



Elmsleigh  
INFANT & NURSERY SCHOOL

Grow to be the best we can be

## Literacy Policy

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## Literacy Policy

Elmsleigh Infant and Nursery School

### **Rationale**

At Elmsleigh Infant and Nursery School, we believe that every child has the right to be able to read and write effectively and to be able to communicate with others. In order to achieve this, aim the teaching of Literacy, in all of its forms, is a priority across the school.

### **Principles**

The study of Literacy develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. 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 use their knowledge, skills and understanding in speaking and writing across a range of different situations.

### **Aims and Objectives/Intent**

*"The overarching aim for English is to promote high standards of literacy by equipping children with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment".  
National Curriculum in England 2014.*

### **The aims of teaching Literacy are:**

- All children enjoy English, attain ambitious standards and achieve in line or higher to their potential.
- To create an ethos and environment in which children can enjoy learning and reflect, improve and grow in confidence.
- To encourage positive attitudes through the enjoyment and appreciation of language in all its forms.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- To teach children effective communication, both verbal and non-verbal, through a variety of opportunities.
- Acquire a wide-ranging and appropriate vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Develop the habit of reading widely and often, for both pleasure and information. Furthermore, read with confidence, intonation and fluently and with good understanding of what has been read.
- To enable our children to become confident, effective communicators equipped with the life skills necessary for living, learning and achieving in the wider world.
- To ensure equality of opportunity in language development for all children, taking account of the rich and culturally diverse society in which we live.
- To share achievements, promote high aspirations language through publishing quality of work and sharing with the wider school community.

### **Speaking and Listening**

At Elmsleigh, we recognise the importance of being able to communicate orally and to understand what others are saying, in readiness for later life. We will teach children to use language with clarity. This involves giving children opportunities to experience a rich language environment to develop their skills in expressing themselves, and to speak and listen in a range of situations. As we have a wide range of children with low communication skills staff are trained to communicate using Makaton where appropriate. This includes delivering instructions, singing and whole school assemblies.

Children should be able to listen to others, and to respond and build on their ideas and views constructively. Children are given opportunities to participate orally in groups and in the whole class, including:

- Use talk and questioning to develop oracy through modelled play.
- Using 'talk for writing' to develop and clarify ideas, a speaking and listening approach to improve reading and writing.
- Promote and embed key vocabulary across all areas of learning.
- Using the Sounds write approach to develop phonics.
- Identifying the main points to arise from a story or a discussion.
- Listening for a specific purpose; discussion and evaluation.
- Pupils are also given opportunities to share their knowledge and expertise through "real life situations", by speaking in front of a wider audience during whole class sessions, class assemblies, show and tell presentations, Christmas productions, circle time, visiting performers and speakers.
- Providing opportunities to use drama, improvisation and performance (e.g. Storyland opportunities, hot seating, freeze frame, puppets, debates etc)
- Using talk partners to generate and share ideas in small groups to invent or cement understanding.
- Providing real life situations to apply their speaking and listening skills e.g. class assemblies, visitors invited into school to share their knowledge and expertise, school performances, class sharing opportunities.

## **Reading**

Our aim at Elmsleigh is for children to 'learn to read in order to read to learn.' We believe in both the importance of developing children's discrete word-reading skills and comprehension, and the need to ignite their love of books and reading. All staff regard reading as a high priority and endeavour to provide as many reading opportunities as possible during the school week; including whole class, shared, paired and independent reading.

Our objectives are:

- Our children will learn to read; and will become independent, critical, lifelong readers and learners.
- We will secure pupils' reading skills by the end of EYFS and Key Stage 1 and develop clear systems and policies for promoting the love of reading, enabling each child to read at an appropriate level of fluency, accuracy and comprehension, supported by good quality reading resources.
- To enable children to create a full range of reading cues to monitor their reading and correct their own mistakes.
- To enable children to understand the Sounds Write phonic and spelling system and use this to read and spell accurately.
- To foster an interest in words and their meanings and enable children to develop a growing vocabulary.
- To teach suitable technical vocabulary through which pupils can predict, retrieve, sequence, infer, visualise, clarify, question, understand and discuss their reading.
- To enable children through reading, to develop their own powers of imagination, inventiveness and critical awareness.
- To develop reading skills across the whole curriculum.

