



LITERACY

Chair of Governors: *Mrs. Marianne Jones*
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At Trerobart Primary School we recognise the value of English as a means of communicating through the elements of speaking and listening, reading and writing. The study of English helps pupils understand how language works by looking at its patterns, structures and origins and, using this knowledge, pupils can choose and adapt what they say and write in different situations. We aim to enable pupils to express themselves creatively and imaginatively and to learn to become enthusiastic and critical readers of a variety of texts.

In our school we strive for our pupils to be immersed in a stimulating learning environment, enriched with print and other communicative media, in order to foster and develop communicative skills. Children will have opportunities, spanning the spectrum of the curriculum, to listen, present, discuss, read, understand and write in ways which require an augmenting awareness of audience and purpose.

SKILLS-BASED CURRICULUM

In line with current policy changes the importance of a skills-based curriculum is essential. The skills of thinking, communication, ICT and Maths will encourage children to develop as independent learners to promote continuity and progress in those skills. In response to these changes, the scheme of work will reflect where possible these changes. This policy reflects the requirements of the National Curriculum Orders 2008, with amendments in September 2015 with regard to literacy and numeracy, and The Foundation Phase Framework 2015.

AIMS AND OBJECTIVES

- To provide children with the opportunity to listen, speak, read and write with confidence, fluency and understanding;
- To provide children with a learning environment which is safe and secure while underpinning the development of all aspects of literacy via nurture, support and challenge;
- To ensure there is equality of access and opportunity for all children to develop their literacy skills;
- To seek to ensure that all children achieve their full potential as they progress through the primary phase and transfer to secondary education.

Y CWRICWLWM CYMREIG

The Cwricwlwm Cymreig is a statutory requirement in Curriculum 2008. Every teacher shares the responsibility of ensuring that pupils are given opportunities, where appropriate, to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Pupils are entitled to a curriculum which:

- reflects the languages, culture and heritage of Wales;

- reflects their own sense of identity and celebrates cultural diversity within the school and the community;
- is meaningful and relevant to their own experiences in their community and country;
- provides them with a knowledge of contemporary Wales and an awareness of change and development.

In 1993 the Curriculum Council for Wales published a document entitled 'Developing a Cwricwlwm Cymreig'. This paper identified 5 elements which constitute Y Cwricwlwm Cymreig and which are essential in promoting the Welsh dimension in pupils' learning:

- a sense of belonging;
- a sense of place and heritage;
- an awareness of the importance of languages and literature in the history and life of Wales;
- an understanding of the creative and expressive aims in Wales;
- an awareness of the factors that have shaped Welsh religious beliefs and practices.

To this end, the school's scheme of work will endeavour to fulfil this requirement in a variety of ways, including studying Welsh authors and poets, visits from Welsh poets and authors as well as novels and poetry set within the cultural, as well as physical, landscape of Wales.

LEARNING AND TEACHING

At Trerobart Primary School we work together to plan, deliver, monitor and evaluate the teaching of literacy to ensure that high expectations are upheld and met in order that pupils achieve to their full potential. Approaches to teaching follow the orders in the National Curriculum for Wales (2008) and follow advice laid down by the National Literacy Strategy as well as local advisory guidance and suggestions within published resources adopted and used by the school. We endeavour to deliver a truly cross curricular approach to learning with English driving, as well as supporting, the learning across all subjects.

The school's curriculum is based upon the 2008 National Curriculum orders for the Foundation Phase and Key Stage 2; it is based upon the Esis/National Literacy Models. To enrich our scheme of work we use a variety of published and on-line resources, including those made by class teachers and departments; this list is not exhaustive -

Hamilton
Focus on literacy (texts)

Nelson Spelling/Comprehension
Oxford Reading Tree
Letters & sounds
Letts Literacy

FOUNDATION PHASE

The focus of this curriculum and underpinning philosophy is that of learning through play, active involvement, speaking and listening and an emphasis on skill development. This requires learning for understanding as opposed to the transfer of knowledge, hence the schools' experiential approach to learning. English will form a substantial part of the Language, Literacy and Communication skills strand.

