

## 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

*Let God's love shine as we care for each other and learn together.*

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.

*Let God's love shine as we care for each other and learn together.*

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: \_\_\_\_\_

say it: \_\_\_\_\_ count it: 1 . . . . . 10 Write it: \_\_\_\_\_ read it: \_\_\_\_\_ Check it: \_\_\_\_\_

**C** sentence openers **C** proper nouns adjectives conjunction and or but because so tense of verbs what time!

### 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: \_\_\_\_\_

say it: \_\_\_\_\_ count it: 1 . . . . . 10 Write it: \_\_\_\_\_ read it: \_\_\_\_\_ Check it: \_\_\_\_\_

**C** sentence openers **C** proper nouns **Pronoun** he it they **adjectives** not identical but different **conjunctions** and or but because so  **tense of verbs**  **what time!** ! ! ?

### 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** **Expanded noun phrases**  
ancient modern enormous her favourite scrumptious dinner  
gleaming grumpy beautiful the fluffy, white, cuddly clouds

**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 and adverbs**  **conjunction and or but because so**  **similes**  **covers**  **positive and contract**  **suffixes**  **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  
gleaming grumpy beautiful joyful  
her favourite scrumptious dinner  
the fluffy, white, cuddly clouds

**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 slowly cautiously early suddenly

**Suffixes**  
-ment -ly -ful -ness -able -ible -ity -er -est -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	Grammar
CL ! ? "	Adjectives, adverbs, similes, descriptive
Commas, apostrophes, question marks	Conjunctions: And, But, So, Because
	Past Tense: ed
	Sentence Openers: ,
	Paragraphs and headings
	Legible and joined handwriting

### Milestone 2 (Basic)

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

**Expanded adjectives**  
Interestingly, Interestingly, Happily, Voluntarily, Proudly, Aggressively, Reluctantly, Nervously, Cautiously, Nervously, Absolutely, As before, Automatically, Beligiously, Beautifully

**Adjectives**  
cute, 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 a sheet, as black as a crow

**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

Let God's love shine as we care for each other and learn together.

## Milestone 2 (Advancing)

Punctuation	Grammar			
<p>CL</p> <p>! ?</p> <p>Exclamation</p> <p>Question</p> <p>Commas</p>	<p>Adjectives, adverbs, articles, pronouns, relative pronouns, adverbials</p>	<p>Paragraphs and headings</p>	<p>Passive verb</p>	<p>Prefixes and suffixes</p>
<p>?</p> <p>!</p> <p>?</p>	<p>Paragraphs, adjectives, pronouns, relative pronouns, adverbials</p>	<p>Paragraphs and headings</p>	<p>Passive verb</p>	<p>Prefixes and suffixes</p>

## Milestone 2 (Advancing)

**Sentence openers**

Summarising Contemplating Musing Ramping Betting As well as In-between Contrary to Despite

**Expanded Adverbials**

Engagingly Interestingly Happily Valiantly Frontally Aggressively Reluctantly Nervously Cautiously Nervously Reluctantly As before Autonomously Reluctantly Aggressively

**Adjectives**

boon excellent impressive polite ingenious graceful elegant wasteful ingenuous prudent common jolious intense garish

**Modal verbs**

must, might, could

**Similes**

crashed like an ancient rusty gate

**Alteration**

moored mercifully

**Personification**

The walls moored mercifully

**Metaphor**

All the world is a stage

**Colon**

Homer's major speech begins like this "to be or not to be..."

**Semi colon**

I enjoy swimming, my sister hates it.

**Hyphen**

A semi-colon is like the giant on a sea-owl. To balance or contrast.

## Milestone 2 (Deep)

Punctuation	Grammar			
<p>CL</p> <p>! ?</p> <p>Exclamation</p> <p>Question</p> <p>Commas</p>	<p>Adjectives, adverbs, articles, pronouns, relative pronouns, adverbials</p>	<p>Paragraphs and headings</p>	<p>Passive verb</p>	<p>Prefixes and suffixes</p>
<p>?</p> <p>!</p> <p>?</p>	<p>Paragraphs, adjectives, pronouns, relative pronouns, adverbials</p>	<p>Paragraphs and headings</p>	<p>Passive verb</p>	<p>Prefixes and suffixes</p>

## Milestone 2 (Deep)

**Sentence openers**

Summarising Contemplating Musing Ramping Betting As well as In-between Contrary to Despite

**Expanded Adverbials**

Engagingly Interestingly Happily Valiantly Frontally Aggressively Reluctantly Nervously Cautiously Nervously Reluctantly As before Autonomously Reluctantly Aggressively

**Adjectives**

boon excellent impressive polite ingenious graceful elegant wasteful ingenuous prudent common jolious intense garish

**Modal verbs**

must, might, could

**Similes**

crashed like an ancient rusty gate

**Alteration**

moored mercifully

**Personification**

The walls moored mercifully

**Metaphor**

All the world is a stage

**Colon**

Homer's major speech begins like this "to be or not to be..."