### **How we will achieve this across EYFS and Key Stage 1:**

- As soon as children start school, in reception they will be exposed to a daily phonics programme (Sounds Write)
- Children in Key Stage 1 receive a daily morning phonics lesson and a second "keep up" phonics session to deal with misconceptions. Keep up sessions match the structure of the class teaching and use the same procedures, resources and mantras, but in smaller steps with more repetition. This is so that every child is secure with their learning and enables them to keep up with the expected progress.
- Teachers check that all of the children are keeping up in the lesson and will have the lowest 20% of children in their eye line.
- Each pupil will be engaged in meaningful reading activities every day across the curriculum.
- Each pupil will receive reading sessions each week. This could include independent reading, whole class reading or reading for pleasure.
- Reading for pleasure is held in high regard and children are inspired from Early Years to develop a love for books through adult modelled practice and conversations. Every classroom has a welcoming book corner which is held in high regard and we have a well-stocked and inspiring library. Across school we talk about the books to entice children to read a wide range of genres. This encourages enthusiasm, passion, fluency and concentration.
- All staff must have a good knowledge of their text/ book prior to the session.

- All reading sessions will be planned for and have an assessment focus appropriate to the age and stage of the children.
- Teachers are responsible for ensuring that the books are matched to the child's ability and that this is reviewed regularly.
- Staff will plan questions which will develop all key areas of being able to read as a reader: e.g. comprehension, inference and deduction.
- All children across school will be heard individually, regularly per week.
- In both Nursery and Reception children must have access to a variety of reading books inside and outside.
- Activities are set up to include books to help and inspire children's learning and adults' model how best to complete tasks/read for pleasure/use role play area.
- Work completed in reading sessions is to be in a separate reading folder in Key Stage 1.
- Each pupil will have their individual reading book changed weekly and will be heard read individually by an adult at least once per week.
- Children across school will be read to daily as part of 'story-time' by an adult with a text which is at a higher level, this will also include a focus on an author of the term.
- Each year group will follow a reading spine including, class readers, texts for writing, poetry and supplementary texts for work in other subject areas.
- Parents are actively encouraged to support their child's reading through home/school diaries, 'Reading for Pleasure' newsletter, workshops, school website and through our reading certificate reward system.

### Reading Books

Through research such as Scarborough's Reading Rope (2001) (Appendix 1) we know that both elements of language comprehension and word recognition are fundamental elements of literacy instruction that are inextricably bound together. If we are able to master language comprehension alongside word recognition and the skills involved, we can help learners to read and understand what they have read. Children will use decodable books alongside reading for pleasure books to ensure that both of the key elements of reading are being met.

**Decodable Texts** – Children are given a decodable text as soon as they are ready to access sounds at unit 1 of the Sounds write programme, this may be during their time in Nursery and certainly in Reception onwards. Decodable texts are used as a tool for children to use to practise reading words within connected texts that contain code knowledge they have learnt or are working on through the different Sounds Write units, through this practise we are developing reading fluency.

Decodable reading books are selected by the class teacher in order to differentiate and best support each child's reading depending on the complexity of the book. Children will be given decodable texts that are typically one unit or for some children two units behind the unit they are currently working on in class, where they have secure code knowledge. When the children are reading a book, they should be confident and well-practised at everything that arises in that book and we should be aiming to build fluency. Understanding from a text will come much more easily if the children are reasonably fluent in it.

Structure of decodable books at Elmsleigh;

- Dandelion Launchers - For children with working memory difficulties and EAL children the Dandelion readers support development. They contain one line of text per page so as not to overload the working memory, therefore children are successful in being able to complete a book by themselves, building on understanding and motivation.
- Dandelion Readers - As the children progress through the Sounds write code there is an increased amount of text per page. These books are ideal for developing readers helping to support and develop children's fluency and reading stamina.
- Sounds Write books - For stronger more fluent readers. These books have more text per page, sentences are longer, increased run on sentences and dialogue.