From September 2008, all pupils, beginning with nursery and rolled out annually to Year 2, have been taught following the philosophy of the Foundation Phase curriculum; more information on this can be found in the school's Foundation Phase policy.

The importance of early good language development cannot be emphasised too much, therefore the status of English is held in high regard and its acquisition promoted throughout the school. We understand that oracy is key to quality learning throughout our lives. Our youngest children are trained to be good listeners and encouraged to become quality audience members; they are provided with good role models for talking with quality speech promoted at all times.

KEY STAGE TWO

The Key Stage 2 scheme of work follows the National Curriculum orders for Wales and uses advice from the National Literacy Strategy and the JES. The scheme has been planned against the backdrop of the Welsh Assembly publication 'Making the Most of Learning' (2008) whereby thematic and cross-curricular approaches are encouraged. English, naturally, as a communicational subject, transcends the curriculum and there is rich opportunity to consolidate and enhance skill development via other subjects and providing our pupils with real opportunities to communicate and express themselves.

TRANSITION TO KEY STAGE 3 AND SECONDARY SCHOOL

Trerobart Primary School enjoys good links with the cluster's secondary school, Pontypridd Comprehensive School. Pupils within the Pontypridd

cluster of schools follow the Transition Plan and meet regularly to discuss standards and moderation prior to the formal event during the summer term.

PLANNING, COVERAGE AND TIMETABLING

English is explicitly planned for in daily lessons, usually in the morning, of at least an hour a piece. Pupils are also tutored during guided group reading sessions as well as receiving individual reading time outside of direct teaching time. Some pupils are withdrawn from classes to receive individual 'Cumbrian' and 'Catch-up' intervention reading sessions. In the early Foundation Phase approaches to English are more flexible to meet the needs of learner's stages of development.

SPEAKING AND LISTENING

Aims:

- to speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences;
- to listen, understand and respond appropriately to others;
- to know the grammatical constructions that are characteristic of spoken standard English and to apply this knowledge appropriately;
- to understand variations in language.

Implementation

Trerobart Primary School provides many opportunities and activities to develop speaking and listening skills throughout the curriculum and school life and from an early age children are encouraged to speak out to others. Pupils are encouraged to participate in a wide range of drama activities, both formal (such as the Christmas play), and informal (such as improvisation, hot-seating and role play). We also provide opportunities for pupils to experience plays and performances given by professional actors, whether travelling theatres to school or by visiting other venues.

Teachers plan many speaking and listening activities into their lessons, especially using our cross-curricular topics where there are ample opportunities to hot seat, deliver presentations and work in 'talking partners'. ICT and e-resources, including talking books, are used to supplement learning in a variety of ways, including across the whole curriculum.

Teachers are expected to assess oracy six times during the year, following the agreed proforma, and finding reported to the Headteacher as part of Assessment Week activities. Staff should allow pupils to plan, deliver, and assess their work, as individuals and peers. Evidence should be recording using the school's Ipads and will be subject to the school's standardisation

and moderation processes. Pupils in the Foundation Phase will be observed under the processes for observation and assessment in the Foundation Phase policy.

Pupils requiring additional support are given intervention programmes to improve their performance. These include Speech link and Hands-on Literacy in the Foundation Phase and Read, Write, Inc in Key Stage 2. Additional reading support is also given and KS2 has differentiated 'set' groups for the teaching of Group Guided Reading (GGR).

Assessment

Speaking and listening skills are assessed through teacher assessment according to the Foundation Phase and National Curriculum requirements and are recorded in the annual report to parents. Assessments are undertaken at the end of every half-term and end of term to track and monitor pupil progress, using the agreed tracking proformas.

