Shaftesbury Park Primary School Literacy Policy

"A Local School with a Global Perspective"

Contents

Introduction

Literacy is the collective term for the life skills of reading, writing and oracy (speaking and listening). The three elements of learning work alongside one another to enable Shaftesbury Park pupils to not only make sense of the world around them but also to express and communicate their own experience of it.

At Shaftesbury Park, we want every child to be confident in expressing themselves through a variety of different means and develop literacy skills for life.

Purpose

This policy aims to outline the place of Literacy within Shaftesbury Park Primary School, how the subject is taught and assessed, its relationship to other curriculum areas and the resources available.

The contents of this policy serve both as a statement of our literacy provision and as a guidebook for teaching practitioners of Shaftesbury Park Primary School. As such, it is split into two sections: Reading and Writing.

Aims

At Shaftesbury Park we aim to produce literate pupils who:

- Read, write and speak with confidence, fluency and understanding
- Demonstrate enthusiasm for text and language
- Believe in themselves, through peer and teacher feedback, as effective communicators, both orally and in writing
- Achieve their full potential beyond minimum curriculum guidelines in all aspects of language to fully prepare them for the next stages of their academic careers
- Have had relevant an meaningful literacy experiences in reading, writing and communicating orally

At Shaftesbury Park, we maintain and continue to cultivate a community of readers and writers who use their literacy skills confidently and competently. We aim to foster a love of language and texts through our integrated approach to teaching and learning. Creating a culture that celebrates language within your classroom is as, if not more, powerful as delivering clear and differentiated lessons.

By the time pupils graduate from Shaftesbury Park, they will be: articulate, well read and able to communicate clearly in written form to engage different audiences.

Equal Opportunities

We strive for all pupils to receive equal opportunities to reach their full potential, regardless of gender, race and social background. Alongside our senior leadership team, the literacy lead monitors statistics and analyses the performance of different groups to identify trends of year groups and classes. A monitoring schedule can be found in *Appendix I.*

Rights Respecting School

As a UNICEF Rights Respecting School, we strive to incorporate the rights of the child into everyday learning. We hold that language and communication are particularly important aspects of education to engender the ability and will of all of our pupils to have positive impact on the world around them. In addition, a well-read pupil is one that is better able to put these rights into a useful context and make them relevant to themselves as individuals.

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

Whilst the spirit of these rights permeates all that we do in literacy teaching and learning, the following rights are particularly relevant to literacy and referenced throughout this document:

Article 13 (Freedom of Expression) – Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law

We provide our pupils with a wide range of texts (spoken word folk tales, non-fiction and fiction literature etc.) from a range of cultural and national origins. Pupils are exposed to stimulating information and ideas through appropriate forms of literature in lessons that challenge them to explore different themes. Literacy lessons at Shaftesbury Park allow pupils to express their views an ideas and receive constructive feedback. Pupils are provided and taught the tools in which to comprehend information and express their views orally and in written form.

Article 17 (Access to information from the media) – Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

We provide pupils access to age-appropriate and stimulating media from a range of national and international sources that are of social, cultural and spiritual benefit to our pupils.

Article 29 (Goals of education) – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

We provide study texts in the form of images, videos, books and periodicals that develop our pupils' ability to comprehend themes and meaning and make connections between them and their own experiences.

Article 31 (Leisure, play and culture) – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Regular opportunities to read for pleasure are included in each class' weekly timetable as are opportunities to use class and school libraries. In addition, all pupils receive the opportunity to meet authors, visit Battersea Library and participate in whole school events such as World Book Day and an annual Book Week that includes a whole school reading picnic. All pupils and parents are provided access to free books via our playground book hut as well as the opportunity to sign out books from class libraries to borrow. In addition to whole school events, clubs such as Calligraphy, Speech and Drama and Debate clubs are offered.

Differentiation and Interventions

In classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies that include:

- Differentiated learning tasks
- Additional support from teaching assistants
- The same starting point but different routes to the learning
- Differentiated input and questioning

Differentiation is also found within the way we give feedback through marking. Details on written feedback can be found in Appendix II.

In Development –

Three way split:

Shaftesbury Park Primary is a two-form entry school. Some year-groups are currently served by three teachers. Selected pupils from both classes form part of a third class in the mornings according to individual needs. These groups are fluid and based on formative assessment by the class teachers. The class teachers remain responsible for all pupils within their registration group.

Staff CPD

All members of staff have access to Literacy CPD both formally and informally. All staff are given a briefing update at the start of each academic year in the form of a presentation by the Literacy Lead that covers: pupils progress and current attainment (both overall and by pupil groups), current teaching and learning pedagogy and policy and a calendar of Literacy events.

New members of teaching and support staff receive three, half-hour sessions throughout their first half term of employment. Teachers attend one INSET per term to develop current pedagogy as well as discuss current progress and attainment trends. Outside of this, CPD follows a hierarchy of need as follows:

- Reference to this guidebook/policy made available in the PPA room alongside examples of work
- Informal meetings with Phase Leaders
- Access to modelled teaching videos on shared drive
- Opportunities to observe other teaching practitioners within their Phase
- Regular opportunities to observe the Literacy Lead
- Attendance of gallery lessons within the Literacy Hub led by Shaftesbury Park Primary School
- Co-planning and teaching with the Literacy Lead
- Specialist courses provided by the Wandle Teaching Alliance

Assessment and Monitoring

At Shaftesbury Park Primary, formative and summative assessment takes place and is used as follows:

Formative

- Teacher assessment (including TA input)
- Reading Logs provide evidence of understanding and progression
- Guided Comprehension sessions indicate levels of expression, intonation and interpretation at individual levels.
- Class text exercises indicate individual levels of understanding
- SEND support schemes are monitored for success and any further intervention which is necessary

