



Pudsey Primrose Hill Primary School



A policy for teaching, learning and assessment in Literacy

Introduction – The Curriculum at Pudsey Primrose Hill

At Primrose Hill we understand that the school curriculum comprises all learning and other experiences that our school plans for its pupils. The National Curriculum forms one part of our school curriculum. We have ensured that there is time and space in our school curriculum to go beyond the National Curriculum, as appropriate, to meet the needs of all our pupils. We have planned teaching and learning in school so that our curriculum is knowledge-rich and builds on prior attainment to ensure that we have high expectations of achievement by all children in all subjects.

We believe in providing all our children with a broad range of opportunities and experiences both within and outside school, and our entitlement curriculum - rich with visits out of school, inspirational visitors and collaborative opportunities with other schools in the Owlcotes Multi-Academy Trust - has been developed to ensure that this is possible.

At Primrose Hill we are committed to providing a curriculum that equips our children with the knowledge, skills and experiences for their future. We aim to ensure children have a 'view of the world' outside their local community whilst maintaining a sense of belonging and understanding of where they are from.

Focus weeks are used to encourage whole school learning around a particular theme. National Curriculum objectives and other exciting learning is taught throughout these weeks, which culminate in a community event to showcase our learning and provide opportunities to engage with parents. Subject specific 'Super Learning Days' provide additional opportunities for the whole school, from nursery to year 6, to focus together on one particular theme.

Enrichment afternoons in KS2 provide an opportunity for children to work in smaller groups and focus on those aspects of learning that benefit from smaller group teaching. These are reviewed regularly taking account of pupil voice.

Literacy is a fundamental life skill. Literacy develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Aims

Through the teaching of Literacy, we aim to:

- Provide multi-sensory Literacy education for all children in school, irrespective of gender, ability or ethnicity, which fulfils the requirements of the National Curriculum, Early Years and Foundation Stage Curriculum.

- Develop children's ability through an integrated programme of Spoken Language, Reading and Writing.
- Provide effective differentiation and challenge, in order to meet the literacy needs of every child.
- Enable all children, as far as they are able, to be 'primary literate' pupils by the time they leave at the end of Key Stage 2.
- Teach children the value of focused listening in both teaching and social situations.
- Encourage all children to feel confident enough to explore and articulate their thoughts, feelings and emotions.
- Use drama and role play, where appropriate, to give the children contextual experiences in which to learn.
- With maturity, encourage children to adapt their speech to a range of different situations and purposes.
- Foster an interest in texts of different genres and media, and an appreciation of the value of books for learning and enjoyment.
- Help children develop a love of reading and introduce them to texts that represent our literary heritage
- Foster an enjoyment of writing, helping children learn how to write in the style of these different genres and in doing so, develop recognition of the value of writing.
- Help children learn increasingly how to adapt this writing to a target audience and specific purpose
- Develop an interest in words, both their application and meaning, and a growing personal vocabulary of both spoken and written words.
- Develop a range of strategies to enable them to spell a wide variety of words.
- Develop their powers of imagination and inventiveness.
- Foster an atmosphere of constructive awareness of their own, and others' literacy abilities and how to improve them.

PLANNING

The school follows the National Curriculum for all areas of English. The school approach to teaching phonics is through a scheme called *Floppy's Phonics*; this provides structured phonics materials to support effective teaching and assessment in phonics in reception, KS1 and into KS2 (see separate Phonics Policy).

Planning is carried out in two phases:

- A Long Term Plan of writing, reading, spelling and spoken language has been developed using the National Curriculum. Text coverage is mapped across the school to ensure progression in text types and appropriate exposure.
- Weekly planning gives details of key objectives, success criteria and key questions.
- Literacy planning uses purposeful, cross-curricular links that will provide the context for that teaching and learning – this gives writing purpose and context.

Literacy plans reflect teaching required to meet the learning objectives and weekly planning is differentiated to meet the needs of children, as appropriate. We believe that plans are working documents that will be amended during the life of a given unit of work, in order to reflect progress and assessment of learning along the way. Weekly planning and teacher discussions will cover teaching, pupil activities, adult intervention, differentiation and assessment opportunities involved. Challenge is provided for all children. Success criteria enables children to achieve and master the learning objective: they are limited and do not over-aid the child so as to allow for independent outcomes.