READING

Aims

We follow the National Curriculum for Wales (2008), the amended curriculum for English and Maths (2015) and Foundation Phase Framework (2015) aiming to enable the pupils of Trerobart Primary School:

- to read with fluency, accuracy and understanding;
- to read a whole range of texts enthusiastically;
- to use their knowledge of words, sentences and texts to understand and respond to the meaning;
- to increase their ability to read challenging and lengthy texts independently;
- to reflect on the meaning of texts.

Implementation

The skills of reading are primarily taught through a daily English Language lessons given to all pupils from Reception to six and the skills are reinforced throughout other curriculum areas. Pupils in the Foundation Phase are taught under the principles of the Foundation Phase Curriculum. The planning of an hour of Literacy can follow a one unit a week of tasks at text, sentence and word levels as well as opportunities for independent writing. This enables a continuous and progressive development of skills from the reading of texts of a specific genre to a writing outcome of that genre.

Reading is taught through the following activities:

Phonics – Foundation Phase teachers plan and deliver a structured programme based around the 'Jolly Phonics' resource. There is a daily input

which is built upon during the week. Phonics is formally assessed three times a year (Sept/entry, Feb/monitoring, June/exit) and reported to the Headteacher. Teachers in KS2 are expected to plan phonics provision to meet the needs of individuals who have not yet acquired a functioning level of phonological understanding.

Shared Reading – This is a class activity in which teachers, using a common text, model the reading process to children, focusing on the comprehension plus specific grammatical or word level features.

Guided Reading – This takes place in Key Stage 2 on a daily basis, outside the ‘Literacy Hour’, when everyone in class reads. In guided reading children are grouped, and set reading objectives, according to ability and have at least one teacher led session per week plus independent group tasks set for other sessions. Guided reading information is available in all teacher’s files. The school uses ‘Bug Club’ reading scheme.

Individual Reading – Pupils at Trerobart are also provided with individual reading books from the reading scheme, which they work through at their own pace, not restricted by age. Staff input is as follows:

- Lower FP: Teacher/LSA once
- Upper FP: as above
- Lower KS2: Volunteer once a week; Lower ability pupils will read with twice a week
- Upper KS2: as above

Reading books will be taken home for ‘home-school’ partnership is as follows:

- Infants – are given a chosen day so that pupils can be listened to regularly, without the interruption of books at home;
- Juniors – take home every day.

All pupils have an individual reading record to share progress with parents and parents are encouraged to write in the books. These books are to praise and encourage, and should contain constructive comments to move the learning on. Teachers in FP keep a record in their files as evidence of assessment, Junior records are kept in the volunteer reading area.

The school uses ‘Oxford Reading Tree’ as its main reading scheme and uses additional resources to supplement provision and support less able learners in their phonic acquisition and decoding skills.

Assessment

Recording and assessment of guided reading: Class teachers keep records of each pupil’s reading progress with a log of books read that have annotated comments. Parents are also encouraged to share in their child’s reading development by making appropriate comments in their child’s reading record. Robust assessment strategies and evaluation of pupil trackers ensure that any gaps in pupil progress or dips in attainment are identified and targeted for improvement, whether individually or groups. Pupils are tested three times a year from Year 2 upwards (Sept/entry, Feb/monitoring,

June/exit) on a one-to-one basis using the Salford reading test to monitor reading development as well as WH national tests (May) and three-point phonic assessments for Foundation Phase pupils and lower ability Key Stage 2 pupils.

Resources

Teachers use a wide range of resources to deliver the curriculum, including texts by Welsh authors, in accordance with the National Curriculum development of skills across the curriculum (Cwricwlwm Cymreig). These include, but is not exhaustive:

Trerobart Primary School Scheme of Work
Jolly Phonics
Oxford Reading Tree
Books by significant authors (class packs)

WRITING

Aims

Our planned scheme of work for writing has outcomes that aim to enable pupils:

- to learn the main rules and conventions of writing English;
- to explore how the English language can be used to express meaning in different ways;
- to compose a variety of fiction and non-fiction writing, choosing the appropriate form and contents to suit a particular purpose;
- to use the planning, drafting and editing process to improve their work.