- The School Marking Policy is adhered to and next steps given. Children also have the opportunity to respond

Summative

- Teaching staff use Key Performance Indicators* termly to assess children's' development in reading and writing
- Additional Key Performance indicators are used in Year 2 and 6 to indicate progress against National Standards
- All assessment data is collated and discussed at Pupil Progress meetings
- KS1 and KS2 SATs information is collated and assessed for areas of common concern
- NfER tests are completed for Reading and SPAG (including a spate spelling test) once a term in Year 1, 3, 4 and 5
- Progress and attainment data is summarised and used to present as Phase targets by the Literacy Lead to Phase Leaders
- Progress and attainment data is also provided by the Literacy Lead to the Deputy Headteacher for whole-school analyses with regard to pupil groups (such as SEND and Pupil Premium pupils)
- Tests are not used as teaching materials. A maximum of three practice papers are issued to Year 6 pupils throughout the year with an emphases on mental preparedness and resilience bring the key teaching point.

Key Performance Indicators groups by reading skill can be found in Appendix III.

Monitoring

This documents outlines the expectations from teaching staff to provide an overall framework of practice. Outside of this framework, teachers are encouraged to use their own creativity, experiences and the needs of their individual classes to lead their teaching.

Within the framework of expectations detailed in this document, consistency is essential to ensure that we are able to monitor and track pupils throughout their time at Shaftesbury Park. Monitoring by the Literacy Lead and SLT occurs regularly with information gathered informing whole school policy alongside the input of staff during regular INSETs. Information gathered is also used within termly performance management of teaching staff.

The schedule of monitoring can be found in Appendix II.

Whole School Events

World Book Day – 4th March

Prior to World Book Day, the Literacy Lead will distribute a flyer with information for parents along with a National Book Token attached.

Parents will receive an email before Spring Half term reminding them of the day, dressing up and which book their pupils will be studying.

Each year group will study one classical text that remains the same each year. Shaftesbury Park pupils will thus be familiar with a wide range of heritage texts and parents will know what the books are well in advance:

Nursery	What the Ladybird Heard	**Year 3**	Peter Pan
Reception	Come to Tea on Planet Zum Zee	**Year 4**	Julius Caesar
Year 1	Jason & the Argonauts	**Year 5**	Hansel and Gretel

Year 2   Oliver Twist   **Year 6**   Treasure Island

Year 6 Reading Ambassadors and the Literacy Lead will produce a play or presentation to help celebrate World Book Day as well as give our prizes for work and dressing up.

Book Week – Summer Term

Book Week takes place in the Summer Term and is a celebration of reading and storytelling. Pupils read, tell and re-tell traditional stories, fairy & folk tales from around the world.

The objective of this week is to promote confidence with and consolidate oracy skills and reading for pleasure.

Teachers will base their reading and writing lessons around traditional folk tales for the duration of the week.

The Literacy Lead will organise author visits and workshops for each yeargroup.

At the end of the week, a whole-school community Reading Picnic will take place with guest speakers, pop-up book shop and special guests.

On Thursday, there will be dressing up day where pupils and teachers may dress up as whatever they want.

Other Events in the School Calendar

Teachers will regularly link whole school events to writing and reading genres and tasks. For example:

- Black History Month (Oct) – biographies
- National Poetry Day (3 Oct) – poetry
- STEM Week (Spring 2) – instructions
- Healthy Schools Week (Summer 2) – reports

Reading Policy and Handbook

Summarising Visualising Questioning Clarifying Evaluating Connecting Predicting

Full coverage of all 7 skills occurs every two weeks. Teaching and allowing pupils to practice a range of reading comprehension skills notwithstanding, practitioners and pupils alike seek to evaluate ability within each skill and look to develop weak areas accordingly.

Photocopies of examples of the standard of work expected for each ability group will also be added each term to build a comprehensive library for each year-group.

This will provide an opportunity to:
- share practice
- gain ideas for lessons
- assess and inform next steps for your pupils

Updates to this policy will follow staff INSET meetings and pupil/parent/staff voice every term.

Expectations of Teaching Staff

The following pages provide example lessons and activities for each skill as well as guidance for the Guided Comprehension questions (Looking, Clue and Thinking). Your lessons do not need to be limited to these activities however. New ideas and ways of learning are actively encouraged!

Whilst teachers are free to create, adapt and build routines that suit their class and personal practice, these minimum expectations are adhered to:
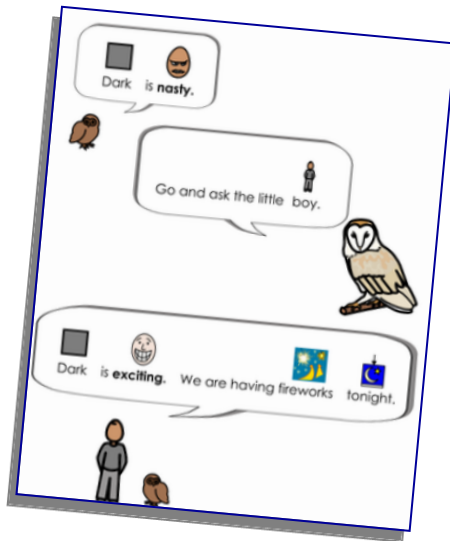
Minimum expectations for reading lessons:

- Pupils' work is completed in the red, lined exercise books with the front covers labelled with the appropriate sticker with names written by an adult in black pen.
- One session of Guided Comprehension (Looking, Clue, Thinking Questions) per week based on one text studied by the whole class.
- At least three further sessions that develop the 7 comprehension skills. These sessions will cover all 7 skills within every two week period.
- Exercise books are either reviewed with pupils in focus group sessions or marked after each session to ensure that common mistakes and misconceptions are addressed.
- All pupils visit the library to find relevant texts at the start of each IPC Topic and at least one further visit each half term.
- At least 30mins a week for reading for pleasure in included within each class timetable.
- Children are read to by an adult at least once a day.
- Teachers sign pupil Reading Logs every day and make a comment in them at least once a week
- Every class has a borrowing system for their library that is familiar to all pupils in that class
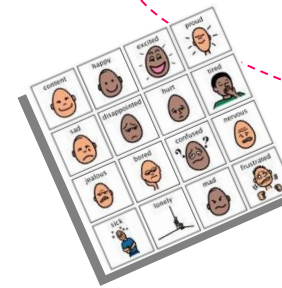
KS1

Summarising

- *Putting pictures in order*
- *re-telling a story in logical order (notes/audio recorded)*
- *adding dialog*
- *adding CinP emotions to sections of story*
- *adding a #hastag to each page*

By providing images/extracts of the text in order, pupils can create a summary of how the character was feeling in each stage. *This is a great way to build inference skills.*

Putting events in order, using images from the text.

This can be done orally, with a tick list for pupils to provide tracking/evidence

Are pupils able to:

- Able to remember key events?
- Able to link cause and effect?
- Able to put key events in order?

Visualising

- *Drawing out a scene – highlight words/phrases that helped you imagine*
- *Describing what happened – notes taken on accuracy to book*

'Dark clouds started to form over their house.'

Asking pupils to draw the next scene requires them to: summarise: what they already know; infer story direction; make connections between cause and effect in their own experience and previous books; make logical predictions based in evidence and inference.

All this from one picture – children's drawings warrant close inspection!

Getting pupils to describe or draw out a scene is a good way to see what they visualise beyond the text; thus, illustrating their inference skills.

Pupils' drawings serve as an excellent prompt for them to talk about what they imagine from a book – a valuable insight into their comprehension.

KS1

Questioning

- *Record questions at the start of a text on flipchart and then answer as you read*
- *Choose questions that are unanswered by the text/image*
- *The text extract/image does not necessarily need to be the first page/cover. It may sometimes be interesting to choose the turning point/main event of the story.*

What questions can we ask that are unanswered by the text?
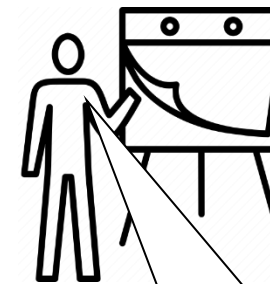
Let's revisit these questions as we read the book...

"What happened?"

"Why are they all on the ship?"

~~"Is there a tiger on the ship?"~~

"Is this Noah's Ark?" – (connecting evidence)

"Is someone going to save them?" (Predicting evidence)

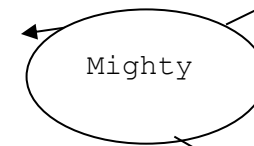'What does {word/phrase} mean?' can be covered in clarifying sessions.

KS1

Clarifying

- **Share questioning highlights and clarify as a group/class**
- **Circle exercise**
- **Link images to words in the text**
- **Junior dictionary work**

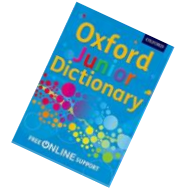Write all of the things that come to mind when you read/hear the

Mighty

Underline and read the whole sentence and explain the meaning.

Look it up in

Oxford Junior Dictionary

In this activity, pupils match icons with words within a text. Including an image of a watch and a pair of eyes enables you to gauge if pupils are using context to discern meaning. (In this case, if the word is a noun or a verb, or in the example right, an adjective or a noun).

In a dry dusty place where
the sand sparkled gold,
Stood a mighty flat rock —
all craggy and old.

You don't have
to be BIG and BRAVE
to find your ROAR.

Being little isn't always easy. But when
Mouse sets off on a journey to find his roar,
he discovers that even the smallest
creature can have the heart of a lion.
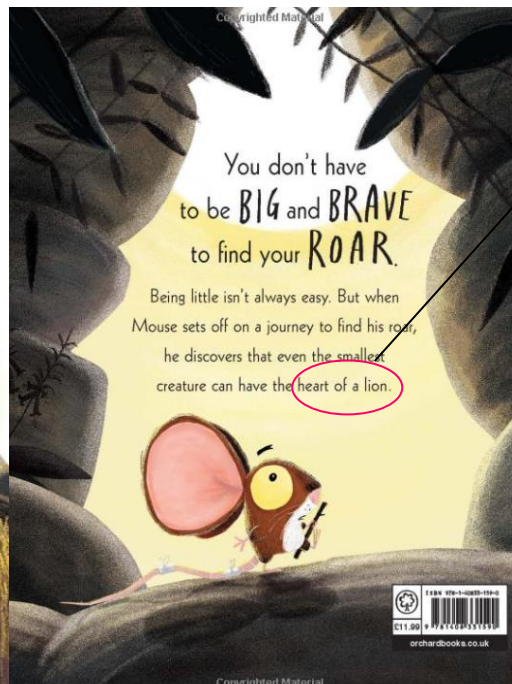
Some clarifying work can be done through looking questions: "what does it mean to have a *heart of a lion*?"

Communicate in print or Google Images are both quick and easy sources to get word icons.

