

The Levett School



The Levett School

Positivity | Determination | Reflection | Integrity

Literacy Policy

Policy agreed on:	05/03/2019
Ratified by full Management committee:	
Review Date:	05/03/2021
Agreed frequency of Review:	Every two years
Allocated Group/Person to Review:	Literacy Co-ordinator
Signed by Chair:	
Signed by Head teacher:	

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB
Upper School, Barnby Dun Road, Clay Lane, Doncaster DN2 4RG



Doncaster
Council

Literacy Policy

Vision Statement: “Where New Beginnings Start”

The vision is one of pupils who, by the time they leave The Levett School, will be informed, self motivated and responsible citizens, ready for their next phase of education.

Pupils will leave The Levett School happy, with a sense of well-being and with positive memories of their experiences and achievements of their time in The Levett School.

They will be active learners who are able to tackle problems. They will be able to deal with the everyday demands of literacy, numeracy and technology and have a moral and spiritual awareness.

They will be confident and have increased positive attitudes that will prepare them well for life in the community and the wider world.

This policy is a statement of the arrangements for Literacy at The Levett School

1 Rationale

Literacy underpins the school curriculum by developing pupils' abilities to communicate verbally and non-verbally, access written information as well as reading for pleasure. The acquisition of these skills is vital to pupils' development across the curriculum and to function independently and successfully in the wider world. The Levett School includes pupils from KS1, KS2, and KS3 therefore a consistent, uniformed approach is required that meets the needs of pupils across the age spectrum. The development of these fundamental skills will support learning and achievement across the curriculum and it is the responsibility of teachers and support staff from all subjects and Key Stages to ensure that pupils are able to access the right to literacy.

The Levett School believes that its teachers must work together to plan, deliver and moderate the teaching of literacy in order to ensure that expectations are high and that children are able to achieve to the best of their ability.

A range of teaching strategies will be used, including:

- Demonstration
- Modelling
- Explanation
- Questioning
- Discussion

2 Roles and Responsibilities

The role of the class teacher is to:

IN CLASS

- Model: as a skilled user of language, the teacher's role is the central element in fostering positive attitudes towards literacy;
- Facilitate: providing a supportive and stimulating environment, organising purposeful activities and enabling children to develop literacy skills;

- Initiate: providing a variety of resources and opportunities for a wide range of balanced activities to encourage the development of skills in talking, listening, reading and writing;
- Monitor: observing and recording the development of skills in literacy;
- Assess evaluating and assessing the development of skills in literacy.
- Direct – to ensure that TA's are used appropriately to target and improve literacy outcomes for a range of identified pupils

OUT OF CLASS

- To plan and evaluate as a team within their year groups ensuring coverage of the range of work in the National Curriculum and setting clear objectives.
- Provide on-going teacher assessment to ensure continuity and progression.
- To provide regular teacher assessment supported by statutory and optional SATS.
- Work in teams to level written work (all genres levelled) using LA levelling sheets.
- To use PM Benchmarking and YARC as a baseline and also to identify reading ages.
- Use OTrack to identify progress – teachers use to identify underachievers / gifted and talented and to use this to inform both planning and use of interventions.

The role of the Literacy Co-ordinator is to:

- Monitoring teaching and learning – observations/ drop ins/ learning walks
- Monitoring planning: planning and work scrutinises
- Assisting planning process to ensure continuity and progression.
- Consulting and advising colleagues.
- Monitoring provision of resources.
- Attend network meetings
- Upskill the abilities of the staff within the educational setting.
- Liaising with Literacy Consultant

The role of the SENCO

- Identify pupils with particular literacy difficulties;
- Provide appropriate assistance where necessary;
- Assist staff with the development and implementation of SEN plans and EHCP's;
- Advise and liaise with the Literacy Co-Ordinator.

The role of the Head teacher is to:

- Monitor the effectiveness of this policy on a regular basis.
- Report to the management committee on the effectiveness of the policy
- If necessary, make recommendations for further improvements.