Implementation

In the Foundation Phase, early mark making is celebrated and encouraged to emerge as pupils become more skilled in pencil control and confident in their phonic knowledge. Handwriting strategies are developed from the earliest days in school through play, finger gym and a specific, standardised style of handwriting.

The skills of writing are taught through the daily English literacy sessions, following the school's scheme of work and reinforced through other curriculum areas. Writing is taught through the teaching of 'shared' and 'guided' writing which enables the compositional skills essential to independent writing to be broken down and 'scaffolded' in a progressively structured approach.

Shared Writing – The shared writing process has three stages:

- *modelling* – the teacher demonstrates how to write a particular text, thinking through and editing the process aloud;

- *scribing* – the teacher discusses and writes the pupils' contributions;
- *supported composition* – pupils write a limited amount of text, either in pairs or individually, sharply focussed on a specific objective.
- *VCOP* – small focused chunks of vocabulary, connectives, openers and punctuation are part of this strategy, as is 'Kung Fu Punctuation', which is taught across the school.

Following these processes pupils are able to put these skills together when building a piece of extended writing, which should take place at least once a fortnight during the early acquisition of writing skills in the Foundation Phase and Lower Key Stage 2.

Teachers are also expected to plan for the re-drafting of extended writing at least once per half-term and should provide opportunities for self and peer assessment as part of the Assessment for Learning strategies set out in the school's Marking and Feedback Policy.

Assessment

Teachers assess pupils at the end of every term via the Incerts program and the level that each child is working within is generated; only at the end of each key stage is a level of attainment formally judged by the teacher using the level descriptors, standardisation guides and the school's portfolio. Results each term are collated and tracked by the Assessment Co-ordinator and Headteacher. Each year, fiction writing is assessed (one per term) and different genre of non-fiction is assessed (one per term).

Future targets are set following on-going teacher assessment and pupil self-assessment. Formal target setting takes place each July and targets are recorded on the school's and Local Authority's tracking system.

Resources

Foundation Phase Curriculum Guidance
Trerobart Primary School English Scheme of Work
VCOP resources
Big Writing Games

SPELLING

Aims

At Trerobart Primary School we aim to teach pupils the strategies necessary to become accurate spellers. These include:

- sounding out phonemes;
- breaking words in syllables;
- applying knowledge of spelling conventions for word building;
- using knowledge of common letter strings and visual patterns;
- checking spellings using dictionaries.

Implementation

It is recognised at Trerobart Primary School that teaching spelling through activity and investigation is the most effective approach. Phonics are taught regularly in the Infant department while pupils from Years 1 to 6 are tested under the SWST spelling system and three points during the year (entry/monitoring/exit) and placed in ability groups with targeted words to learn as part of homework.

spelling lists based on the National Literacy Strategy's high and medium frequency words are regularly taught through the word level activities.

Assessment

Spelling is assessed via the SWST spelling strategy and test and reported to the Headteacher for value-added analysis. The application of spelling ability is assessed via the half-termly writing assessment tracker.

Resources

SWST spelling strategy

Trerobart spelling lists Year 1-6 (based on High-Frequency word lists)

Jolly Phonics

Read, Write, Inc resources

Nelson Spelling

HANDWRITING

Aims:

- To have a handwriting style that is fluent, joined and legible;
- To understand the importance of clear and neat presentation in order to communicate meaning effectively.

Implementation

The teaching of handwriting at Trerobart Primary School is set down in the school's Handwriting and Presentation Policy.

Resources

Penpals Handwriting Scheme
Handwriting sheets
Handwriting books
Over-lay sheets (FP)
Dry-wipe pens

ICT/DCF

Information communication Technology will be built into the delivery of the wherever possible. Teachers will also use ICT to support their delivery of the curriculum.

IWB

Laptops

Ipad

Pupils use other suitable programs, as outlined in the ICT/DCF SoW

ADDITIONAL LEARNING NEEDS (ALN) PROVISION

The Additional Learning Needs Co-ordinator (ALNCo) will liaise with the literacy co-ordinator and class teachers to ensure that the individual needs of those pupils identified with having a Additional Learning Need (ALN) are met. Appropriate targets will be set and regularly monitored and reviewed.