InPrint3

Create printed symbol resources

KS1

Evaluating

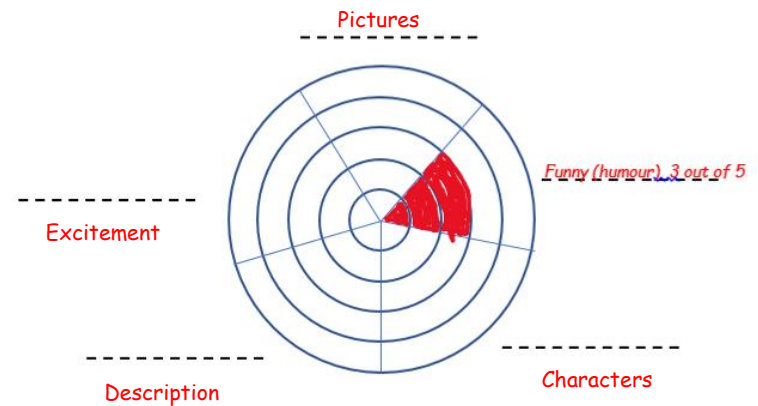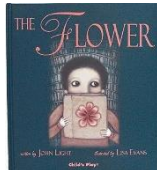- Evaluation wheel – pupils grade a text out of 5 for given or chosen categories. You can extend pupils by asking them to justify their grades and even to compare two texts (evaluation wheels) together to give a more detailed comparison.
- Order of preference. Asking pupils to order their books by order of preference is a great first step into: "what would I like to read" instead of "do I like reading?" This work can then form the basis of plenary discussion where quotes can be recorded.
- Recommend a book to a friend – ask friend for feedback. This gets pupils to consider books for audiences that don't include themselves.

Pictures

Funny (humour) 3 out of 5

Excitement

Description

Characters

I think ………………. Would like this book.

THE FLOWER

I think this book is

funny   and   Exciting

thank you

By ………………

I don't think this is for me right now

Not so sure…

I love

this book!
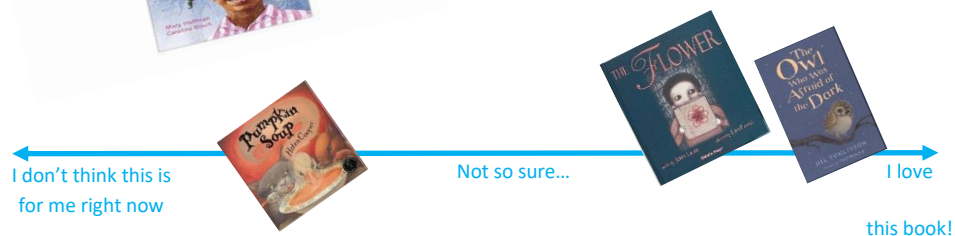
KS1

Connecting

- *Create Venn diagram of themes/scenes*

- *Compare hashtags between class book and study text*

- *During story time – has anything similar happened to us/you? How is {main character} feeling? What makes you feel {answer} – TA to record quotes during story time. These can also form Thinking Questions*

- *Link a character in the book to other lessons – "What would {character} do in this situation?"*

Then one day, a bus Frida was riding crashed into a car. Life as she knew it changed forever.

#tragic   #unfair   #artistinjury
#childhood   #roadsafety

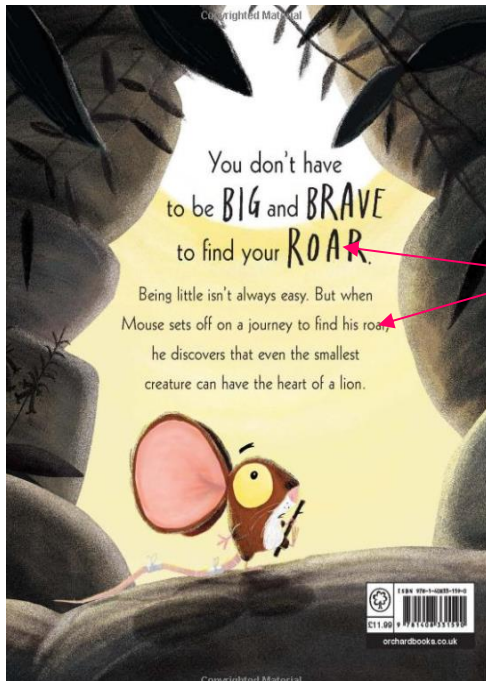Growing up in the South, Maya was treated unfairly because of the colour of her skin and because she was a girl. The world outside was very cruel.

Connections between words/phrases in the text should also be encouraged

Once pupils are familiar with the skill of connecting, they should be expected to make connections to themselves or other texts

You don't have to be BIG and BRAVE to find your ROAR.

Being little isn't always easy. But when Mouse sets off on a journey to find his roar, he discovers that even the smallest creature can have the heart of a lion.

This one has owls in

The owl in this is a bit like me. I'm also afraid of the dark sometimes

They both have animal characters

This one is about soup

This one has a lot more pictures - like Room on the Broom!

Predicting

- *Choose between what happens next and explain why. This supports pupils who are developing their imagination. Mixed ability groups can also help.*
- *Draw the next scene and explain (record quotes or pupils can write answers)*
- *What if questions…*
- *Encourage pupils to refer to what has happened so far or to point out supporting evidence in an image. Full sentence answers should be encouraged to develop reasoning skills.*

Emmeline learned to read when she was three, and it became her favorite thing to do. She read the newspaper and book after book, drawn to stories of heroes who struggled and fought for others. She dreamt about who she might become…

A combination of text/images or high-quality images by themselves can make excellent resources for engaging learners. Scaffolding can be achieved by prompts and levels of questioning.

Go to

https://www.onceuponapicture.co.uk/the-collections/the-prediction-collection/

for an excellent range of images for predicting.

As can be seen in the example (right), you could start with pupils generating questions themselves, followed by asking connecting questions, before asking 'what will happen next?'

- What is surprising about this picture?
- What questions do you have about this picture?
- Do they want to get the bales back onto the ground? Are they trying to get them all floating?
- What would you do if you saw this? (connecting
- What will happen next? Make a list of possibilities, then vote (most likely/most interesting/most unexpected).
- What are they going to do?
- What will happen next?

Summarising

KS2

Readers need to continually summarise what they know so far as they read in order to put new information into context. There are lots of creative ways to have pupils independently practice summarising – this often create excellent opportunities to assess their comprehension, too.