In EYFS, communication, language and literacy are taught and promoted through planned whole class and small group teaching throughout each day. Planned for play and responsive play with high levels of interaction between children and their peers and adults and children also supports the development of language and communication. An integral part of the school day and planning provides children with the opportunity to:

- ✓ talk and communicate in an increasingly wide range of situations;
- ✓ respond to adults and to each other;
- ✓ listen carefully;
- ✓ use role play as an introduction to audience and purpose for writing;
- ✓ practise and extend their vocabulary and communication skills;
- ✓ explore vocabulary and high quality texts;
- ✓ use Floppy's Phonics daily to teach and reinforce phonetics.

At Key Stage One and Key Stage Two there are weekly plans including spelling and handwriting. Whole class Reading is also planned using key questions and objectives. Reception and KS1 also have weekly planning of Letters and Sounds.

Curriculum and school organisation

TEACHING

We believe that pupils' knowledge and understanding in Literacy is best promoted by utilising a range of different teaching approaches, according to the topic, task, individual needs, prior learning and on-going assessment of progress. Teaching should provide real and relevant contexts for children where possible to enable relevant learning.

Whole class teaching: This is employed in all lessons in order to facilitate explicit teaching of learning objectives. This approach also allows for whole class discussion and interaction. Teacher input is paced appropriately and teacher talk is limited so as to encourage children to be active learners.

Differentiation: Within the whole class teaching, questions and small tasks will be differentiated to allow all children to be challenged appropriately. During independent activities children may be paired or grouped during a literacy activity for the purposes of differentiation of the task by ability, for structured peer-interaction or for targeted adult intervention. Adults have high expectations of all children and the progress they will make.

Intervention and Inclusion: We aim to provide for all children so that they achieve as highly as they can in Literacy, according to their individual abilities. We provide learning opportunities that are matched to the needs of children with SEN and those learning Literacy as an additional language, as well as providing appropriate, challenging planned work for those children who are More Able.

The progress of children in Literacy is monitored on an on-going basis and individual targets of attainment are set and reviewed throughout the academic year. Pupil Progress Meetings enable staff to identify children who need further support to enable maximum progress including the identification and targeting of specific groups: Pupil Premium, More Able, vulnerable pupils etc. Targets and Wave 2 intervention programmes are developed through close consultation with Senior Leadership Team and the SENCo (as appropriate). As part of any Wave 3 intervention, IEPs/ Learning Passports will be set up for a child or group of children.

Racial Equality & Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. We are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

LEARNING

Spoken Language

We believe that the development of spoken language skills should be a priority within the learning environment of every curriculum subject. Within spoken language we embed skills of speaking, listening, group discussion/interaction and drama. The objectives from the Spoken Language curriculum are taught and planned for at age and ability appropriate levels.

We employ a number of different approaches to facilitate this, including: talking partners; hot-seating; role play; puppets; class discussion; sharing assemblies; drama productions; 'show and tell'; school council and class assemblies.

Reading

Early literacy in EYFS and KS1 is learnt through developing work on spoken language, early reading and phonics, in line with the CLLD (Communication, Language and Literacy Development) curriculum. Systematic and high quality phonics learning takes place daily in reception and Year 1 with a balance of phonics and reading lessons in Year 2. We believe that this programme of learning will equip our children with a range of decoding skills by the time they leave KS1, in addition to giving them a good grounding in spelling. This is built upon with the National Curriculum spelling objectives.

All children are taught reading knowledge and skills daily at KS1 with reading books matched to phonics knowledge and skills and their reading fluency, decoding skills and comprehension. Individual reading to an adult also takes place at KS2 although this is progressively supplanted by personal unsupported reading, as the child progresses past banded book level readers.

We provide a variety of style and level of reading books and schemes to meet all needs. We value the involvement of parents highly and most especially in hearing our children read. Whether this is done at home or with the help of parents working with children in school, we actively encourage parents and other family members to be involved in the child's reading development. Our recommended reading list for each year group has been developed by staff and children. These lists are sent home to parents and carers to support them in exposing their child to a wide range of children's literature both modern and classic.

Our 'FOPH' Reading Matters programme involves volunteers reading with selected children each week. Children selected may not be making expected progress or may not have reading support at home.

Staff promote reading at home positively and set clear expectations for this. Reading journals are used from Year 1 upwards. They allow children to respond to texts and put into writing answers they have previously

verbalised. This can include: word studies; follow up work reading sessions; reading response tasks; book reviews etc.