**Book Banded Books (Appendix 2)** - After completing the decodable books children will then move to the national reading book banded books at the orange level and above. By this stage children will have learnt enough of the phonetic code to read the majority of words and teachers will help and error correct them if needed. Teachers will use the Sounds write extended code and polysyllabic word error corrections (and initial code if necessary) to teach through any words in a book band book that a child is struggling with.

**Reading For Pleasure Books** - Children will also be given a reading for pleasure book so that they will enjoy a wide variety of rich, authentic texts from a range of sources, across a mixture of genres, from fiction, non-fiction and poetry. These books are books that children will not necessarily be able to decode themselves and will be read to the child by their teacher and by parents/carers at home. Then they will strengthen our children's vocabulary development and their background knowledge. More able readers move onto our Star reader chapter books in Year 2, to provide further challenge.

### **Reading Spine books**

The texts chosen as part of the reading spine have been selected to provide a breadth and range of genres, writing styles, voices and perspectives. Books that spark emotions, allow children to experience fun, let them discover places they are not ready to go to alone have been included. Books that will affirm who they are, offer insights into worlds beyond their own and challenge and broaden their thinking are included. Most read aloud books are pitched beyond the independent reading ability of the children and frees the children to imagine the scenes and moments. These books will build vocabulary by allowing the children to hear unfamiliar words in context, develop background knowledge, provide a reading role model and plant the desire to read.

### **Texts to inspire writing including poetry.**

These texts are to inspire writing and are also used to develop the wider curriculum around the theme for the term. Teachers will plan writing lessons exploring the text and pictures to produce writing outcomes. The writing outcomes have been mapped over each year and throughout the school so that all children are producing all writing outcomes and making progress in the complexity of each outcome over time.

### **Why have a reading spine and why does the text choice matter?**

*"We are all made up of the stories that we tell ourselves, that have been told to us and about us. Who we are and who we become as individuals and a society is bound up in the fabric of these stories. As gatekeepers of the literature, teachers have a responsibility to nurture our readers of tomorrow through the stories that we share."* The power of a reading rich classroom CLPE 2020

### **Summary**

This spine provides a small selection of the books that children will encounter over their time at Elmsleigh, but it provides a rich and varied diet that will be embellished with many more books.

*"I am part of everything that I have read."* Theodore Roosevelt

### **Phonics**

All of our teaching staff HLTA's and all the teaching assistants have received official training in the phonics programme 'Sounds-Write'. All staff receive internal and regular training on using the Sounds Write programme. Sounds-Write is used around the world and has been graded as 'Outstanding' by Ofsted.

The knowledge of sounds and symbols is an important starting point for understanding and using written language and we believe that a strong and consistent approach to the teaching of phonics is vital for our children to begin to access the rest of the curriculum.

- Starting in Nursery all children are systematically taught phonics using the Sounds Write programme.
- Across school, as much as possible, the developing phonological knowledge needs to be applied in contexts outside this discrete time.
- Children are taught to build words at the same time as reading them and Sounds Write reading material is used consistently across the school.
- Books and reading materials are taught exclusively to correlate with the specific Sounds Write stages (Initial Code and Extended Code).
- For our children who have complex SEN, phonics is embedded as part of their individualised learning programme.
- Where there are gaps, intervention and keep up sessions are provided and are tracked by the class teacher. Children are encouraged to apply this learning in their reading and writing on a daily basis.
- Any pupil, who has not reached the expected phonics level by the end of Year 1, as assessed by the national screening check, receives specific phonic intervention within Year 2.

