

Literacy Policy



Reviewed: May 2017

To be reviewed: May 19

At Kirk Smeaton Primary School we believe that Literacy is a fundamental life skill. Literacy develops children's ability to listen, speak, read and write for a wide range of purposes.

Our Aims and Objectives.

- To enable children to speak clearly and audibly and to take account of their listeners;
- To encourage children to listen with concentration, in order to identify the main points of what they have heard;
- To show children how to adapt their speech to a wide range of circumstances and demands;
- To teach children effective communication, both verbal and non-verbal, through a variety of drama activities, including the communication of their ideas, views and feelings;
- To help them become confident, independent readers, through an appropriate; focus on word, sentence and text-level knowledge;
- To develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- To foster the enjoyment of writing, and recognition of its value; and to create authors who are proud of their print on the page;
- To encourage grammatically accurate and meaningful writing, be it narrative or non-fiction;
- To independently improve the planning, drafting and editing of their written work.

Teaching and learning styles.

We use a variety of teaching and learning styles in our Literacy lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, and understanding.

In Key Stages 1 and 2 we do this through a daily lesson in which children experience a reading, writing and speaking and listening opportunities. In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Our staff have high expectations that all children can achieve their full potential. Wherever possible, Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children and contribute to the assessing and planning process. We encourage children to use and apply their literacy skills in other areas of the Curriculum. Speaking and listening activities are embedded throughout the Curriculum and Talk for writing and whooshes are used throughout the school as vehicles to develop literacy skills across the curriculum. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and individual word banks. Our staff provide balanced and varied learning opportunities within the classroom, i.e. VAK. Children use ICT in Literacy lessons where appropriate.

In the Foundation Stage Language and Literacy development are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of language through signs, notices and books. We give all children the opportunity: to talk and communicate in a widening range of situations; to respond to adults and to each other; to listen carefully; to practise and extend their vocabulary and communication skills through well planned continuous provision rich with 'Every child a speaker' strategies. Children are provided with opportunities to see adults writing and they can experiment with writing themselves. Children receive daily phonic sessions and engage in 'Every child a writer' activities. We relate the Literacy aspects of the children's work to the objectives set out in the Early Learning Goals and Foundation Stage Curriculum Guidance, which underpin the curriculum for children aged three to five. We give all children the opportunity: to talk and communicate in a widening range of situations; to respond to adults and to each other; to listen carefully; to practise and extend their vocabulary and communication skills.

Writing and Handwriting

All teachers have high expectations in the presentation of work in all areas of the curriculum. We teach the cursive script from EYFS to Y6. Handwriting plays an important part and is taught daily. This is based on the spelling patterns/phonics the children have been learning. In KS2 children who have consistently good handwriting are awarded a pen licence and children in Ks1 are awarded a pencil licence.

Reading

In the Foundation Stage children are taught daily phonics and are read with at least once a week. Children have a guided reading session twice a week and engage in the literacy sessions. Additional guided reading and phonics sessions are provided for children who need additional support. In key stage 1 and 2 Guided Reading is taught outside the literacy session and is based on

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a rotation during the week within the class. Children are grouped according to ability and when not reading with the children are given a purposeful activity to do independently e.g. spelling, games, comprehension questions, follow-up activity. Children are also heard to read individually on a regular basis and share their reading target with their parents in their home /school reading diary. A book review diary, comprehension bookmark questions and reading tasks are also sent home and it is expected that each child completes a reading challenge of their reading book each half term.

Assessment

We assess children's work in Literacy from three aspects (long-term, medium-term and short-term): We make short-term assessments which we use to help inform our short-term planning. These are closely matched to the teaching objectives and will often be made from day to day observation and use of targets by children and adults. We make medium-term assessments to measure the progress against the key objectives and to help us plan the next unit of work. We make these judgements with the help of milestones and termly assessments. We make long-term assessments towards the end of the school year and use them to assess progress against school and national targets. We can then set targets for each term and make a summary of each child's progress before sharing it with parents. We assess children's reading and spelling ages three times a year and put strategies in place to support children where necessary. Moderation is carried out on a regular basis to ensure levelling is accurate.

