



**BUTTSBURY**  
**JUNIOR SCHOOL**

AN ACADEMY SCHOOL

# Literacy Policy

*Maximum Effort for Maximum Achievement*

## Aims

At Buttsbury Junior School, our aim is to provide our children with as wide an experience of language as possible. We do this within a structured, progressive, balanced but varied programme. In this way, our children will have all the experiences that are necessary to become competent, confident users of language in all its forms.

- We recognise the language skills that children have acquired and build on their unique language experiences.
- We plan to achieve continuity and progression through opportunities for children to use language for an increasing range of audiences and purposes. Our aim is for children to develop communication skills to a high standard.
- We aim to give our children opportunities to explore the power of language. We do this by giving them knowledge of its structure and to reflect on how meaning is made.

Our children will be provided with experiences that enable them to:

- Be able to speak with confidence, clarity and fluency in appropriate forms of speech.
- Be able to speak and listen in a variety of groupings and circumstances in both informal and formal contexts and to feel proud of their own language.
- Read fluently and with understanding a range of different kinds of reading materials, using methods that are appropriate to the material and reading purpose.
- Be able to write for a range of purposes, organising the content and style of what is written to suit the purpose of the readership.
- Use spelling, punctuation and syntax appropriately and with confidence.
- Develop a legible, cursive handwriting style.
- Use a range of ICT opportunities to support their progress in Literacy.
- Extend their Literacy skills across the curriculum.

## Curriculum Statement

At Buttsbury Junior School, teaching staff follow The National Curriculum 2014, which is broken into a Long Term Planning sequence of units for the teaching of English from Year 3 to Year 6. This is detailed in the Long-term Literacy Curriculum Map, which was reviewed in June 2016.

English is taught both explicitly and implicitly, through a combination of dedicated Literacy lessons, reading and spelling activities and through cross curricular links with other subjects. This ensures that children are given a context and a purpose for applying the specific skills and understanding that they have developed in other areas.

The National Curriculum 2014 is used throughout the school to provide a daily period of dedicated Literacy teaching time for all pupils. All year group classes are taught one hour of direct literacy per day. This incorporates all aspects of the agreed 'Non-Negotiables' for teaching. Teacher use professional judgement to ensure the learning objectives are followed and there is effective teaching and learning taking place.

The National Curriculum 2014 English document has three areas of focus; Spoken language, Reading and Writing. This covers learning objectives, programmes of study and level

descriptors for children working in Key Stage 2. The units are organised into text type genres and these are based around three main categories; narrative, poetry and non-fiction. Buttsbury Junior School's units are planned into a teaching sequence of reading, speaking and listening and writing. Within the teaching sequence for each text type, we aim to deliver the seven teaching objective strands from the National Curriculum 2014:

- Spoken language
- Reading - Word reading and comprehension of a text
- Grammar and punctuation
- Writing transcription- Spelling and handwriting
- Writing composition

Planning should aim to provide an equal balance between fiction and non-fiction types over the course of the year and, wherever possible, during the course of the term.

Spellings, Handwriting and Guided Reading are undertaken outside of literacy lessons. Time is given for the clear formation of success criteria; separating the daily objectives (Can I...?) and the text type specific key features of each genre of writing. These success criteria are often created with the children.

Throughout all parts of the lesson, where appropriate, pupils are encouraged to take an interactive part in the lesson. We strive to ensure that there is 80:20 pupil talk to teacher talk within a lesson. Pupils will also be given the opportunities, depending on the nature of the lesson, to work in:

- ability groups
- mixed ability groups
- individually
- pairs

### **Spoken Language**

Spoken language opportunities are explicitly covered in the National Curriculum 2014. Teachers need to give pupils confidence in themselves as speakers and listeners by showing them that they value their talk. Within classroom activities teachers encourage children to participate in speaking and listening activities to enhance their oral skills and creativity. We believe that these skills are essential for children to be able to formulate their own ideas. Spoken language skills are developed through explicit lessons in addition to use in cross-curricular contexts.

Planned activities may include: the language of discussion; the development of ideas for writing and drama activities to develop comprehension of reading.

Teachers should be aware that all adults in the school provide models of speaking and listening in interactions with the pupils.