The role of the Management Committee is to:

- It is the responsibility of the Management team of The Levett School to provide full support for the literacy initiatives in the school by:
- Ensuring that effective staffing structures are in place which facilitate literacy developments;
- Assisting in the implementation and monitoring of literacy developments;
- Researching other factors as they develop.
- Working with the Literacy Co-ordinator to ensure the development of the subject across both sites

The role of parents is to:

- Encourage their children to attend school on a daily basis
- Support their child/children by attending regular review meetings to discuss their child's progress
- Support the Home/School partnership to help their child's improvement with reading.
- Encourage the children to complete home learning

3 Aims & Objectives

Speaking and Listening - Aims

- To develop pupil's use of spoken English by building on their previous experience, extending their vocabulary and sensitively developing their spoken grammar skill.
- To enable pupils to speak as fluently and confidently as possible in a variety of situations and contexts.
- To provide high quality role modelling from all staff within the The Levett School
- To increase the range and variety of purpose for which pupils can understand and use language.
- To enable pupils to make responses to a variety of appropriate forms, techniques and styles.
- To enable pupils to respond appropriately to others, understanding that listening is just as important as speaking.
- To provide opportunities to enable pupils to participate individually, in small groups and class discussions co-operatively.
- To give pupils the opportunities to participate in a wide range of drama activities and to evaluate their own and others' contributions.
- To establish an environment which promotes active listening and productive talk.

Spoken English (Speaking and Listening) – Objectives KS1/KS2

Pupils will be given opportunities to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Spoken English (Speaking and Listening) – Objectives KS3

Pupils will be given opportunities to:

- speak confidently, audibly and effectively, including through: using Standard English when the context and audience require it
- working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
- listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary
- planning for different purposes and audiences, including selecting and
- organising information and ideas effectively and persuasively for formal spoken presentations and debates
- listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation
- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Policy into Practice

- Organisation of resources - puppets (where appropriate), games, iPad, talking tin lids
- Language rich environment - Collections of rhymes, poetry, plays, (at the children's levels both academic and age related) a variety of socio-dramatic play situations, interactive displays, drama circle time.
- Teaching and learning methods - Adults modelling, paired, group and class discussion, plenary sessions, drama strategies, opportunities for presentation.
- TA's supporting off track children. Identified individual children who struggle with spoke language supported in key sessions. TA's supporting/taking smaller group sessions/ 1:1 sessions. In class support.
- Planning, monitoring and evaluation - Teachers plan as a team within the year group, incorporating explicit elements of speaking and listening into weekly plans to ensure continuity and progression. Planning is evaluated daily and used to inform the next sessions planning – including strategies/support for targeted pupils. Coordinator monitors planning on a half termly basis.
- Assessment and record keeping - Staff do regular assessment throughout a lesson and use OTrack to track and find gaps (supported with evidence if possible). Teachers to then use this information to adjust lesson or use evidence to inform further planning.
- Role of Co-ordinator - Consulting and advising colleagues. Assisting planning process. Monitoring planning. Monitoring provision of resources.
- Cross Curricular Issues - Links are made across the curriculum focusing on English objectives.
- ICT - English based work using ICT. Paired and group work
- Community Involvement - Involvement of members of community in schools, and pupils out in community, invited speakers, presentations to different audiences, work assemblies, concerts.

Reading - Aims

- To enable pupils to become fluent, discriminating readers, who see books and other written materials as an enjoyable, informative and worthwhile part of their lives.
- To increase pupils' ability to read challenging texts, to reflect on their meaning, analyse and discuss.
- To give pupil's experience of a wide variety quality texts, both fiction and non-fiction including print and ICT based narrative, reference and information materials.
- To ensure equal access to the reading curriculum.
- To develop parental partnership in order to encourage and support pupils' reading development.
- To give children opportunities daily to develop reading stamina.