**Semi colon in a list**

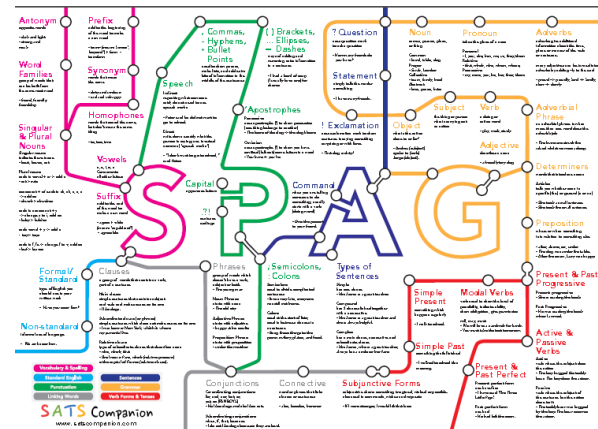
Before the picnic, we packed everything, including a box for the plates and cutlery, cartons of sandwiches, bottles of water, and napkins.

**Hyphen**

A hyphen joins words like see-saw.

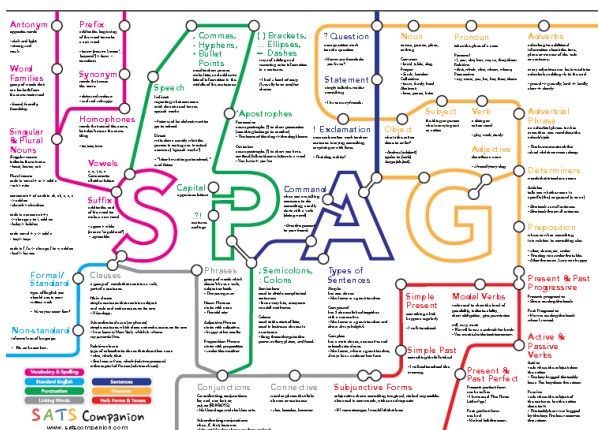
## Milestone 3 (Basic)

Punctuation	Grammar			Spelling
<p>CL</p> <p>•</p> <p>!</p> <p>?</p> <p>‘</p> <p>Appositive</p> <p>Comma</p>	<p>Paragraphs</p> <p>Co-ordinating Conjunctions</p> <p>Subordinating Conjunctions</p> <p>Pronouns</p> <p>Fronted Adverbs (Cohesive devices)</p> <p>Adjectives</p>	<p>Expanded noun phrases</p> <p>Past and present tense verbs</p> <p>Subject/Verb agreement</p> <p>Ambitious vocabulary</p>	<p>Spell <b>same</b> 55/6 words</p> <p>Joined legible handwriting</p>	



## Milestone 3 (Advancing)

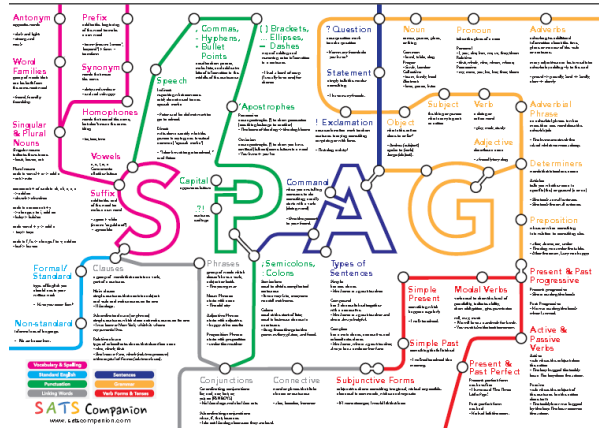
Punctuation	Grammar			Spelling
<p>parenthesis</p> <p>( )</p> <p>dashes</p> <p>speech marks</p> <p>;</p> <p>;</p> <p>;</p> <p>Hyphen</p>	<p>Parenthesis</p> <p>Dialogue</p> <p>Describe character &amp; advance action</p> <p>Adverbials throughout sentences</p> <p>Adverbs</p> <p>Expanded noun phrases</p> <p>Similes &amp; metaphors</p> <p>Prepositions</p>	<p>Modal verbs</p> <p>Passive/active verbs</p> <p>and opening clause</p> <p>Subordinate clause</p> <p>Relative clause</p> <p>Progressive tense</p>	<p>Spell <b>same</b> 55/6 words</p> <p>Joined legible handwriting at speed</p>	



# 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!		



Let God's love shine as we care for each other and learn together.