



# **Wansdyke School**

## **Literacy Policy**

**Date agreed: July 2018**  
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“Human beings will always have the capacity to inspire a love of life, even when it takes the form of quadratic equations; but enthusiasm has never been a part of the curriculum. However, a teacher’s enthusiasm inspires a love of their subject.”- Rights of the Reader by Daniel Pennac

It is with this quote in mind that Wansdyke School aims to approach the teaching of English. As a school we aim to support every child to work together and play together, learning to be the best that they can be.

The statutory guidance of the National Curriculum in England: English Programmes of study, states that:

“English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.”

Here the importance of the teaching of English is clearly shown and cannot be understated.

### **Aims**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### **Provision**

English permeates the whole of the national curriculum and therefore the whole of the curriculum within Wansdyke School. With this in mind the expectations of English are followed through in the different curriculum areas. At Wansdyke we have specific expectations outlining how English is taught in the school as a whole and within the different year groups.

EYFS:

The Early Years Foundation Stage curriculum is followed to ensure continuity & progression from entering Nursery, moving on to EYFS & then through to the English National Curriculum in KS1 & KS2. The EYFS Curriculum is divided into Prime & Specific areas of learning & development.

Prime Areas of Learning	Specific Areas of Learning
Communication & Language	English
Listening & Attention, Understanding Speaking	Reading Writing

In EYFS all aspects of English are taught. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction. As part of the EYFS provision children take part in a daily phonics session that is then linked into the classroom continuous provision.

### KS1:

The Key Stage One curriculum builds on that of EYFS. It initially develops a structured approach to learning through a range of different mediums and forms leading to a more formalised learning style.

In year one the children take part in daily phonics and literacy sessions, at least once a week one of these literacy sessions focuses specifically on spelling, punctuation and grammar (SPaG). Children are developing their ability to learn to read, therefore reading and time to read is a key part of the year one experience. As part of this children in year one are all heard read by an adult. They also begin to take part in book club sessions that develop their ability to hear, read, discover, question and discuss books.

Year two builds on the learning of year one with additional expectation of the key stage one SATs leading to the Key Stage One Interim Assessment. The expectations of teaching in year two are the same as year one with the addition of a daily SPAG focus, a weekly Spellodrome session and the expectation that book club takes place at least four times a week.

Joined handwriting is also taught in key stage one. This develops motor memory and supports the accuracy of writing. Children in EYFS learn pre cursive and the children are then taught to join with the expectation that by the end of year two the majority of children are writing in a cursive script (see handwriting guidance for further details.)

### KS2:

As in key stage one the key stage two curriculum builds on the learning that has come before. In KS2 children have daily literacy sessions which once a week focus on spelling. These sessions begin with a SPAG starter (see no nonsense spelling/ grammar.) Children also take part in daily book club sessions.

### Reading

“By making time to read, like making time to love, we expand our time for living.” -Rights of the Reader by Daniel Pennac

Reading falls into three major areas. In the first instance children concentrate on “Learning to read” and use phonic skills and decoding strategies to make sense of print. The teaching at Key Stage 1 will usually focus primarily in this area, especially in the early years. In succeeding years the emphasis will shift towards children “Reading to learn” and the teaching more towards engaging children with the nuances of textual form and the study of literary conventions. The children will explore a given passage at a deeper level using skills like inference and deduction and might focus on how the writer has constructed the text to create a specific effect. We sincerely hope that throughout their time here at Wansdyke, we can introduce them to the amazing feeling you get when you are reading a book and can’t put it down; when you must go out and find the next book in a series, just so you know what happens.

Children start off working through the coloured book band of the schools reading scheme then moving to free reading facilitated in our school library.

The expectation of reading levels:

Book Band Colour	National Expectation
Yellow	End of EYFS
Orange	End of Year 1
Gold	Mid Year 2
Free Readers	Year 4

“When someone reads aloud, they raise you to the level of the book. They give you reading as a gift.” -Rights of the Reader by Daniel Pennac.

To support children to reach these reading levels each year group has a book list that is used by both teachers and parents as a recommended reading list for that year. This list is continually updated by the literacy coordinator and teachers are asked to contribute to this if they have books that they would like to add, no book is off limits. Teachers use at least three books as topic drivers across the year and also class readers. Every class always has a book that the teacher reads aloud to them, this is the class reader.

Reading cannot solely be taught in school it has to be taught in partnership with the home. As part of the home school agreement at Wansdyke the expectation is that children who are working through the coloured book band are heard at home every day. When children move onto free reading books the expectation is that they read every day and are heard read at least twice a week.

To support this we use the reading race system. We have a set of five different reading races, each one relating to a popular author. When a child has completed a reading race they get to choose a prize. When children complete all five reading races they will be presented with a book of their choice. In key stage one each time a child reads at home they can colour in or date one of the circles on their reading race. In key stage two each time a child completes a set number of pages they can colour in and date one of the circles on the reading race. As a part of the reading races in key stage two when a child reaches a yellow circle they need to complete one of the reading race tasks. These tasks are set to support children to read a wide range of literature and develop their understanding and exploration of the different books supporting the different skills within the reading curriculum. They will also be used to monitor reading within the school. To support children with the tasks they are given time each week in one of the book club sessions to discuss and complete them. Children in EYFS and KS1 should be completing two sets of reading races each year. In KS2 children should complete one set of read races each year.

