



Literacy Policy

(Including Phonics)



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Aims

At Ryhill we believe that language and literacy is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We aim to deliver quality teaching of basic and higher order reading, writing, grammar, spelling and speaking and listening skills to enable children to become confident and successful in literacy.

We want all our pupils to be able to:

- know more, remember more and understand more and use their reading and writing skills as a means of demonstrating this
- display a positive and enthusiastic attitude towards reading and writing
- read and write with confidence, fluency and understanding
- be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes
- understand the sound and spelling system and use this to read and spell accurately
- have fluent, legible and joined handwriting
- have an interest in words and their meaning and a growing vocabulary
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot
- understand, use and be able to write a range of non-fiction text
- plan, draft, revise and edit their own writing
- have a suitable technical vocabulary through which to understand and discuss their reading and writing
- be interested in books, read with enjoyment and evaluate and justify their preferences
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness
- Understand the rules of grammar and spelling and apply this knowledge to written work and in context.

Structure

Foundation Stage

We believe that communication and language with opportunities to explore reading and writing underpins children's future learning. The practice in Foundation Stage will follow the EYFS curriculum guidance.

In FS1, children will access Phase 1 phonics until Ester, unless they need to complete another 3 terms in Nursery. Reception ready children will start to access Set 1 Speed Sounds and play Fred Talk Games (oral blending and segmenting) to prepare them for the full Read Write Inc programme in FS2.

In FS2 the daily routine will include planned and spontaneous activities that include:

- a wealth of opportunities to develop and experience speaking and listening
- experiences that develop gross and fine motor skills through play and handwriting activities
- sharing and enjoying a range of rhymes, poems, songs, stories and books from across genres
- immersion in a print rich environment with opportunities for oral language and written communication, e.g. differentiated phonic activities
- focus activities that teach children early communication, language skills
- Daily teaching of phonics, guided reading, writing and handwriting through the *Read, Write Inc* programme.

Key Stage 1

At the beginning of Year 1, the assessments from Foundation Stage will enable the planned work to follow a smooth transition.

The teaching of literacy in KS1 will include:

- explicitly taught and planned sessions following the guidance and objectives of the National Curriculum
- Speaking and listening activities, linked to Talk Through Stories programme (Read Write Inc), e.g. role play, pair talk, drama and hot seating in order to prepare pupils for the writing process, where appropriate
- Immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication.
- Daily teaching of phonics, guided reading, writing and handwriting through the *Read, Write Inc* programme.
- Grammar and spelling rules explicitly taught through the Read Write Inc programme

Read Write Inc

Our pupils learn to read and write effectively and quickly using the *Read Write Inc.* Phonics programme.

Read Write Inc. Phonics

The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly
- Struggling readers in Years 5 and 6 follow *Read Write Inc. Fresh Start.*

In *Read Write Inc.* Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Year R we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Pupils are taught to articulate their thoughts and ideas out loud and to communicate what they know and understand. Pupils answer every question with a partner, comment on each other's ideas, clarify each other's thinking, and build upon each other's thoughts and ideas. The teacher asks questions to take their thinking further and clears up any misconceptions. Partner discussion helps teachers assess what and how pupils are learning throughout the lesson.

Teachers also read a wide range of stories, poetry and non-fiction to pupils. Pupils are encouraged to choose books to read at their own interest and comprehension level.

Key Stage 2

At the beginning of Year 3, the teacher assessments and the statutory tests will enable the planned work to follow a smooth transition.

The teaching of literacy in KS2, for those not following the Read, Write Inc programme will include:

- explicitly taught and planned sessions following the guidance and objectives of the National Curriculum
- explicit teaching of spelling strategies and rules
- reading a range of genres to develop comprehension skills and scaffold writing;
- a range of text types, modelled to promote sustained composition;
- handwriting and presentational skills taught and modelled using the Martin Harvey Handwriting scheme;
- immersion in a print rich environment that promotes a reading culture and develops speaking and listening;
- sessions at the end of each teaching unit to further develop independent writing
- Discrete grammar lessons
- Discrete reading lessons focusing on the key Content Domains
- The use of Fresh Start for those children identified as 'struggling readers' after completing the Read Write Inc programme

Spelling

Children's phonological awareness and spelling strategies are assessed and inform teaching. Dedicated time is allocated for teaching and investigating spelling, as well as word level work linking to a related text/task in the main literacy session. Activities/work/photographs of this is recorded. Each class has a Spelling display to show which pattern or rule is being learnt and investigated each week.

Each class teacher provides weekly spelling lists for children to take home and learn. The spelling lists are differentiated according to ability, if needed. Spelling for Literacy books in each class are used to provide children with their weekly spelling and activity homework. Children are encouraged to practise their spellings on a weekly basis as a homework task and each teacher completes a spelling test, weekly, recording pupils' scores in order to track progress. Word banks (given and created), along with dictionaries can be used to support children's spelling at the point of writing.

