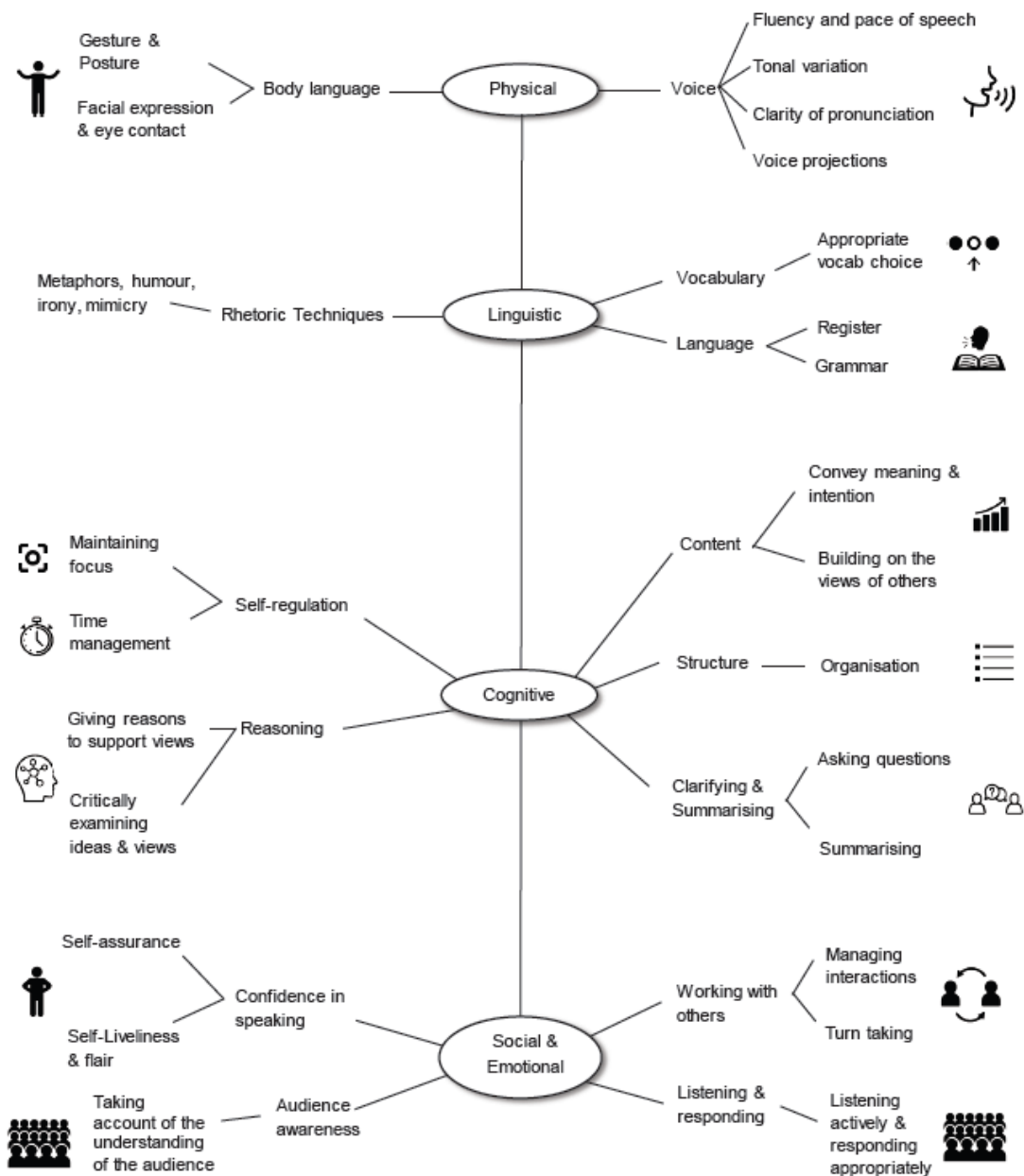
Oracy in English

Literacy Policy

Oracy Graphic Organiser



“Get talking in class”



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Literacy Policy

Sentence Stems for giving feedback

Praise: What have they done well?

Be Specific

Give an example

Why was it good?

- | | |
|---|---|
| <ul style="list-style-type: none"> • Because you have... • Your work has had the effect of... • You have improved how... • I notice that you... • This means that... | <ul style="list-style-type: none"> • When you... it made me... • Your use of... in order to... • I enjoyed the part where... • The part where you... has had the effect of... |
|---|---|

Enhance: What do they need to do to improve?

Be specific

Give an example

Why will it enhance their learning?

Checking for Understanding	Reshaping and Extending Learning
<ul style="list-style-type: none"> • Why did you choose to...? • Can you explain how...? • Prove to me how you came to this conclusion by using... • What effect did ... have on ... 	<ul style="list-style-type: none"> • I've noticed that you haven't... • Can you prove...? • Could you have included...? • Where else could you use... in your learning? • In order to improve your learning, you need to...

Respond: Show that you understand

Read what you could have done better

Correct the mistake

Show how you now understand

- | | |
|---|--|
| <ul style="list-style-type: none"> • Thank you, I agree that...because... • I can see why you've said that... • I actually disagree with you because... • I have now... the effect this has had is... | <ul style="list-style-type: none"> • Now that I've had time to reflect... • I agree with your comment that... because... • Now that you've pointed it out... • You've helped me to understand... |
|---|--|



Tiered Vocabulary Wall- A way to organise our words.

Tiered Vocabulary Walls are a way of organising words. The aim of using Tiered Vocabulary Walls is to increase the amount of Tier 2 and Tier 3 words which children hear and use themselves. Tier 2 and Tier 3 words make the most impact on our vocabulary and on our learning. These words need direct teaching in order for them to be understood and used.

Tier 3	<p><u>Subject specific words:</u></p> <p>These will be rare and will be heard within particular contexts or subject areas. These will need direct teaching, such as:</p> <p><i>estuary, alliteration, igneous...</i></p>
Tier 2	<p><u>Focus words:</u></p> <p>These will be common words that are found across subjects. These will need direct teaching, such as:</p> <p><i>contradict, circumstance, precede, retrospect...</i></p>
Tier 1	<p><u>Everyday words:</u></p> <p>These will be basic, everyday words which will be used from an early age. These will be used freely in speech, such as:</p> <p><i>warm, dog, tired, run, table, flower....</i></p>

For example, Tiered Vocabulary for weather could look like:

Tier 3: barometer, isobar, celsius, tsunami

Tier 2: predict, forecast, breeze, shower, pressure

Tier 1: sun, cloud, rain, cold, warm, wind



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Literacy Policy



Version	Date Issued	Issued by	Reason for Change	Presented To (initials to agree policy has been read and understood)	Approved by:	Date
0.1	Jan 2021	Carolyn McCartney	Review and update			Jan 21
0.2	Nov. 2021	Carolyn McCartney	Review and update	Nov. 2021		Nov '21
0.3	November 2022	Carolyn McCartney	Review and update			
0.4	March 2023	Carolyn McCartney	Review and update	Teaching Staff March '23		