## **Phonics in Nursery**

- Resources are available to support the children in letter formation, both physically and visually. We also use talking tins to play the sound back to the children.
- Our nursery routine incorporates opportunities for listening & attention and sounds games. Singing and rhyme time is part of the daily routine.
- Oral blending and segmenting skills are modelled to the children wherever possible, using the principles of the Sounds Write programme.
- Staff always ensure accurate pronunciation of sounds, ensuring pure sounds are embedded. Staff focus children's attention on the shape our mouths make when saying sounds and use mirrors to support children with this.
- Gestures are used in Sounds Write lessons to support children in focussing their attention to parts of a word.
- When talking children are encouraged to speak in full sentences 'use your big sentence' to help develop vocabulary and verbal sentence structure.
- Where children have an identified Speech and Language delay, staff adapt their language to the needs of the children.
- All children who will progress to Reception in the following academic year, will begin to use sounds write and complete word building/segmenting activities, when they are ready.
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## **Phonics in the Enhanced Resource Classroom, Rainbow Room**

- Staff have received Sounds Write training alongside other staff members. The training has then been incorporated into a daily whole class phonics session which includes elements of practical tasks.
- The complex needs of the children mean that individual sounds are developed through rhythm and rhyme, memory, vocabulary, developing voice sounds and alliteration.
- Pre-phonetic skills are broken down into a simple progression which covers;
  - Listening and attention based on everyday and musical sounds.
  - Controlling sounds listening, making and moving to different sounds by warming up voices and bodies.
  - Phonological Awareness, developing an awareness of language patterns by bouncing to the beat and wriggling to the rhythm.
  - Developing an awareness that spoken words can be chunked into sounds by rhyming.
  - Developing an awareness that spoken words are made up of a similar unit of sound through alliteration.
  - Hearing, saying and remembering all the separate spoken sounds in words through oral blending and segmenting.
- Many of the children are at the stage of learning environmental and instrumental sounds through a daily listening task.
- Other adjustments include using words that have meaning to the children e.g. "cat" rather than "at" as this then facilitates the use of symbols alongside text to aid the children.
- When children are ready for further stages than the whole class group session this would be incorporated into their daily TEACCH basketwork session.
- Communication skills are thoroughly embedded through all daily learning activities in indoor and outdoor provision.
- Children are exposed to quality texts based on Reception long term Literacy overview and activities are adapted to meet the needs of individual children.

## [What is Sounds Write \(Appendix 3\)](#)

## **Spellings in EYFS and Key Stage 1**

Spellings of sounds are taught daily in sounds write sessions and applied in all writing opportunities. All children are taught their year groups word list through Sounds Write lessons. There is additional streamed Sounds Write intervention for children where extra support is required throughout EYFS and KS1.

## **Shared and Whole Class Reading**

Teachers plan for a range of comprehension strategies that allow pupils to engage with texts in a variety of ways, these include whole class, shared and group reading.

- In EYFS, Pupils build up to receive weekly shared or group reading sessions. This could be through shared reading or through the 'pobble' comprehension programme.
- In KS1, pupils receive timetabled whole class lessons / 'group sessions. The structure of a reading session varies depending on the attainment and needs of the pupils within the group or class.
- In shared reading sessions, the teacher models the reading process to the whole class as an expert reader providing a high level of support. Texts are rich and challenging, beyond the current reading ability of the majority of the class.
- During whole class reading sessions the text chosen is appropriate for the relevant year group. All children are exposed to quality texts that are pitched at the expected standards. Within sessions core reading skills are taught explicitly. Teaching objectives are pre-planned, and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. These are; prediction, sequencing, vocabulary, clarify, question, inference, retrieval, visualise.
- During group reading sessions the text chosen is appropriate for the children in that group. Within sessions core reading skills are taught explicitly. Teaching objectives are pre-planned, and sessions are characterised by explicit teaching of specific reading strategies. Children are given the opportunity to engage in independent activities planned by the teacher during reading sessions in KS1. The focus for this reading is to support fluency, provide practice and develop personal response to text as well as a range of comprehension skills.
- In Year 1 there are three reading practice sessions each week. In these sessions the application of phonic knowledge is taught. The children read in groups with fully decodable books, carefully matched at 90% fluency. This means that 10% of the words they may need to decode and blend. Each session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading sessions focus on three key reading skills: decoding, prosody (teaching children to read with understanding and expression), comprehension (teaching children to understand the text.) Each reading session will begin with a pacy review of graphemes, tricky words and practice of fluent reading of words which will appear in the book. The children will already know these from their phonic lesson, but the review will enable them to have these sounds and words at the forefront of their working memory. Any new vocabulary will be explained. In the comprehension session the teacher will focus on a particular domain. There will be a common theme in each reading session of developing fluency. The children will read the same book in each of the three sessions. They will then take home the book they have read at school after each reading session to practise reading fluently.