Whole class reading occurs on a regular basis throughout the week across the school. We believe that reading should encompass a number of different reading activities and so it takes place outside the literacy session. Other reading activities across the week may include: a follow-on reading session linked to the previous day's whole class reading; an independent reading task; a research reading session; a reading comprehension activity; reading journal work; spelling, punctuation and grammar work (linked to a text and a reading objective); dictionary/thesaurus work and reading for pleasure.

We believe that free access to high quality texts is important in the development of the child's interest in, and appreciation of, reading. To this end, all classrooms have reading corners/mini-libraries, and also book displays and collections related to on-going topic work. These areas are engaging and promote a love of reading and exposure to our literary heritage. They include child-led book recommendations and opportunities to respond to their personal reading.

In addition to this, we have libraries throughout the school for children to access books for reading for pleasure.

Writing

We believe that the learning of writing skills should be embedded across the curriculum, in as real-life and contextual way as possible. The key skills of composition, planning & drafting, transcription, punctuation, spelling, handwriting & presentation, and standards of English and language structure are therefore taught explicitly in the context of literacy lessons, but also indirectly through cross-curricular writing tasks in other subjects. Grammar teaching is interwoven through literacy teaching. Whilst we believe in the place of discrete lessons when appropriate, we firmly believe that children will make rapid progress as writers when they apply grammatical skills to a real and relevant text. Children are taught to constantly think of themselves as authors therefore promoting 'conscious choice' as writers (vocabulary choice, sentence structure etc.) and the impact these choices will have on the reader. Writing effectively for audience and purpose underpins all approaches to teaching specific text types.

Non-negotiables: Each year group develops a set of non-negotiables for literacy. These are skills that pupils should have secured by the time they reach that year group and must apply at all times in their writing. These are developed in-line with the current class and will be adapted and changed appropriately to the needs of the children. Marking addresses any non-negotiables that are not being applied. Teacher assessment will clarify whether omission of non-negotiables is a matter of applying high expectations or an intervention issue.

Use of Cumulative Re Read (CRR) is a key element to support children's writing. Children from Year 1 are introduced to CRR and there is an expectation that they carry out CRR on their written work. CRR is a process that children carry out on their writing at various intervals during the writing process. Children are taught how to carry out CRR and then reminded / expected to use this method to self-check their writing. CRR includes children checking their writing for; sense (reading from the very beginning each time – does my writing make sense), punctuation (have I used the correct punctuation for this piece of writing?) and spelling (using spelling mats and other resources, children are expected to spell common exception words and subject specific words correctly in their writing).

Write On sessions are included within Key Stage 1 and Key Stage 2 classes on a weekly basis. Within Write On sessions children will independently write a wide range of genres and text types; this work is assessed against our key assessment criteria. Success criteria in these sessions is either generated by the child or is a limited one developed by the teacher – they are not over detailed and do not over-aid the pupils. Children are able to independently access relevant word mats and common exception word mats. This work receives dialogic marking and a clear next step to enable progress. Children are actively encouraged to peer and self-assess writing by proofreading and editing their work: specific time for this is given in class. We use Cumulative Re-Read from Year 1 to Year 6 to help foster independent checking skills.

In EYFS, writing is about how children build an understanding of the relationship between the spoken word and the written word, and how through making marks, drawing and personal writing, children ascribe meaning to text and attempt to write for various purposes. The appropriate developmental age in EYFS curriculum informs planning for learning activities: stimulating, engaging and challenging writing materials are always available for the children in all areas of provision.

Children learn Nelson font script for handwriting and practise in its use is provided for all ages or when appropriate – please see separate Handwriting Policy.

Spelling at Key stages 1 is taught each week using Phonics (Letters and Sounds doc); Support for Spelling Programmes and the No Nonsense Spelling Programme is used in Key stage 1 and 2. Every Literacy lesson begins with selected words/ spelling rules from the year groups list to learn and investigate. Where appropriate, additional support for spelling is provided by an adult for example, any children still needing phonics input at KS2.

At Primrose Hill the classroom environment is an important learning resource and is set up for the children to select resources to aid independent writing, proofreading and editing. The environment will include: a literacy working wall; dictionaries and thesauruses; word banks; the current spelling focus; help with phonics in all classrooms (including KS2); spelling guidance; nag words (commonly misspelt words specific to the class) and how to spell strategies.