Inviting pupils to verbally summarise is great for oracy skills. Be warned though, it's best to have some sort of visual timer to avoid some pupils adding in too much detail!

Pupils can be given images to then add speech to or annotations to explain each section of a story. Combining this with Tweets (right) is also a great way to box up a story, ready to adapt in writing lessons.

Similar in look to the example evaluating work example (see KS2 Evaluating), pupils can illustrate and annotate section of story and comment on the 'flow' of a text and summarise main themes/events.

1

2

3
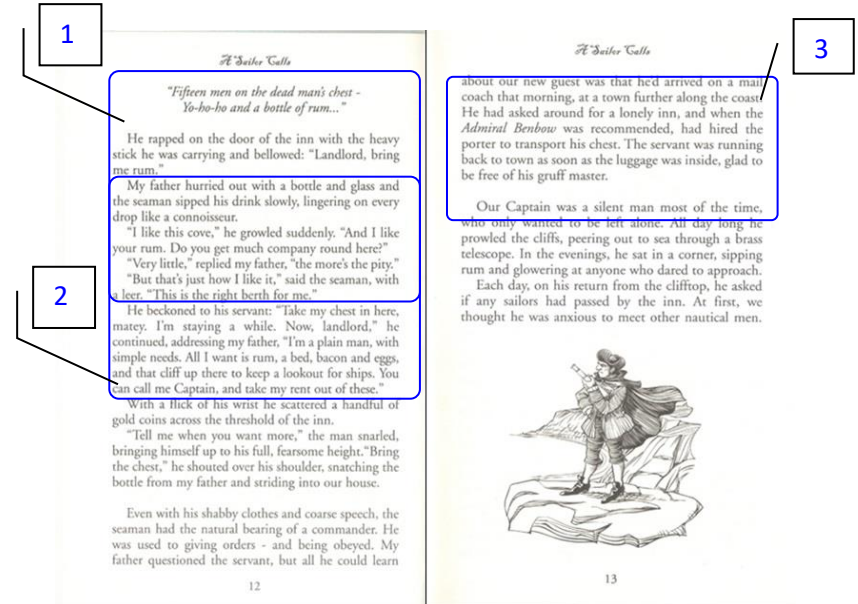
What's happening?
#   #

What's happening?
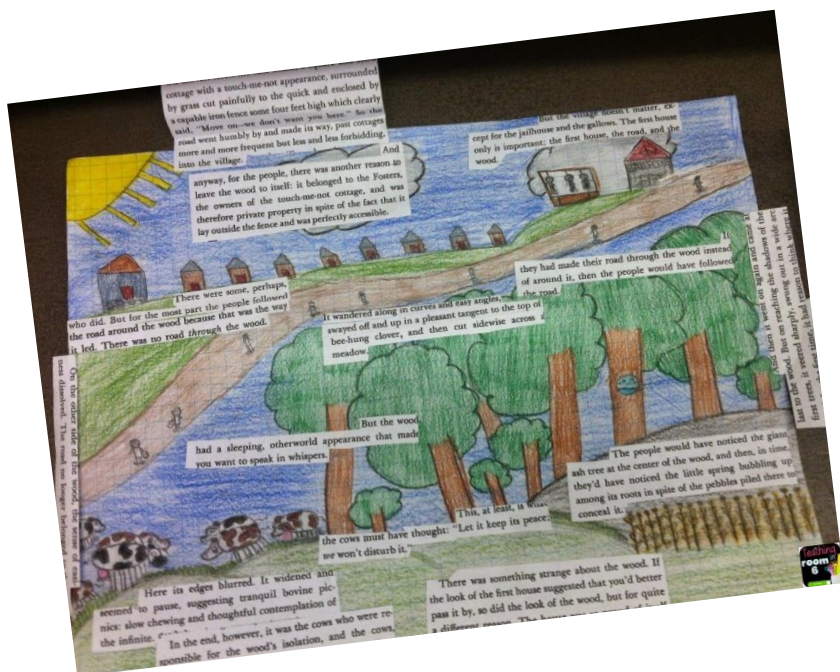#   #

What's happening?
#   #

KS2

Visualising

- *See KS1, Visualising for general notes on the application/practice/assessment qualities of this skill.*
- *Pupils in KS2 should be asked to find evidence in the text to support their answers. There is no reason why pupils can't cut and stick evidence from the text to save time copying out. (See example, below).*

See KS1, Visualising for general notes on the application/practice/assessment qualities of this skill.

Pupils in KS2 should be asked to find evidence in the text to support their answers. There is no reason why pupils can't cut an stick evidence from the text to save time copying out. (See example, left).

Visualising can be in stages: first draw the setting with plenty of space for additions. Then, as you read the book, pupils can add to their drawing/collage to eventually represent the entire story on one page.

By dividing a class book into sections or a story mountain (perhaps marked with post-it notes), you can ask pupils to draw each section. This also gives pupils an increased awareness into the deeper structure of stories. *As with summarising, this is an excellent boxing up exercise to lead into a writing module.*

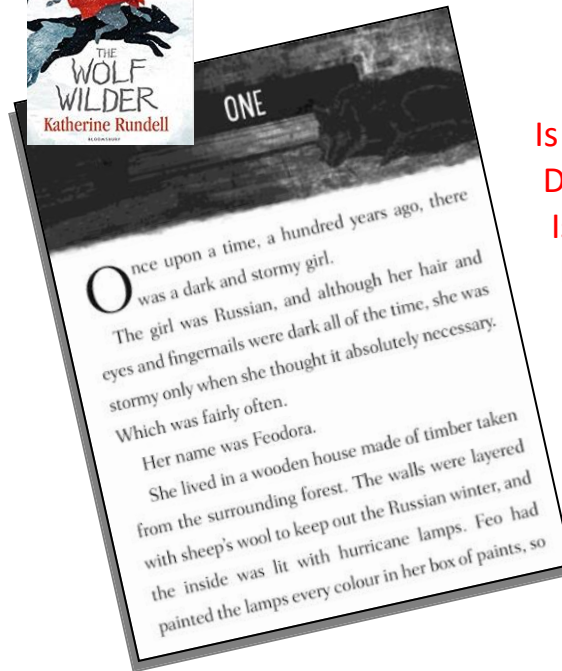| Exposition	Rising Action	Rising Action cont.
Rising Action cont.	Climax	Falling Action/Resolution