### **Assessment of reading**

- Teachers assess children each term using the Burt test, against the age-related expectations. Higher attaining readers in reception will be assessed when appropriate using the Burt test during the year and all children at the end of reception.
- Staff use Insight to assess children's reading standards against the national curriculum and development matters objectives.
- All children in EYFS are assessed against the word reading and comprehension strands of the EYFS profile every half term. The aim is for children to achieve the Early Learning Goal (ELG) in reception by the end of the year.
- Phonics are assessed using the phonics tracker assessment programme in reception and KS1 during assessment weeks.
- High frequency words are assessed at the end of Year 1
- Diagnostic testing in Key Stage 1 is used for the lowest attaining readers. These are carried out every term and gaps inform future planning.

### **Reading Records**

- Staff record children's reading books using the individual reading log, making developmental comments where appropriate at least 3 times per half term. Reading records are to stay with the child and progress through their time at Elmsleigh.
- Teachers make appropriate annotations on their weekly whole class reading plans to inform assessment and next steps if required.
- In Year 2, teachers use Reading Record sheets to record specific reading skills focus during group sessions, assess children during this session and make comments to inform future provision.

### **Writing**

At Elmsleigh we believe that being able to write for a range of purposes linked to real and first-hand experiences is a vital skill. It is important that children are encouraged to write independently from an early stage and this is initially

encouraged though modelled and emergent writing within the EYFS. During Key Stage 1, the teaching of phonics, spelling and handwriting compliments this process and is used systematically to support writing and to build up accuracy and speed. We encourage the children to become creative, imaginative and confident in their own writing.

Our objectives are:

- To give children frequent opportunities to write in different contexts across the curriculum and for a variety of meaningful purposes and audiences.
- To encourage children to see writing as interesting, useful, challenging and rewarding.
- To ensure that the range of writing activities creates an appropriate and adequate opportunity for the introduction and practise of handwriting, spelling, grammar, punctuation and composition.
- To give children the opportunities to plan, draft, revise, edit and present their writing with increasing regard for appropriate organisation and structure.
- To enable children to develop fluent and legible handwriting.
- To teach children a suitable technical vocabulary through which to understand and discuss their writing.
- Children to use and understand the correct terminology in regard to grammar and punctuation.

#### **How we will achieve this;**

- Children are taught through the 'Pie Corbett' – Imitate, Innovate, Independent Application Talk for Writing sequence. (Appendix 4)
- In Nursery as soon as the children enter school, both in the morning and afternoon the adults will be in the provision areas talking to the children, modelling language, telling stories, developing the children's imagination and listening to the children's stories. Story Maps and actions will be used when telling stories and there will always be provision and small world opportunities to tell/ act out stories and embed the love for story time.
- Each child will study a suitable poem (linked with the theme of the narrative) imitate a fiction and non-fiction text each half term.
- All children are to write daily through consistent teaching.
- All English lessons are to start with a word play activity, based upon the text content.
- All imitated texts and story maps are recorded into children's writing book or folders.
- All writing is to be marked using non-negotiables as well as the addition of toolkits in key stage 1 and using the green and pink highlighter pens and next steps in accordance with the school marking policy.
- All children have the opportunity to edit their work based on the marking and feedback.
- Children are provided with frequent opportunities to observe modelled writing by the teacher.
- All children are provided with frequent opportunities to participate in shared writing.
- All children have the opportunity to participate in short burst writing.
- Classroom environments have opportunities to support children in extending their vocabulary working walls. These are contributed by staff and children and are used to support children's independent writing and composition.
- Writers' toolkits are to record the language and layout features of non-fiction texts plus toolkits for the different fiction genres e.g. characterisation.