Reading – Objectives KS1/ KS2

- Foster the reading habit by giving opportunities for reading and demonstrating own enjoyment of reading.
- Ensure sufficient good quality material is available for all age ranges and gender and easily accessible for the children.
- Demonstrate to parents how they can help their children to become happy and successful readers and involve them in the process.
- Provide a literacy rich environment within all areas of the The Levett School.
- Develop the ability and skills to locate, discriminate, and select and organise relevant information from non-fiction texts.
- Encourage children to make choices and become discriminating readers, able to review their reading and express opinions.
- Provide extra support for pupils with special needs.
- Develop effective and efficient mechanisms to monitor and assess the pupils' reading progress in order to lead them towards greater achievement.
 - A) Individual reading targets, which are introduced on entry to a class base follow the child through The Levett School.
 - B) Accurate reading ages supported by the use of PM Benchmarking and YARC
 - C) formative assessment using OTrack
 - D) Summative assessments (SATS) in May – KS2.
- Develop children's self assessment by involving them in the target setting process.

Reading – Objectives KS3

Pupils should be taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently through:
 - Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: English literature, both pre-1914 and contemporary, including prose, poetry and drama Shakespeare (two plays), seminal world literature
 - Choosing and reading books independently for challenge, interest and enjoyment.

- Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
- understand increasingly challenging texts through:
 - Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
 - Making inferences and referring to evidence in the text
 - Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- checking their understanding to make sure that what they have read makes sense.
- read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisation features presents meaning
- recognising a range of poetic conventions and understanding how these have been used
- studying setting, plot, and characterisation, and the effects of these
- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts
- studying a range of authors, including at least two authors in depth each year.

Policy into Practice

- Organisation of resources – Books are banded and are easily accessible for children in classrooms and library's based on children's reading ages.
- All classrooms have IWB and access to a wide variety of texts that can be used on them.
- Print rich environment – Displays of children's work to incorporate text.
- Each classroom has interactive displays which encourage children to ask and answer questions.
- All classes to have access to the Book Room which has a wide selection of fiction/ non-fiction books.
- Teaching and learning methods - Teachers do shared reading and/or guided reading daily.
- Class text identified and accessed throughout the curriculum topic
- Children have access to both fiction and non-fiction material.
- Home/School Partnership - Parental involvement – extra individual reading practice at home. Home/school reading diaries which allows for communication between home and school.
- Reading targets sent home termly.
- Special Needs - TA's supporting off track children. Identified individual readers listened to by TA's. TA's supporting/taking guided reading sessions. In class support. TA's – underachiever English groups.
- Assessment and record keeping - OTrack are used to record the children's progress/development areas during shared and/ or guided reading sessions.
- PM Benchmarking and YARC to be used in order to baseline the children and also to track their reading ages. This needs to be used considerably and supported by staff to ensure an accurate assessment.
- Teachers/ TAs also record comments about the child's reading and next steps in the reading books.
- Children to respond to these comments during specified learning time

Teacher OTrack assessments are supported by statutory and optional SATS in KS2.

Writing – Aims

- To build pupil's confidence in their ability to write effectively for a range of purposes and audiences – including ICT.
- To ensure equal opportunities and access to the writing curriculum for all pupils.
- To use assessment to inform the planning of differentiated work.
- To teach grammar, punctuation and spelling strategies.
- To help pupils improve handwriting and presentational skills.
- To develop parent partnership.
- To provide children with stimulating resources appropriate for both genders.

Writing – Objectives KS1/ KS2

- Develop a whole school approach to the systematic teaching of writing skills within the context of the NLS Framework and National Curriculum.
- Practice and develop writing skills in a positive environment, matching style to real audiences and purposes.
- Ensure a range of quality materials and resources are available for all pupils.
- Teach a variety of strategies to develop style, structure and language features of a range of genres, including narrative and non- narrative.
- Staff will level children's work in teams on a termly basis.
- Ensure access to word processing and other media to support development in redrafting and editing texts.
- Develop partnership with parents so they understand the The Levett School's approach and can help their children to become successful and confident writers.
- Develop handwriting and presentational skills.
- Use a variety of stimuli to develop writing.
- Teach children how to self assess their own writing.
- To deliver some aspects of writing through cross curricular links.