Reading

We believe in developing a reading culture throughout the school by creating welcoming book areas in classrooms and raising the profile of reading through a print rich environment, attractive book displays and promoting the written word at all times. High priority is given to reading in KS1. Children are placed in ability groups for reading and read a wide range of reading books suitable for their reading age. Children are able to take home a reading book to read to/with their parent/carer each week. To develop fluency, children will revisit books they have previously read.

Nursery children will all take home story books to share at home and develop story telling language, oracy skills and a love of reading.

All Reception, KS1 and KS2 children are provided with a home reading book (home-school diary) and are asked to record their home reading. The books children take home in KS2 will be around 99% decodable for the children so that they can increase their fluency and reading speed. Children accessing the Read Write Inc programme will be allocated books that reflect the sounds they have been reading and learning in their Read Write Inc lessons.

Children are expected to read and return their signed reading records at least 3 times per week. Children are expected to read their school-provided book (based on their decoding skills) at home but are also encouraged to read books, magazines or newspapers of their choice at home.

Reading is taught through:

1. Whole class reading that develops listening skills, a love of story and reading for pleasure. This is teacher-led reading with children listening and responding to questions, predictions and vocabulary choices as appropriate to the level of the children.
2. Shared reading that immerses children in the pattern of story and features of text types. This happens in literacy sessions when introducing text and prior to writing. The teacher models as an expert reader and draws out the key elements of the content.
3. Whole class reading sessions in KS2 following the Literacy Counts: Steps to Read scheme
4. A Reading Assessment Tracker is used to track each group's progress and monitor the objectives they have covered. Each group reads with an adult at least once every week.

5. Individual reading in class (please see section below)
6. Books are changed as children move through the Read Write Inc programme and are closely monitored by the class teachers to ensure readability.
7. A print rich environment encourages children to interact with displays, to follow instructions and signs, promoting functional language. Within the classroom the reading area is attractive and inviting and books are clearly accessible and labelled. Books are also displayed and promoted around the classroom and the whole learning environment of the school.
8. The school library provides reference and reading materials for children and teachers. Each class has an allotted time to attend the school library on a weekly basis. Children can borrow books from the library to take to class/home to read for pleasure or to support with school work.

Literacy Counts: Steps to Read KS2

In KS2, children are taught reading skills daily through the use of the Steps to Read scheme. This whole-class, Shared Reading scheme progresses children through carefully crafted units of work. These units teach *all* aspects of word reading and comprehension through high-quality fiction, non-fiction and poetry texts.

Steps to Read provides a clear teaching sequence to reading sessions that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches. These comprehensive units have been constructed so that the entire statutory curriculum for reading is covered.

The primary aim of Steps to Read is to teach reading comprehensions skills and strategies explicitly. Through using this approach, we have ensured that our reading curriculum ...

- Is sequenced, coherent and progressive
- Uses language-rich texts for vocabulary teaching
- Includes all elements of comprehension, taught sequentially across an academic year
- Has a clear focus on the skills and strategies needed to be a proficient and confident reader
- Uses engaging texts to promote a life-long love of reading
- Includes poetry, non-fiction and fiction that enhances knowledge learning across the curriculum

We also use these detailed units as vehicles to our wider curriculum, giving children the opportunity to revisit prior learning and be exposed to future areas of study. This, in turn, builds a rich curriculum and improved outcomes for our children.

Non-negotiable expectations for reading

All KS2 classes not following Read Write Inc must have:

- A guided reading file which is easily accessible for moderation by the reading leader (weekly, or whenever needed).

The file should contain (Class teacher's responsibility)

- A record of books read by each group
- All session sheets and planning
- Assessment sheets for groups (Year 2 and 6 will have individual sheets for external moderation purposes)
- Salford Tests (list of all children's reading ages within the class)

Salford Test Results are colour coded to reflect the following:

- **RED** – if 2 years or more below their chronological age
- **YELLOW** – if 1-2 years below their chronological age
- **GREEN** – if 1 year or below their chronological age
- **PURPLE** – above chronological age

The following now applies for children up to and including Year 4

- **RED** CHILDREN – are listened to **EVERY DAY** by an adult
- **YELLOW** CHILDREN – are listened to **3 TIMES** a week
- **GREEN AND PURPLE** CHILDREN – are listened to **ONCE** a week

When a child is heard read, a comment is put in their home school reading record by the adult hearing them. A TEACHER will read once a fortnight with EVERY CHILD in their class.

Year 5/6

RED children will read twice a week with an adult – preferably the class teacher

Writing

We believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have the potential to be successful writers. The compositional and transcriptional skills are taught alongside the creative aspects. Immersion in reading, talk and preparation for writing is essential to the writing development process.