KS2

Questioning

- *Reinforcing the habit of questioning will keep pupils motivated to read further into more challenging texts and gain more enjoyment/fulfilment out of reading. As their predictions are answered, they will have the thrill of either being right or being surprised. Good questioning is an effective antidote to passive scanning of words.*

What questions can we ask that are unanswered by the text?

Let's revisit these questions as we read the book…

©Chris Dunn Illustration

Developing the ability to ask interesting questions can sometimes take an interesting image.

Image credit and source of many other, high-quality images for reading comprehension:
https://www.onceuponapicture.co.uk/

THE WOLF WILDER
Katherine Rundell
BLOOMSBURY

ONE

Once upon a time, a hundred years ago, there was a dark and stormy girl.
The girl was Russian, and although her hair and eyes and fingernails were dark all of the time, she was stormy only when she thought it absolutely necessary.
Which was fairly often.
Her name was Feodora.
She lived in a wooden house made of timber taken from the surrounding forest. The walls were layered with sheep's wool to keep out the Russian winter, and the inside was lit with hurricane lamps. Feo had painted the lamps every colour in her box of paints, so

Is Feo a 'wolf wilder?'
Did Feo build her house?
Is Feo some kind of artist?
Does she keep a wold as a pet?

*Pupils will need to develop the ability to ask questions that are **unanswered by the text**.*

Testing whether questions are indeed unanswered can lead to excellent group discussions that will bring out the best inference skills from your students.

Clarifying

KS2

Clarifying should generally form the first step of comprehending a text and is an essential skill for building vocabulary and evaluating texts. Spending time on this skill tends to lead directly to high-quality writing.

By following these steps, pupils will gain an awareness of their own vocabulary (metacognition) and ensure that any new language is thoroughly understood both generally and, more importantly for comprehension, in the context on the text.

Step 1 – word association
Pupils should be allowed a chance to first place the word or phrase within their current vocabulary.

Step 2 – meaning in context
Pupils should now read around the word/phrase to attempt to work out the meaning in context

Step 3 – Dictionary Definition
Only now should pupils look up the meaning in a dictionary.

Step 4 – Meaning in context and author choice
Once they have the dictionary definition, they should re-visit Step 2 and assess how their understanding of the text overall impact their new understanding of the word/phrase.

They may at this stage use the dictionary's definition and synonyms to think about why the author chose to use the studied language.

Year 6 example of clarifying meaning in context:

KS2
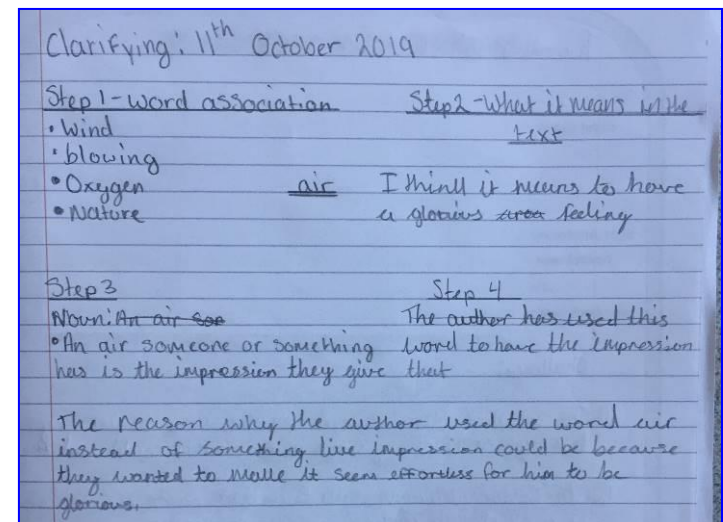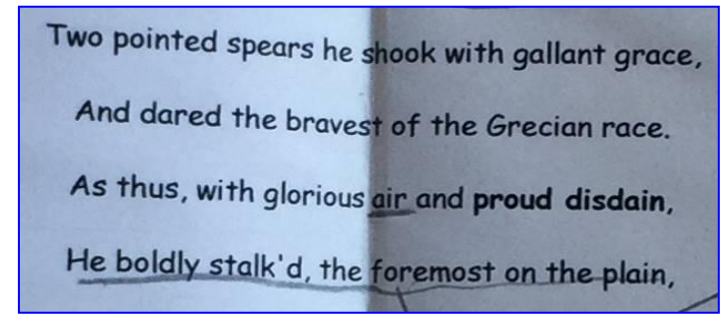
Evaluating

- *Pupils should be given age-appropriate texts and be exposed to classical texts at least one/half term.*
- *They should be expected to comment on the overall theme/intent of a section of text (perhaps using #hastags) and how they relate/differ to each other. (Making connections).*
- *Whilst evaluating can still be based on book reviews and discussing personal preference, pupils should be guided more heavily towards evaluating an author's use of language style and what their intent is*

Pupils can use a story map to comment on how the mood, atmosphere or pace of a story changes. They could also rate each chapter using an evaluation wheel.