Writing – Objectives KS3

Pupils should be taught to:

- write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences, including:
 - Well-structured formal expository and narrative essays
 - Stories, scripts, poetry and other imaginative writing
 - Notes and polished scripts for talks and presentations
 - A range of other narrative and non-narrative texts, including arguments, and personal and formal letters
 - Summarising and organising material, and supporting ideas and arguments with any necessary factual detail
 - Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

- plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended
- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English

Policy into Practice

- Organisation of resources – children to have access to a variety of writing materials such as pens, pencils and whiteboards where needed.
- Laptops should be available for children who need to use one based on ECHP/ sensory requirements
- All classrooms have IWB and access to a wide variety of texts that can be used on them.
- Print rich environment – Displays of children’s work incorporate text. Each classroom has interactive displays which encourage children to know, understand and use key writing features
- Teaching and learning methods - Teachers do shared reading and guided writing daily.
- Children have access to what good example look like for each of the writing genres
- Home/School Partnership - Parental involvement – supporting home learning activities. Home/school reading diaries which allows for communication between home and school.
- Writing targets to be sent home termly.
- Special Needs - TA’s supporting off track children. Identified individual writers guided by TA’s. Scribes used where needed as part of everyday classroom practice. TA’s supporting/taking guided writing sessions. In class support. TA’s – underachiever English groups.
- Assessment and record keeping - OTrack are used to record the children’s progress/development areas during writing sessions (using the children’s work as evidence). Teachers also record comments about the child’s writing and next steps in the literacy books.
- Teacher OTrack assessment is supported by statutory and optional SATS in KS2.

Spelling – Aims

- To develop a whole school approach towards spelling in order to ensure a consistent approach, continuity and progression
- To plan opportunities to teach a range of spelling strategies.
- To encourage children’s interest and curiosity about words.
- To teach spelling within meaningful contexts of writing.
- To regularly observe, analyse and evaluate progress in spelling.

Spelling – Objectives KS1/ KS2

- To identify the stages of spelling development.
- To ensure that teachers and support staff are familiar with the teaching of phonics and spelling.
- To regularly teach alphabetic knowledge, blending and segmentation.

- To build on phonic knowledge in KS2 and develop investigative approaches and dictionary skills.
- To respond to mis-spelt words by making them known to the children.
- To encourage children to identify their own errors and give them responsibility, practice and support in self correction

Policy into Practice

- Organisation of resources - ICT programmes to support spelling
- Weekly spellings to be completed by children
- Spellings to be identified and corrected within literacy work
- Children to be baselined for their phonic levels using the Phonic Screening Assessment.
- Teaching and Learning methods - spelling / phonics taught daily. Children work individually, paired and in groups.

4 Implementation

Speaking and Listening – Implementation

- Organisation of resources - Sound discrimination resources, puppets, role play resources, listening centre, games
- Language rich environment - Collections of rhymes, poetry, plays, a variety of socio-dramatic play situations, reading areas, interactive displays, drama circle time.
- Teaching and learning methods - Adults modelling, paired, group and class discussion, plenary sessions, drama strategies, opportunities for presentation.
- Home/School Partnership - Raising profile of talk.
- Community Involvement - Involvement of members of community in centres, and pupils out in community, invited speakers, presentations to different audiences, work assemblies, concerts.
- Special needs - Children will be supported by support staff.
- Assessment and record keeping - Children are aware of their current levels and have targets to enable them to progress. Their work is assessed throughout the year using formal and informal methods.
- Cross Curricular Issues - Links are made across the curriculum focusing on literacy objectives. Brainstorming.
- ICT - Literacy based work using ICT. Paired and group work.

Reading – Implementation

- Organisation of resources – Levelled reading books. All staff have access to DFES publications.
- Print rich environment – Displays of children’s work incorporate text. Each classroom has interactive displays which encourage children to ask and answer questions. Role play areas where appropriate.
- Teaching and learning methods - Teachers do guided reading, shared reading and target led individual reading daily targeting key reading objectives.