Writing is taught through:

1. Shared writing that is modelled by the teacher as the expert writer with contributions from the children. This is teacher-led writing with children watching and contributing ideas. Shared writing is not exclusive to literacy sessions and can be taught within other subjects. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, presentational and text-level skills or other key strategies needed in writing. Not all of these can be modelled in one session, but the teacher as the expert writer leads the cumulative writing process.
2. Guided writing that targets children at their point of writing. Guided writing takes place in small groups with a teaching focus using targets and writing already modelled. The main part of such sessions is spent with the child writing and the adult intervening as appropriate. In Foundation stage the child receives more individualised support from the teacher at the point of writing.
3. Independent writing. Throughout the school children need opportunities to develop their confidence and practise their writing skills. All writing activities should have a purpose and quality should be promoted through book making, publication or presentation to another audience. Writing is modelled and supported from immersion to quality writing. Independent writing is supported through the use of dictionaries, thesauruses, word banks, writing frames or plans and alphabet cards.
4. Writing environment. The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. Opportunities for writing are planned for and accessible throughout the learning environment and school day.
5. Skills in grammar, punctuation and spelling are taught both discreetly and in context. Weekly, discrete grammar lessons focus on a particular grammar or punctuation skill as per the National Curriculum expectations for each year group. Grammar and punctuation lessons should include primarily, practical, active and fun tasks to help children to investigate and play with grammatical rules. This learning should then be modelled, discussed and applied in context through other reading and writing opportunities in the remaining literacy lessons. Wherever possible, the content of the grammar lessons should be linked to the text-type, purpose or audience of the writing being covered that week/unit of work.

Independent Writing

Aims of Independent writing

- To ensure that all children have a secure knowledge of basic skills and continue to practise them regularly from Y2 onwards
- To practise and apply learning from literacy and grammar lessons
- To develop a writing voice through speaking and listening activities
- Opportunities to revisit text types and apply skills learned in current text type

Planning

- Teachers should plan the writing sessions linked to the unit of work which is being taught at the time.
- It is expected that children will apply the skills that they have been taught during the unit – especially grammar skills and spelling rules/patterns
- The working wall will help to scaffold learning during their writing sessions.

The structure of writing sessions

- Children are given the opportunity to plan, orally rehearse and produce an extended piece of writing.
- The children should be given the opportunity to plan their writing in an appropriate format. This can be a mixture of independent, group or paired work over the course of the year.
- Differentiated success criteria may be used to support children's writing. If in the form of a checklist, this can be stuck in books to support self and/or peer assessment.
- Generally children will be expected to write independently. Adult support in class may be used to support a group on occasions, where appropriate.

Handwriting

Handwriting and letter formation is explicitly taught throughout the school. The Martin Harvey scheme of handwriting is taught where appropriate from Y1 upwards. Handwriting sessions are held at least twice weekly in class 1-6. Children in Y2 upwards should be taught to join, according to the expectations of the national curriculum.

Children need to have adult interventions during handwriting sessions to ensure incorrect formation is not practised. Good presentation is emphasised at all times and through all forms of writing. In Foundation Stage children are taught to write their name through tracing, copying and writing from memory. Support is given to those with poor pencil grip through triangular pencils and pencil grips. Children in Foundation Stage to follow the Read Write Inc handwriting guidance, following stages 1a and 1b.

In KS2, children who consistently produce neat, legible and joined handwriting can be nominated by their class teacher to receive a *Pen Licence*, allowing them to write in pen in literacy and topic books. The literacy coordinator will review the handwriting of the pupil 'nominated' and will decide if they meet the handwriting expectations to receive the award. Children who can then write fluently in a clear, joined script at pace with their handwriting pen, can also be nominated to receive a fountain pen through the *Super Pen Licence Award*.

Marking in Literacy

Mark	Meaning	Where	By who
Stamp: Achieved/ working towards/not achieved	This will tell the children how successful they have been against the learning objective.	At the bottom of the page	Teacher/TA
Purple tick	The part of the work ticked is correct.	Throughout the work	Teacher or TA
Green tick	The part of the work is correct when self or peer assessed by the child.	Throughout the work	Child
Purple highlighter	This will identify in the work a word, phrase or sentence which is particularly successful linked to the learning objective.	Throughout the text	Teacher/TA
Yellow highlighter	This will highlight any mistakes or errors which need looking at again with an adult. This could also include spelling errors, punctuation errors or number/letter reversals which should be correct for the age and ability of the child.	Throughout the text	Teacher/TA
Green writing	Green writing indicates work corrected or responded to by the child.	Throughout the text	Child
Purple comment	If the teacher feels the child's work needs a specific comment, then this will be added to the work but is not an expectation for all pieces. Comments may also be written to suggest ways of making improvements.	At the end of the piece of work	Teacher
Teacher or TA support identified	Work must show if the children have received support to complete the work.	At the top of the work	Teacher or TA