The main bulk of reading is taught through book club sessions, these whole class sessions replace the old system of guided reading. They focus on a specific reading objective and skill and are planned with questions linking to four areas; decode, explain, retrieve, interpret. These areas link to the Bloom Taxonomy of Questioning and support teachers in developing higher order questioning and discussions around books. From year two upwards at least one of these sessions each week involves an element of recording.

The final element of reading in Wansdyke is time to read. Children are given some time during the day to read, either the book that they are currently reading or one from the class book corner/ reading selection. At least once a fortnight children also read with another class. “It’ll come, just let them read, it’ll come...”-Rights of the Reader by Daniel Pennac

## **Writing**

We want children to enjoy writing with the eventual aim for them to be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. To support our teaching of writing, staff refer to Pie Corbett's strategies (Talk for Writing) - which is predominantly used in KS1. Teachers teach and model writing skills and the use of phonics, spelling, punctuation and grammar strategies in literacy sessions. Shared writing, editing and guided writing sessions are used to target specific needs of the class, groups and individuals. Children have at least two opportunities to write at length each term in extended independent writing sessions at the end of a unit; applying their taught skills to an unsupported piece of writing.

## **Phonics**

Phonics supports children in both reading and writing. Phonics is taught in EYFS and KS1. At Wansdyke teachers use Letters and Sounds and Jolly Phonics to support their teaching. Phonics is taught in daily sessions and assessed throughout the year. The national expectation is that children reach Phase 3 in EYFS, Phase 5 in year one and Phase 6 in year two. Phonics continues into KS2 when necessary both through whole class, group and individual interventions. In year one phonics is tested using the National Year One Phonics Screening Check. This is administered in June with a mock Phonics Screening Check done in February. If children do not pass the check in year one it is retaken in year two.

## **Spelling**

At Wansdyke we recognise the importance of children learning and understanding the spelling rules and patterns rather than just learning how to spell increasingly difficult words. Teachers use the no nonsense spelling program to support their teaching.

Each class has at least one spelling session a week and spellings linking to the phonics and spelling rules that the class are looking at are sent home in the spelling journal for that term. Each week eight spellings are set. The majority of the class will learn all eight words, the SEN children pick four. The greater depth children should also find other words that link to the spelling pattern that is being studied and any exceptions to the rule. The children can then share their spelling results with parents. The expectation is that once a spelling rule has been taught it is then applied in the children writing.

As part of the Wansdyke home school agreement it is an expectation that children practise their spelling at home this can be done in many different ways including through the use of the Spellodrome program. To support this, from year two upwards, each class has a fifteen minute Spellodrome session in school time.

## **Punctuation and Grammar**

At Wansdyke we aim for children to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Teachers use the no nonsense grammar program to support their teaching. Each of the daily literacy sessions contain an element of punctuation and grammar. In KS2 the starter of each literacy session is focused on punctuation and grammar.

## **Handwriting**

Cursive handwriting is taught from EYFS. Children are taught handwriting in at least one specific session each week. Children who struggle with handwriting have in class intervention support to help improve their gross/fine motor skills including 'Funky Fingers' 'Dough Gym' and 'Jedi Writing'.

It is expected that children will have achieved their 'Pen License' by the end of year four. To earn this they need to demonstrate the targets set out below in all their writing, all the time. Children are given a provisional pen licence when they have achieved all but one of the targets below. When they have demonstrated all the targets using a pen the children get a full pen licence.

### Targets to earn a pen licence

- I can write neatly and in a cursive style
- I always join my letters consistently (except capitals)
- I can keep my writing the same size
- I make my ascenders and descenders clear
- I do not mix capital letters and lower case letters in words
- I leave spaces between my words
- I never alter words by overwriting
- I only use a dot for a full stop
- I put one line through any mistake

### **Assessment**

Within reading and writing children in Y2 and 6 are assessed on the Interim Assessment Framework. They will also complete Standard Attainment Tests in reading. Children in Y 3, 4 and 5 complete the NFER spelling and reading assessments.

Teacher's book club planning notes, reading race tasks and book club recorded elements are used to track reading progress and update the Assessment Tracker.

Final independent writing pieces for a range of fiction and non-fiction genre inform the assessments of writing in each class. Writing is assessed and used to update the Assessment Tracker. Moderation of teachers judgments in writing are made during Key Stage and whole school staff meetings.

Phonics is assessed at the end of each phase in EYFS and KS1. Book band colours are also tracked to ensure progress of every child.

All assessments of reading and writing are scrutinised and moderated during data meetings.

### **The Role of ICT**

Opportunities to use ICT including interactive whiteboard, PCs and iPads are used to support teaching and all children's learning in English

### **Home School Links**

Wansdyke School values the relationship with parents in supporting their children's English skills. Parents are involved in their children's learning by:

- Teachers providing regular parent's evenings which give them verbal information on their child's progress and their targets for the future.
- Reading books, record books (in KS1) and reading race tasks (in KS2) are sent home to support, develop and monitor progress of reading at home and school.
- Weekly spelling to be practised and results sent home. This includes access to Spellodrome.
- Providing meetings when appropriate to inform parents on how we teach reading/writing/phonics and how they can help.
- The ICT programme 'SeeSaw' is used to share and celebrate children's work and achievement within English and cross curriculum areas. Work is also shared and celebrated during the Whole School Assembly and Class assemblies which parents are invited to.

### **Additional information**

For information relating to special educational needs, marking and gifted and talented please refer to the schools separate policies.

Signed:  Chair of Governors