Any Individual Education Plans (IEPs) will be linked, where appropriate, to a suitable year and term in the school's Scheme of Work, and matched to a pupil's stage of development. IEPs are review and update every term.

Less able pupils

Teachers will be mindful of the literacy needs of the children and differentiate questions, activities and tasks to enable access to the curriculum. Where resources permit, language support will be given via approaches such as Language Link,. More detailed information can be found in the school's Additional Learning Need policy.

More able and talented pupils

Teachers will be mindful of the extra needs of more able and talented children, thus differentiating questions, activities and tasks to address their additional needs by providing additional challenge. More detailed information can be found in the school's More Able and Talented policy.

CROSS CURRICULULAR LINKS

Teachers and other subject leaders should capitalise on the opportunities to further develop literacy skills across the breadth of the taught curriculum, as encouraged by the 'Making the Most of Learning' document. English is a flexible subject and by its very nature as a means of communicating its skills can be developed in a varied of context which should extend learning and understanding.

Cornerstones

EQUAL OPPORTUNITIES / RACE EQUALITY

All staff at Trerobart Primary School is committed to creating and maintaining an environment that promotes equal opportunities for all pupils regardless of colour, race, gender or religion. This is explored in more detail in the school's Race Equality and Equal Opportunities policies.

HEALTH AND SAFETY

Trerobart Primary School is committed to the health and safety of all pupils in its environment. Further details are available via the school's Health and Safety policy.

MARKING AND ASSESSMENT

Marking and assessment will be carried out in accordance with the school's Marking and Assessment policy. Targets for improvement will be identified and agreed mutually between pupils and their teachers, plans for progress will also be discussed and share with parents and other relevant interest parties.

The school tracks pupil progress in Literacy via target setting and continual teacher assessment with the Incerts program collating data of pupil progress, these levels and sub-levels are used to track pupil progress. Progression is monitored via the Local Authority's pupil tracking system which allows us to analyse the performance of individuals as well as groups of pupils according to the principles of bench-marking.

MONITORING, EVALUATION AND REVIEW (MER)

The Senior Management Team will monitor the implementation and delivery of the curriculum for literacy. It will be evaluated annually, following the culmination of various MER points as part of the school's MER calendar. Information gathered will be incorporated in the school's self evaluation report and where necessary, its improvement plan.

PARENTAL INVOLVEMENT

At Trerobart Primary School we value the partnership between home and school as an effective means of developing the pupils within our care to their full potential. Parents are invited formally into the school bi-annually to discuss the progress of their child with class teachers and other relevant personnel. Parents are also furnished with an annual written report detailing their child's progress and attainment and have an opportunity to discuss the report at an allotted time during the last week of the academic year. Staff and parents are encouraged to meet before these dates if there is a need to discuss any concerns with a pupil's educational progress.

THE ROLE OF THE GOVERNING BODY

The school has a link governor for the development of literacy and it's progress within the School's Improvement Plan (SIP). The Headteacher formally updates all members of the Governing Body three times a year via a written report and full governors meeting. All governors are encouraged, as critical friends, to visit the school to see progress being made and to experience the ethos of the school, during this time they are subject to Governor Visit Protocols.

Related documents

Additional Learning Needs (ALN) Policy
Assessment, Recording and Reporting Policy
Curriculum Policy
Cwricwlwm Cymreig Policy
Foundation Phase Policy
Governing Body Visit Protocols
Handwriting and Presentation Policy
Homework Policy
Marking and Feedback Policy
Teaching and Learning Policy
Pontypridd Schools Cluster Transition Plan
Wider Skills Policy

- Making the Most of Learning' (Welsh Govnt., 2008)
- Revised Nation Curriculum for English (2015)
- Foundation Phase Framework (2015)

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Next review Mar 2018