Text/sentence/word level activities are delivered during SPAG sessions, literacy and also through the curriculum lessons.

- Children to have access to daily phonic sessions, where they will be grouped dependent on their Phonic Screening Assessment.
- Children have daily individual reading sessions. Class stories read by an adult. Children have access to both fiction and non-fiction material.
- Home/School Partnership - Parental involvement – extra individual reading practice at home. Home/School reading diaries allow for communication between home and school. Parents meeting and information booklets on how to support children's reading at home.
- Assessment and record keeping - Individual reading targets – used in daily reading sessions – shared with the children. Home/ School diaries. Teacher assessment supported by statutory and optional SATS. Termly tracking programme used to identify progress – teachers use to identify underachievers. They also have to explain how they are going to move children on. Staff to have access to, and use PM Benchmarking and YARC in order to baseline reading ages and O Track to track the progression.
- Cross Curricular Issues - Links are made across the curriculum focusing on literacy objectives. Texts are included from topics individual year groups are using.
- ICT - Programmes used to develop phonic skills. Internet used to gather information.

Writing – Implementation

- Organisation of resources - Children to have access to good quality writing materials, for example - pens, pencils and line cards.
- Print rich environment - Displays of pupil's work in a range of genres, interactive displays with a range of fonts, including ICT, role play areas and writing areas.
- Teaching and Learning methods - Basic skills and literacy through the curriculum lessons to support children. Adult model daily, shared and guided writing. Text/sentence/word level is visited daily. Children work individually, paired and in groups. All genres are supported by checklists and scaffolding. When appropriate children are taught how to self assess their written work.
- Home/School Partnership - Parental involvement –Parent receive a detailed report on their child's progression in Literacy at the end of the school year. They are also invited to attend review meetings, where they can discuss their child's progress.
- Cross Curricular Issues - Links are made across the curriculum focusing on literacy objectives. Texts are included from topics individual year groups are using

Spelling – Implementation

- Organisation of resources - ICT programmes to support spelling.
- Teaching and Learning methods - spelling / phonics taught daily. The NLS provides opportunities for consolidating and reinforcing previous work. Children work individually, paired and in groups.

Handwriting

- Children are taught using a range of techniques including individual, small group and whole class teaching.

Assessment

- Pupils are assessed in writing, reading, speaking and listening at the end of every term (6 times a year).
- OTrack statements are used to determine pupils' levels in reading, writing, speaking and listening with evidence of learning used to support teacher's judgement
- Pupils to be assessed using the PM Benchmarking and YARC test dependent on ability.
- Pupils are also assessed for phonological awareness using end of phase Phonic Assessments.
- KS2 pupils, dependent on their levels of achievement, will participate in SATS.
- Pupils in Year 2 and 6 will be assessed against the Teacher Assessment Framework in the summer term.

5 Monitoring and Review.

The Literacy Co-ordinator will:

- Monitoring teaching and learning – observations/ drop ins/ learning walks
- Monitoring planning: planning and work scrutinises
- Assisting planning process to ensure continuity and progression.
- Monitoring provision of resources.
- Pupils to be given a voice to share their feelings
- Annual full literacy audit to use as a basis for development plans
- In line with the Quality Assurance Schedule

The Head teacher will;

- Monitor the effectiveness of this policy on a regular basis.
- Report to the management committee on the effectiveness of the policy
- If necessary, make recommendations for further improvements.

The Management Committee will;

- Ensure that the literacy policy is administered fairly and consistently.
- Review this policy every two years.

Evaluation of impact

- Grabbing the Pupil level OTrack data
- Analysing the data into the sub-categories
- Feedback with recommendations, requirements and developmental points to head and then with agreement to the staff cohort.
- Feedback to Management Committee and dedicated Governor with Literacy responsibilities.

Review of policy

- Policy to be reviewed annually
- Staff to be a part of the consultation process
- Pupils to be given a voice to share their feelings

Signed: S Rook

Date: 7/1/19

Next Review Date: March 2020