In the Enhanced Resource Unit Children in Rainbow Room are exposed to a wide variety of books and vocabulary through a weekly focus text that links to a half termly theme. This is on a three-year topic cycle as children remain in the class for reception, year 1 and year 2. Each half term includes at least one non-fiction text and a range of fiction genres are covered each year. Many of the children in the ERS classroom are non-verbal so Makaton signs are used alongside short, verbal phrases. Every week there is a "rhyme of the week" linked to the text, this is shared daily in school and parents are made aware of it through the weekly newsletter so that it can be reinforced at home. Parents are also made aware of the weekly focus books through a curriculum update and weekly newsletters sharing activities for the following week/activities completed.

The ERS classroom has a "Talk for writing" display which each week displays:

- Makaton alphabet
- Handwriting pattern models
- The rhyme of the week (symbol and text)
- The book of the week (symbol and text)
- Key vocabulary for the week (individual symbols with text which are on Velcro so can be manipulated for activities during the week)



Much of the talk for writing work in Rainbow Room focuses on the imitation stage through exposure to texts and vocabulary. Story mapping is modelled to the children when appropriate for the text and cohort. In addition to literacy sessions there are daily opportunities for writing (e.g. name writing) and a weekly dough disco session prior to the handwriting/fine motor focus session. For children who are ready for further stages than the whole class group elements are included in their daily TEACCH basketwork session with 1:1 support from talk for writing trained staff.

### Colourful semantics

In Year 2 colourful semantics is used as an approach to provide further support for children during Literacy lessons or in small group sessions.

It uses colour coded words to help the children learn the different elements within a sentence and how to join them together correctly.

It supports children in developing their:

- Spoken sentences
- Ability to answer WH-Questions
- Use of nouns, verbs, prepositions and adjectives
- Story telling skills
- Written sentences
- Understanding of grammar

The Colourful Semantics approach teaches children different 'types' of words and associates these words with particular colours. The use of different colours helps the children to remember all the parts of a sentence that they need to use.

At Elmsleigh we use the following colour words in line with the original Colourful Semantics program:

- Level 1 – Who? "the man" (Subject – Orange)
- Level 2 – What doing? "is eating" (Verb – Yellow)
- Level 3 – What? "the sandwich" (Object – Green)
- Level 4 – Where? "in the kitchen" (Location – Blue)
- Level 5 – Describe? "big" (Adjective – Purple)

### Handwriting

All children need to learn to write legibly, fluently and with reasonable speed and although it is not part of the writing process, it is an important skill. Children need to be shown how to hold a pencil with a comfortable grip and how to form letters correctly. Nothing is more important than correct letter formation and 'bad habits' learned at the early stage tend to stick. Children will also become aware of the importance of paying attention to the presentation of their work.

- All children in FS are taught to hold a pencil correctly and form all letters correctly.
- All children from Nursery onwards are taught to use print.
- From year 2 children are expected to join up their writing.
- All staff should model the handwriting print when they write for any purpose within the classroom.
- Handwriting is taught on a daily basis in Key Stage 1 and discretely during other lessons such as phonics, literacy and topic lessons. Nursery, Reception and Special Needs opportunities for developing handwriting skills are developed more frequently.
- Our most important strategy is to provide a consistent approach to the teaching of handwriting throughout school.
- Lessons are made as kinaesthetic and visual as possible. Before children practise, they are reminded that, they need to sit comfortably and hold their writing implement correctly.
- Teachers and support staff closely supervise children practising letter formation to prevent bad habits from forming e.g. starting at the wrong point. Grip is checked and children are quietly reminded.

- In the early stages, the process is more important than the product. Irregularly formed letters starting at the correct point with the correct movement direction are preferable to even letters incorrectly formed. Children throughout school are given opportunities to use individual whiteboards for copying over or reference purposes.
- From Nursery onwards, children use scaffolded lined books or paper which is differentiated as they move through the school. These books and paper are used for all writing including cross-curricular application.
- Children see both computer-generated text and handwritten text as labels and within displays throughout school.
- Special attention is given to left-handed children, children with poor hand-eye co-ordination and those who need to strengthen their grip.