### **Aims**

Pupils will be taught to:

- speak clearly, fluently and confidently in a range of situations and settings
- listen sensitively to the views of others
- participate in group discussions
- use the main features of spoken Standard English
- think clearly about the needs of the audience
- learn to use language in an imaginative way and express feelings through drama and role play
- transfer skills learnt in literacy to all areas of the curriculum
- extend and develop vocabulary

This will be achieved by:

- providing a wide range of spoken language activities across the curriculum
- providing the opportunity for children to participate in a wide range of drama activities for a variety of audiences (including activities such as class assemblies and annual productions)
- organising activities where the children can evaluate their own contribution and that of others

## Reading

Our aim is to encourage all our children to have a love of reading, and to read confidently and independently in a range of contexts with a wide range of texts. We support opportunities to read for pleasure and for information from a wide range of materials including: written texts, picture books, images and film. At Buttsbury Junior School, we use a wide variety of teaching strategies and opportunities across the curriculum to deliver the National Curriculum.

Teachers acknowledge the diversity of pupils learning styles and provide a balance in the approaches used to teach reading. Different methods are used according to the focus of the learning objective, they include:

- Individual reading
- Guided reading
- Shared reading

## Aims

We aim to consolidate the skills that the pupils have developed at KS1. In addition they should increase their ability to read challenging and lengthy written texts, analysing and discussing them with others, and enhance their semiotic (sign) reading skills.

Pupils will be taught to effectively decode a text through phonemic awareness and phonic knowledge; and word recognition and graphic knowledge.

We use the four key strands of reading comprehension: literal understanding, skills of inference, deduction and evaluation. Children are additionally taught:

- knowledge of grammatical structures;
- contextual understanding;
- to use their knowledge of other texts they have read;
- to scan and skim text for information and overall impression;
- to use organisational features and systems to find information;
- to critically distinguish between fact and opinion;
- to distinguish between different fiction and non-fiction genres;
- to recognise the difference between author, narrator and character;
- to consider poetic forms and their effect.

Teachers ensure that the classroom is a supportive environment for reading by organising and planning for:

- special times for reading
- regular Guided Reading sessions, including a weekly Reciprocal Reading session
- a range of texts always being available
- a variety of groupings for reading
- a provision for diversity and choice

- other people's involvement in reading
- availability of books that link with key themes.

### ***Individual Reading***

A wide range of structured texts, such as Collins Big Cat and Rapid Pearson are provided for lower school readers (and those that require them in upper school) and pupils have easy access to their own choice of individual reading books (within the constraints of the colour coded system). Once the children's ability has exceeded the structured colour scheme, children are encouraged to be 'Free Readers' and can choose from a range of Fiction and Non-fiction texts. The children use these books to take home and practise their reading skills with adults. Parents are encouraged to listen to their children read on a regular basis and to write positive and purposeful comments about their child's reading. Fiction books are housed in a classroom reading area, split in three levels of text. Non-fiction books and a further range of fiction books are easily accessible in the school library. Books are changed when necessary.

At Buttsbury Junior School the focus of reading skills shifts away from decoding using phonics and word recognition and simple comprehension towards more advanced reading skills, although children working below their chronological age are supported appropriately. The former helps to develop a deeper understanding of the structure, purpose and meaning of the increasingly complex texts they are encountering, and, ultimately, support the development of the children's writing skills. Consequently, as the children move through the school and their reading accuracy improves, the focus on individual reading lessens. Teachers seek to develop higher order reading skills through discussions and questioning during group and shared reading, and through evidence in their written work. Individual reading to an adult/teacher still takes place at KS2, according to need; with those children who need more support reading more regularly on an individual basis. Regular assessments in reading ensure that each child is directed to the correct level of reading material as appropriate to his/her reading age.

### ***Shared reading***

Shared reading is an integral part of literacy and can be used with texts in all curriculum areas. Shared reading is a whole class activity, which uses a common text e.g. a big book, poster, film or text extract, which can be read by pupils, class teacher or teaching assistant. The choice of text is linked to the genre that is being studied, and will include examples of the key features of that text type. Teachers may use this session to model good reading practice, or to give pupils the opportunity to read to the class, perhaps as an informal assessment opportunity. Shared reading can be used to demonstrate word reading, comprehension, grammar and punctuation or vocabulary skills.