Atmosphere: 3 out of 5
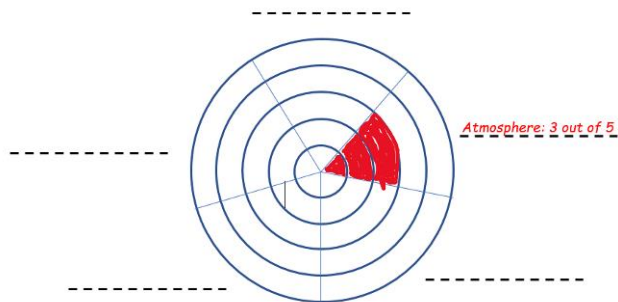
I gave it a 3 out of 5 for atmosphere because it uses some good figurative language such as: 'Forests... as twisted and as tangled as a witch's heart' but doesn't describe many things so I found it hard to visualise the atmosphere.

A useful and formative debate you may wish to have is: do the categories have to be the same to compare two texts?
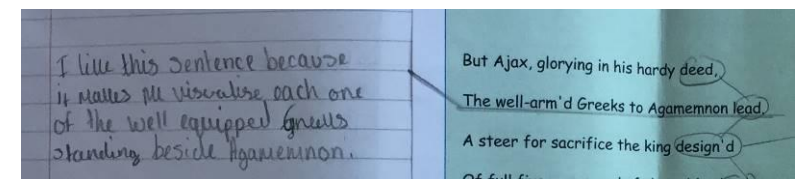
You will also find that pupils will give rating for very different reasons. It is therefore beneficial to schedule in time for discussing

Pupils will need to have this modelled a few times. Each class should build up a selection of categories that they feel comfortable evaluating a text extract against – this will largely relate to their writing ability. Example categories, depending on the year group, could include:

Humour, excitement given, excitement implied, pace, language, description, structure, images, dialog, exposition, accessibility

Pupils should be expected to fully justify their ratings, giving evidence from the text to support their answers.

Year 6 example of evaluating from text-marking

I like this sentence because it makes me visualise each one of the well equipped Greeks standing beside Agamemnon.

But Ajax, glorying in his hardy deed,
The well-arm'd Greeks to Agamemnon lead,
A steer for sacrifice the king design'd

KS2

Connecting

- *Pupils' ability to make connections between texts and other texts/their own lives should be built upon from what they learned in KS1. (See KS1 section on Connecting).*
- *The use of the evaluation wheels can be used to compare texts using specific attributes. For example, pupils can be expected to comment similar styles of description/atmosphere or use of humour.*
- *Text marking is a useful way of assessing pupils' ability to make connections between section of text, perhaps identifying foreshadowing/payoffs.*

Text marking, once modelled and pupils are fluent at it, is a strong predictor of high attainment as measure through testing.

It is also invaluable as a pre-read independent task before a guided comprehension session.

Through text marking, pupils can:

- Highlight any words or phrases they don't know the meaning of. (*For clarification later*).
- Add question marks as prompts for good questioning
- Highlight possible foreshadowing to make strong predictions
- Make connections between texts/their lives or within a text (illustrated, right).

Done well, text marking can offer a window into the level of comprehension a pupil has gained from the text, ready for a highly productive guided session.
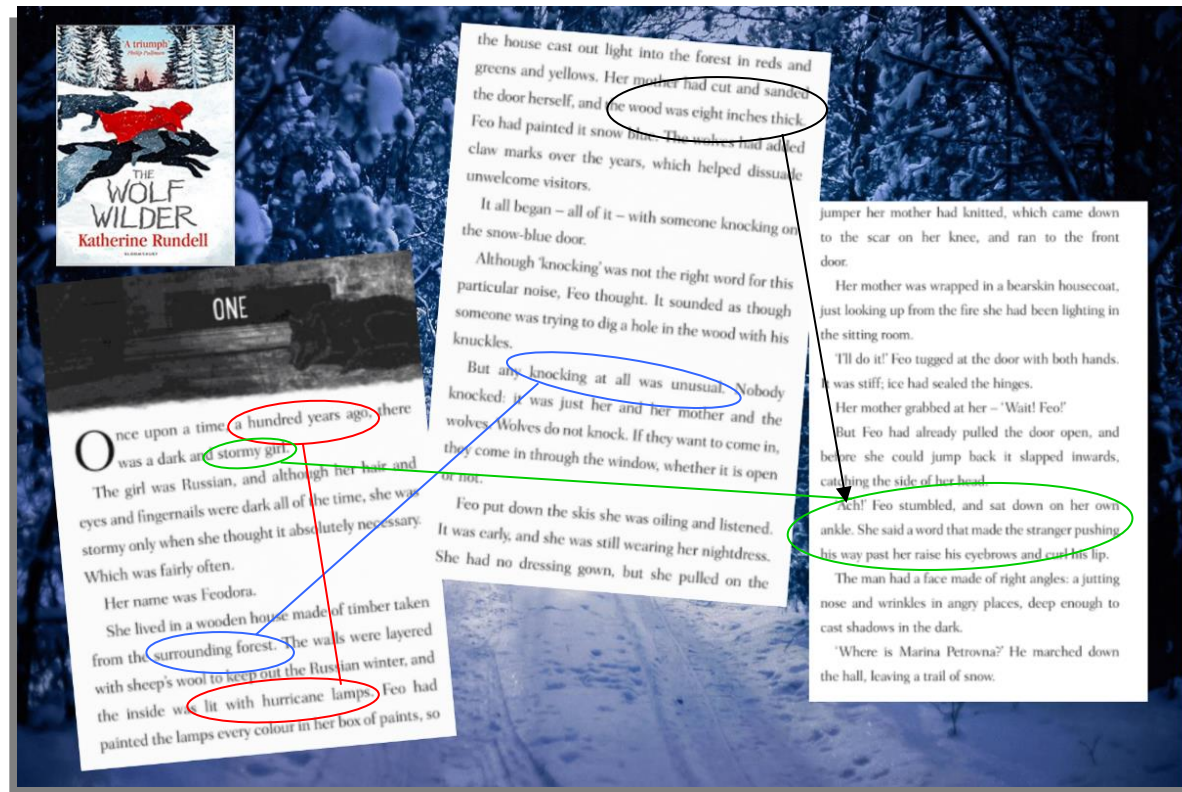
Predicting

*Making predictions is a skill that, if developed, will result in pupils becoming more invested in finishing books. It's win-win. Either you are pleased with a correct prediction or surprised by the author's plot.*

Pupils should always be asked to back up any predictions they make with either evidence from the text of connections to similar stories/personal experience.