Children are actively involved in self assessment and peer assessment and assessment for learning is embedded in literacy teaching throughout the curriculum.

Pupils not making expected progress.

All pupils have equal access to literacy. Children identified as needing support in literacy to progress are placed within support groups and recovery programmes.

Reading challenges

Fiction story or poem

Milestone 1: Your challenge is:

To make a mind map of the key events in the story/poem.

I can write the name of the text in the middle of my sheet.

I can think of 5 key events and draw an illustration for each one.

I can write names of the characters next to the key events.

Milestone 2: Your challenge is:

To make a mind map of the key events in the story/poem.

I can write the name of the text in the middle of my sheet.

I can summarise the key events from the text.

I can draw an illustration for each piece of information.

Milestone 2 mastery: Your challenge is:

To make a mind map of the key events in the story/ poem.

I can write the name of the text in the middle of my sheet.

I can brainstorm the key events / ideas and draw an illustration for each one.

I can write a sentence to explain the key events /ideas.

I can label my illustrations neatly with key words such as characters names, their motivations and emotions.

Milestone 3: Your challenge is:

To make a poster of the key events in the story/ poem.

I can find 4 quotes which use figurative language in the text.

I can write a short paragraph to explain the relevance of this quote.

I can make my poster interesting to the reader.

Milestone 3 mastery: Your challenge is:

To make a poster of a key theme in the story/ poem.

I can find 4 quotations that are evidence of the theme.

I can write 4 paragraphs using quotes as references to Point, evidence and explain and then link my ideas to the next point/ paragraph.

I can decorate my writing with a border to illustrate the theme

Non-fiction books

Milestone 1: Your challenge is:

To make a mind map of the key events in the information book.

I can write the name of the text in the middle of my sheet.

I can think of 3 key pieces of information from the text and draw a diagram/ illustration for each one.

I can summarise in a short paragraph what this text was about.

Milestone 2: Your challenge is:

To make a mind map of the key events in the text.

I can write the name of the text in the middle of my sheet.

I can summarise the key pieces of information from the text.

I can draw an illustration for each piece of information.

Milestone 2 mastery: Your challenge is:

To make a mind map of the key events in the text.

I can write the name of the text in the middle of my sheet.

I can brainstorm the key information/ ideas and draw an illustration for each one.

I can write a sentence to explain the key information/ideas.

I can label my diagrams / illustrations neatly with key words using a ruler.

Milestone 3: Your challenge is:

To make a poster of the key information in the text.

I can find 4 key pieces of information in the text and present them as bullet points.

I can write 4 short paragraphs, using the text, to explain the bullet points presented.

I can make my poster visually engaging and interesting to the reader.

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Milestone 3 mastery: Your challenge is:

To create a presentation.

I can present information that I have learned from the text.

I can write 4 paragraphs using quotes/ diagrams as references to Point, Evidence and Explain and then link my information to the next point/ paragraph.

I can make my presentation interesting to look at and engaging to listen to.

Writing milestones

Milestone 1 (Basic)

Spelling: _____ Hand writing: _____

Count it: 1 10

Say it: _____ Write it: _____ Read it: _____ Check it: _____

C Sentence openers: _____ C Proper nouns: _____ Adjectives: _____ Conjunctions: _____ Tense: _____ What now! _____

Milestone 1 (Basic)

Sentence openers
The I My First Next Then After Finally Once upon a time A long time ago In the end

Proper nouns
England Albert Monday Tuesday Wednesday Thursday Friday Saturday

Pronoun
I he she we you they

Adjectives
big little blue green red orange black white happy sad
sporty striped

Conjunctions
and or but so because

Milestone 1 (Advancing)

Spelling: _____ Hand writing: _____

Count it: 1 10

Say it: _____ Write it: _____ Read it: _____ Check it: _____

C Sentence openers: _____ C Proper nouns: _____ Pronoun: _____ Adjectives: _____ Conjunctions: _____ Tense: _____ What now! _____

Milestone 1 (Advancing)