### ***Guided reading***

Guided reading is a structured group activity where pupils read from individual copies of the same text, which is appropriately differentiated for the group. As in a literacy lesson, a Can I...? is set for Guided Reading sessions, which will be from banded reading assessment, taken from the Target Tracker objectives. Teachers use a Guided Reading session to teach particular reading skills or investigate aspects of a text. Children can be asked to read independently to the rest of the group, or silently for a short period, then to discuss their response to the section they have read. Teachers also use Guided Reading sessions as assessment opportunities.

Prior to guided reading taking place, children will complete an independent pre-reading session. In this, children will review the text they have read so far and prepare for the next

group guided reading session. Children are encouraged to define any vocabulary they are unsure of.

Children are also given the opportunity to demonstrate their understanding of the text throughout a structured comprehension session. Children are asked to complete a directed task, based on the banded comprehension objectives.

Where a child, or group of children, is working below age-expected levels, intervention sessions for reading take place outside of the directed guided reading or literacy lessons. These take place four times a week and focus on specific skills to support the children to make accelerated progress. Individual classes also arrange for certain children to read on a regular basis to an adult in the classroom.

## **Writing**

The teaching of writing is a major focus at Buttsbury Junior School. Writing skills and techniques are taught both in their own right and also in relation to other aspects of English, such as spoken language and reading. While these skills are taught through dedicated literacy sessions, cross curricular links provide vital opportunities to apply them in planned, purposeful and realistic situations. We encourage each child to have a positive self-image as a writer, to show enjoyment, commitment and confidence. Good writing is praised, valued and displayed in a variety of ways throughout the school. A 'Writer of the Week' is chosen every fortnight in each class, alongside class merits, and the child's work is also displayed in the classroom. We ensure that boys and girls of all ability ranges have access to these awards. Emphasis on careful presentation is always encouraged.

The National Curriculum 2014 ensures that pupils cover both fiction, non-fiction and poetry writing styles. Children's writing is assessed through grammar and punctuation, writing transcription, including spelling and handwriting and writing composition. The use of good quality texts provides structures, themes and purposes for their writing. An awareness of audience is encouraged by all teachers and opportunities to write for a real purpose are used whenever possible.

We provide a number of different teaching strategies for developing writing skills;

- Modelled writing
- Shared writing
- Guided writing
- Independent writing

### ***Modelled and Shared Writing***

This enables teachers to:

- work with the whole class, to model, explore and discuss the choices writers make at the point of writing (rather than by correction), demonstrating and sharing the compositional process directly
- make the links between reading and writing explicit by reading and investigating how writers have used language to achieve particular effects, and using written texts as models for writing, e.g. through imitation and innovation in the early stages to understanding and using underlying structures and principles towards the end of Key Stage 2
- scaffold aspects of writing, e.g. development of sentence structure with carefully selected vocabulary, this is achieved through use of a word wall and Punctuation Pete
- focus on particular aspects of the writing process – planning, composing, revising, editing and redrafting

### ***Guided Writing***

During a Guided writing session, the teacher works with a group of children to support the transition from shared to independent writing in a specific genre or using particular skills. These sessions are also used to meet specific objectives and to focus on targeted aspects of the writing process.

Guided writing enables children to;

- rehearse sentence composition and word choices
- participate in composition with the teacher as editor or scribe
- focus clearly on the 'Can I...?' and 'challenges' success criteria
- evaluate ideas and suggestions from other children
- transform a plan into a finished piece
- use a model as a basis for their writing
- work in a range of supportive strategies such as writing partners
- focus on a particular aspect of writing e.g. story structure, characterisation, description
- use AFL to address common errors with groups of children or extend more able writers, for example, with higher level punctuation.

### ***Independent Writing***

In addition to supported writing activities, we aim to provide opportunities for children to write independently, and for extended periods. We encourage the pupils to apply the knowledge and skills they have learnt throughout the unit of work. Modelled, shared and guided writing sessions are used to scaffold independent writing in both literacy lessons and other subjects across the curriculum.

### ***Progression in Teaching Writing Skills***

At Key Stage 2 pupils will be taught to:

- write to suit a particular purpose and in doing so broaden their vocabulary and use language and style appropriate to the reader
- use features of layout, presentation and organisation effectively
- develop their writing on paper and on screen. They will be taught to: plan, draft, revise, proof-read, present and evaluate their own work
- punctuate their written work correctly, using punctuation carefully for effect
- apply knowledge of spelling conventions, common letter strings and visual patterns
- spell the statutory spelling words for Year 3 & 4 and Year 5 & 6 accurately
- check their spellings using word banks, dictionaries and spell checkers; to know the word families, roots and origins of words to aid correct spelling; to know some of the differences between Standard and Non- Standard English usage
- understand word classes - nouns, verbs, adjectives, adverbs, pronouns, prepositions, connectives, articles and conjunctions
- understand the features of different types of sentences including statements, questions and commands; use the grammar of complex sentences, including clauses, phrases and connectives; the purposes and organisational features of paragraphs.