### **The daily English lesson will include:**

- A word play activity.
- An aspect of Imitate, innovate or Independent.
- Imitate – familiarisation – retelling a story until it can be told fluently.

Multi-sensory approach made memorable.

Reading as a Reader

Reading as a Writer

- Innovate – adapting a well-known tale.
- Substitution, addition, alteration, changes of viewpoint and altering the basic story pattern.
- Independent Application – creating your own new narrative.  
Building up a narrative based upon any of the narrative types (Wishing, Warning, Beating the monster, Journey, Losing, Suspense, Fantasy, Rags to Riches)
  - Reading/writing texts that are linked to real life contexts and other curricular areas wherever possible e.g. using real information leaflets.
  - Core Texts must be followed unless previously agreed with the subject lead or Headteacher.
  - Modelled writing where the class teacher models the techniques used to write a text or shared writing where the class and teacher compose a text together.
  - A wide range of effective questioning to challenge, probe and extend children's understanding and learning.
  - Guided writing sessions should be used to meet specific objectives for individuals or groups.
  - In Key stage 1 opportunities to reflect and edit their work whilst drafting - teachers gauge when these times are best.
  - Opportunities to act on marking.

### **Supporting writing at home**

During the first Parents Consultation in the autumn term, Reception parents are provided with information explaining the handwriting style.

### **Assessment of writing**

- Writing is continuously assessed by class teacher and as a result planning and teaching changes to meet the needs of the children and should be edited to enable continuous progression.
- A formal assessment of writing is made at the end of each half term based on age related expectations.
- Children are assessed on a wide range of genres (both fiction and non-fiction) throughout the year. It is essential that all children have a balance of both fiction and non-fiction and the genres in these. (See Curriculum Document for coverage and text titles.)
- Writing is moderated within and across year groups every term to ensure assessment is accurate.

### **Inclusion**

We provide a literacy curriculum to allow for all children to achieve their full potential. Through regular assessment, any child who is not making progress will be identified. In consultation with parents and if necessary, the SENDCO, strategies and support will be put in place to accelerate progress.

Children who are identified as being more able will be provided with suitable challenge in Literacy.

## Appendices

### Appendix 1

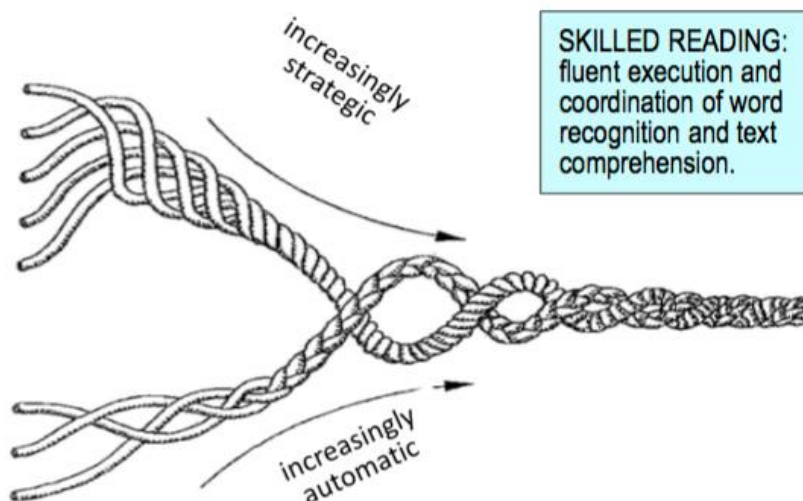
# Scarborough's Reading Rope (2001)

## LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

## WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

## Appendix 2 - Individual Reading Book Banding

Brown
Lime
White
Gold
Purple
Turquoise
Orange

## Appendix 3 – Sounds Write

Sounds-Write is effective in teaching pupils to read, spell and write because it starts from what all children know from a very early age – the sounds of their own language. From there, it takes them in carefully sequenced, incremental steps and teaches them how each of the 44 or so sounds in the English language can be spelt.