Cross-curricular opportunities: At Primrose Hill we believe that children learn best in a creative, cross-curricular and integrated context. As staff we will therefore seek to make cross-curricular and real and relevant links with the learning taking place in Literacy with that in other areas, both at the planning stage as well as in response to assessment conducted. We also aim to provide extra-curricular opportunities to enhance literacy skills, knowledge and understanding, such as drama workshops, visiting authors, special book day activities etc.

Use of ICT: At Primrose Hill we aim to ensure that all children are primary IT literate by the time they leave KS2. We believe that computers and other forms of IT can play a key role in learning in Literacy. We have a wide range of resources to support this such as: audio recorder, videos, digital cameras, Flip cameras, audio-editing software, Photostory, Moviemaker etc. all which are used, where appropriate, to enrich learning. From a teaching perspective, teaching staff have opportunities for training to take advantage of IT in the form of interactive whiteboards, SMART Board, and digital resources.

ASSESSMENT, RECORDING AND REPORTING

Assessment procedures for Literacy are consistent with the school's Assessment Policy. A variety of assessment strategies are used based on a range of evidence for such judgments, including oral contributions, reading fluency and comprehension, and written material.

In addition to on-going assessments made and noted against planning on a regular basis, half-termly assessments are also made in spelling, reading and writing. Target tracker is used to track and assess year group curriculum objectives. Key assessment criteria are used for reading and writing to assess whether a child is working towards ARE, at ARE or at greater depth within the ARE standard. The outcome of assessments for each child is discussed with the Senior Leadership Team during Pupil Progress Meetings. As a result of this, individuals or groups may be identified for further targeted support as previously mentioned. Parents are made aware of the on-going progress their child is making via two parental consultations and a written report each academic year.

At Primrose, we will respond to pupils' work by:

- ✓ Checking that the children have understood the learning objectives
- ✓ Checking that the children know how/when they have achieved them
- ✓ Encouraging them to identify, and subsequently work to, agreed success criteria
- ✓ Observing the children at work, listening and discussing ideas with them and giving verbal feedback
- ✓ Asking pupils to comment/reflect upon their progress – offering constructive comments on the progress made and clear next steps for improvement
- ✓ Giving feedback on the application of non-negotiables and having consistent high expectations for this
- ✓ Marking and annotating work in line with the school's Marking Policy and providing opportunities for children to respond to the comments made on their work
- ✓ Annually reporting to parents on the progress each pupil has made in Literacy using summative assessment

Remote learning offer

Any child who is accessing Primrose Hill Remote Learning will receive a broad and balanced curriculum which mirrors that taught in school as much as possible.

Literacy learning will be delivered through Google Classroom. Teachers will set a minimum of 5 tasks per week. These tasks may include reading, writing and SPAG activities. All remote learning will provide children with access to high quality resources and materials. Some materials will be produced by the classteachers and others will be from reputable websites such as Oak National Academy. Where appropriate, other aids will be provided such as : words mats, sentence starts and spellings lists to enable children to edit and improve their own work.

Children will receive feedback on their remote Literacy learning through Google Classroom. Any child who is accessing remote learning will be included in any whole school, phase or year group events, such as super learning days, theme weeks or national or local projects. When children return to school, assessments in Reading and Writing will take place and teachers will plan to address any significant elements of missed learning this might be through a topic day, revisit sessions, intervention sessions, specific 1:1 sessions

Pupils will receive one Literacy session a day. Each session will last approximately 60 mins- one session could consist of reading, writing and/or SPAG activities. Across the week there will be a balance of reading and writing activities. If an extended piece of writing is being completed then other activities later that day will take account of this and not involve writing. In addition children will be allocated twice weekly to complete Reading Plus sessions at home.

A DROP session (10mins) linked to the class reader will also be assigned most days.

KS1

Y2 Pupils will receive one Literacy session a day. Each session will last approximately 60 mins- one session could consist of reading, writing and or SPAG activities.

Across the week there will be a balance of reading and writing activities.

A DROP session (10mins) linked to the class reader will also be assigned most days.

Y1 pupils will receive daily Phonics sessions (20 mins)

Pupils will receive 1 Literacy session a day. Each session will last approximately 60 mins- one session could consist of reading, writing and or SPAG activities.

A DROP session (10mins) linked to the class reader will also be assigned most days.

MONITORING AND REVIEW

We are aware of the need to review the school literacy policy regularly so that we can take account of new initiatives; changes in the curriculum; developments in technology or changes to the physical environment of the school. We will review our policy.