Where a child, or group of children, is working below age-expected levels, intervention sessions take place outside of the directed literacy lessons. These take place four times a week and focus on specific skills to support the children to make accelerated progress.

## **Spelling**

At Buttsbury Junior School children continue to develop their spelling skills, following on from the Letters and Sounds programme taught in Key Stage 1. Teachers follow the Rising Stars spelling programme, covering key objectives for each age group and ability range. Teachers use their professional judgement to ensure that children receive the correct curriculum coverage as outlined in the scheme of work as well as targeting areas for revision and consolidation. Spelling is taught at least twice a week, for 20 minutes, with an additional session at the end of the week to deliver a weekly spelling test. Where a child, or group of children, is working below age-expected levels, intervention sessions take place outside of the formal spelling sessions (20 minutes, twice per week).

Links are made between spelling and handwriting in order to develop children's muscle memory and visual recognition of spelling words.

## **Handwriting**

Children continue with the handwriting programme started in Key Stage 1. This cursive scheme requires children to start each letter on the writing line, encouraging them to make the correct writing joins. Handwriting is taught at least twice a week, for 10 minutes. It is expected that children in lower school (and those who have not developed an accurate style in upper school) should have additional handwriting lessons. The use of pens is introduced from Year 3 through the awarding of pen licences, and for all pupils from Year 4.

## **Computing**

All pupils must have opportunities to work with ICT as part of the English curriculum. This can be either in the ICT suite, or in class for example the use of ipads or other recording devices.

## **Planning for English**

Teachers use the National Curriculum 2014 and Talk for Writing 2009 to create their medium term planning. Standard planning grids are used to record medium and short term planning. Short Term Planning is handed in weekly, on Fridays, to the Head teacher with necessary assessment for learning notes.

## **Assessment**

All teachers assess, record and report progress in English in line with the school's Assessment, Recording and Reporting Policy.

## **Spoken Language**

Spoken language is assessed at the end of each academic year, by the class teacher and reported to parents on the child's end of year school report.

## **Formative Assessment - Reading and Writing.**

Teachers make regular on-going assessments of a child's reading and writing by:

- hearing individuals read
- teaching a Guided reading or writing group
- shared reading sessions

- marking of written work
- matching to termly targets.

Throughout the whole school, during Guided Reading sessions children are assessed on their progress in reading skills. A group Guided Reading Sheet is used to record a child's experience or grasp of a learning objective in reading from the National Curriculum and these sessions can inform Target Tracker judgement through matching to the correct objectives.

### **Summative Assessment-Reading and Writing**

In addition to the above, the following summative assessment takes place throughout the school.

- Salford reading age tests in year 3 and 4 are completed twice a year. Children in year 5 or 6 working below age-expected levels are also assessed.
- Termly assessments take place in reading, using QCA or Rising Stars test papers twice a year in years 3, 4 and 5. These results give a raw score.
- SATs in Yr 6, including the use of past SATs papers.
- End of unit writing assessments in literacy books. A copy of the writing assessment grid is kept in a class assessment file. This is updated at the end of each taught unit of writing.
- Salford spelling age test in all year groups- twice yearly.

Summative reading and writing assessments (teacher assessment) are uploaded to target tracker half termly.

### **Reporting to parents**

Current teacher assessments (from Target Tracker) are reported to parents termly during parents' evenings and on the end of year report. Targets are also discussed with parents at these meetings.

The end of year report is written by the class teacher for every child and sent home to parents. In English the report adheres to the following guidelines:

- it summarises the child's performance since the last report
- it highlights positive achievement and progress made
- it identifies weaknesses and areas for improvement, where appropriate.

### **Equal Opportunities**

We aim to provide for the education of children of all ethnic and religious backgrounds. Where children have a physical disability, we aim to provide resources and learning experiences that will support their learning in English.

### **Monitoring and review**

Policy Date: Autumn 2016

Review Date: Autumn 2019