The words used in the teaching process and the conceptual knowledge of how the alphabet code works are introduced from simple to complex. For example, at the start, simple (one sound, one spelling) CVC words (consonant, vowel, consonant) only are introduced. Pupils quickly learn to read and spell words such as 'mum', 'dog', 'jam' and 'sit'. When all the single-letter sound-spellings have been introduced and established, Sounds-Write begins the concept that the sounds 'f', 'l', 's' and 'z' can be spelt with the two letter-spellings: 'ff', 'll', 'ss' and 'zz', respectively.

As the programme progresses, the complexity of one-syllable words is carefully increased through a variety of VCC, CVCC, CCVC, CCVCC and CCCVC words, such as, for example, 'elf', 'hand', 'swim', 'trust' and 'scrub'.

After this, pupils' understanding of the concept 'two letters - one sound' is further developed through the introduction of the most common consonant two-letter spellings: '<sh>', '<ch>' and '<th>', in words like 'shop', 'chimp' and 'thin', for example.

Finally, two, three and four letter spellings of the vowels are introduced and pupils are taught how to read and spell polysyllabic words, starting with simpler words (such as 'bedbug') and gradually moving to the more complex (such as 'mathematical').

All of this is taught within a well-structured framework based on the knowledge - both conceptual and factual on which the alphabet principle and thus the writing system is based and the three key skills needed to enable learners to use the principle effectively.

Our approach teaches the conceptual understanding needed to become an effective reader:

- that letters are spellings of sounds: visual language is a representation of spoken language
- that a spelling can contain one, two, three, or four letters - examples are: s a t, f i s h, n i g h t and w e i g h t

- that there is more than one way of spelling most sounds: the sound 'ae', spelt as <a-e> in 'name', can be represented as <a> in 'table', <ai> in 'rain', <eigh> in 'eight', <ay> in 'play', and so on
- that many spellings can represent more than one sound: <ea> can be the sound 'e' in 'head', 'a-e' in 'break', or 'ee' in 'seat'

Within this conceptual framework, we teach the factual knowledge required to become an effective reader and speller: the approximately 176 spellings that represent the 44 or so sounds in English, starting with the most simple one-to-one.

Reading and spelling also requires expertise in the skills necessary to make use of the alphabet code and pupils need to be able to:

- segment, or separate sounds in words
- blend, or push sounds together to form words
- manipulate sounds: take sounds out and put sounds into words

Sounds-Write provides opportunities for practising these skills on an everyday basis until pupils achieve the automaticity required for fluent reading and spelling.

## Appendix 4 – Talk for Writing

### Talk for Writing

Talk for Writing is the exploration, through talk, of the thinking and creative processes involved in being a writer. Children struggle to write well because they are juggling so many different elements of transcription and composition. By talking the text, they begin to internalise the common language patterns of narrative and non-fiction, freeing up more cognitive space for composition.

### Planning Writing

We value the importance of allowing children to plan their writing before they begin. This enables them to focus more on the transcription elements of the writing process, rather than having to also think about the composition of the whole piece as they go along.

### Modelled Writing (Writing Aloud)

In modelled writing, teachers share their thinking as they compose a piece of writing in front of students, helping make the writing process visible and concrete. The important point is that the teacher makes his or her thought process visible to students as he or she proceeds through the writing process. In this way, the teacher

is able to explicitly demonstrate the writing process and directly teach key writing skills and concepts.

## **Shared Writing**

In shared writing, the teacher and students compose text together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe, writing the text as it is composed. The purpose of shared writing is to model the thought process involved in writing and allow students to engage in and focus on the process. The teacher, acting as scribe, frees students from that aspect of the writing process so that they can focus exclusively on the thinking involved in writing. Shared writing is also a powerful method for direct teaching of key skills and concepts needed in the writing process.

## **Supported Composition**

This strategy can be used after Modelled writing or shared writing, or both, to give children an opportunity to write in a very structured context before they 'have a go' independently. They may compose the next sentence on whiteboards and then check it makes sense or.

## **Guided Writing**

Guided writing is when the teacher works with a focus group in the classroom, providing an additional supported step towards independent writing. It focuses on specific learning objectives with a group of children working at around the same level.