Sentence openers
The I It My He She On A Once First Next Then Also So Finally In addition Once upon a time In the end

Proper nouns
England Albert Monday Tuesday Wednesday Thursday Friday Saturday Sunday January August December I

Adjectives
ancient modern enormous her favourite scrumptious dinner gleaming grumpy beautiful the fluffy, white, cuddly clouds

Expanded noun phrases

Conjunctions
and or but when if that because so

Apostrophe to contract
Can't won't

Milestone 1 (Deep)

Spelling: _____ Hand writing: _____

Say it: _____ Plan it: _____ Write it: _____ Read it: _____ Check it: _____

Paragraph for purpose: _____ Sentence openers: _____ Adjectives: _____ Conjunctions: _____ Tense: _____ Punctuation: _____

Milestone 1 (Deep)

Sentence openers
Once upon a time... A long time ago... One dark night... Another thing... First Next In addition then After Here So In conclusion On the end Finally

Adjectives
modern ancient medieval defended her favourite scrumptious dinner gleaming grumpy beautiful joyful the fluffy, white, cuddly clouds

Expanded noun phrases

Conjunctions
and or but that next after when but because so however likewise despite if yet although

Similes
angry as a tiger angry as a volcano about to erupt magnificent as a eagle

Adverbs
happy always occasionally early deliciously

Suffixes
-ment -ly -al -ness -ful -er -est -er -er

Possessive apostrophes
girl's book can't won't

Milestone 2 (Basic)

Think it: _____ Plan it: _____ Write it: _____ Check it: _____ Edit it: _____ Improve it: _____

Punctuation
CL: _____

Grammar
Adjectives, adverbs, similes, descriptive: _____ Conjunctions: _____ Past Tense: _____ Sentence Openers: _____ Paragraphs and headings: _____

Milestone 2 (Basic)

Sentence openers
One dark night... Another thing... Firstly Secondly Just then In addition Meanwhile Also Summarising Concluding Reminding Bidding As well as In between Contrary to Despite In conclusion In the end Finally

Expanded noun phrases
Interestingly Interestingly Happily Voluntarily Proudly Aggressively Reluctantly Nervously Carefully

Adjectives
jolly fierce ancient colossal mammoth enormous minuscule aggressive magnificent gigantic defunct lively

Collective nouns
flock gaggle flock herd group gang crowd class army pack troupe regiment audience

Connectives
and then next after when but because so however in addition similarly likewise despite if

Conjunctions
unless until but because however and when wherever in order that although as as if even though even if where as while as that

Similes
as white as that as black as that

Personification
The walls moaned menacingly at the unwelcome guest sign.

Metaphor
All the world is a stage.

Adverbs
intensely magnificently longingly petulantly awfully

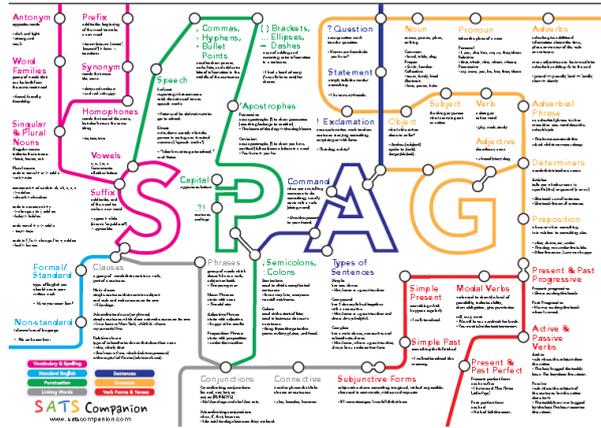
Speech
whispered growled yelled cried spoke asked worked

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Milestone 3 (Deep)



Punctuation	Grammar		Spelling
comma	Parenthesis	Personification	Spill
()	Formal/Informal language	Vary passive/active voice	YS/6 words
dashes	Rhetorical questions	Perfect tense	
“ ”	ad opening clause	Subjunctive form	Joined handwriting
.	ing opening clause		at speed
:	Relative clause		
;	Archaic Vocabulary		
- Hyphen	Choose for effect!		



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