What predictions can we make based on what we know so far?

Let's revisit these predictions as we read the book...
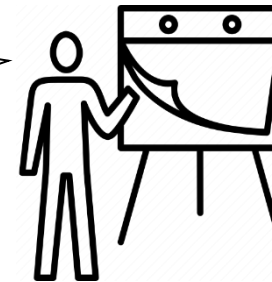
During prediction-based lessons or Guided Comprehension sessions, pupils can be invited to place a block on a tower (call it a 'tower of understanding'!).

Colour-coding the blocks can help you in your assessment of pupil understanding. For example: blue if they make a connection, red if they have inferred something not in the text and golden if they have quoted evidence from the text.

Guided Comprehension
Looking - Clue - Thinking

These categories of questions follow a cognitive hierarchy (see below for an example); they are designed to be asked within one session to arrive a deeper level of comprehension. By considering what depth and destination of understanding you want your pupils to arrive at by the end of a session, write questions that will first gather information, then facilitate inference before finally combining both to discovering something new.

Pupils will be using all of the skills detailed above whilst attempting to comprehend a text – often leading to discussion following wide tangents. This should be recognised and celebrated. However, your job is to always guide them towards the understanding you want them to obtain by the end of the session.

Structuring the Dialogue

Planning a text

Text :

	Looking question :	Clue question:	Thinking question:
Questions (Write the questions!)			
Possible directions			

1. What colour is the sky? (Looking)
Addressing literal comprehension – not retrieval. It might involve inferring about pronouns, words, sentences. Likely to be linked to character/ setting.

2. Do you think it is going to rain? (Clue)
Seeking evidence from within the text. Text-based inferences and connections. It involves seeking causal links within the text.

3. Is rain a good thing? (Thinking)
Application of background knowledge, experiences and making links to other texts.
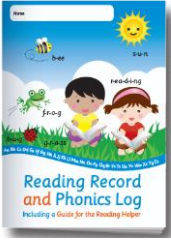Their knowledge and experience needs to be related back to the text.

Home Learning and Role of Parents

Pupils are encouraged to take their reading book home daily to enable parents and carers to share and support the experience of their pupil learning to read. EYFS and Year pupils will have their books swapped by a member of teaching staff. Books may be borrowed from class libraries; each

class will have a known and established way of keeping a record of books borrowed. Accompanying the reading book is a Reading Log which offers suggestions on how to do this, as well as providing an opportunity for dialogue with the pupil's teacher. Examples of questions that teacher send home to parents to promote all seven reading comprehension skills are provided in a print-out format in Appendix IV.

EYFS
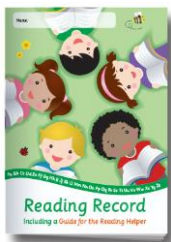
- Singed every day by a parent
- Signed every day by teaching staff
- A comment on class learning, pupil progress or a skills-based challenge at least once a week

KS1

- Singed every day by a parent
- Signed every day by teaching staff
- A comment on class learning, pupil progress or a skills-based challenge at least once a week

LKS2
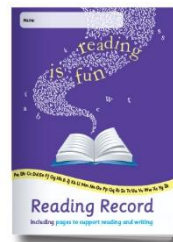
- Singed every day by a parent
- Signed every day by teaching staff
- A comment on class learning, pupil progress or a skills-based challenge at least once a week

UKS2

- Singed every day by a parent
- Signed every day by teaching staff
- A comment on class learning, pupil progress or a skills-based challenge at least once a week
- A skills-based comment written by pupils every day

Year 6 pupils will also be encouraged and supported with using their reading logs as a diary to log upcoming events (such as mock SATs and homework deadlines) in preparation for Secondary School.

Lost Reading Logs: Pupils are instructed to bring in a slip of paper for one week following a lost reading log. If it is not found, a charge of £1 for a new one will be issued.

Replacements for completed Reading Logs are issued free of charge.

Feedback and monitoring of Reading Logs will be undertaken by the Literacy Lead once every half term with a school overview report provided to SLT

Pupils and parents are encouraged to take books to keep or borrow from our Book Hut, located in the reading garden. Pupils and parents are also be encouraged to donate unwanted books in good condition to the Book Hut. Additional donations of books are organised by the Literacy Lead.

Writing Policy and Handbook

Note: This is a working document. Check back for updates and examples every term.

Early Years Foundation Stage

We teach Literacy in the Foundation stage classes as an integral part of a pupil's day at school following the Early Years Foundation Stage curriculum, which underpins the curriculum planning for children from birth to the end of Reception.

Nursery
The Nursery curriculum is designed with a high priority given to language enrichment activities e.g. An embedded phase one letters and sounds program, daily story sessions and small group reading, adult modelling correct language and extending vocabulary during role play and small world play. Children are also given many opportunities to mark make and begin to write. By the end of nursery the school aim is that majority of pupils can write their own name.

Reception
The Reception curriculum is designed with a high priority given to teaching letters and sounds, reading and writing in each day's program. With the class teacher modelling reading and writing throughout the day, differentiated letters and sounds group sessions. Guided comprehension and writing group time, individual reading support, and a play based curriculum designed to encourage children to read and write in real contexts.

We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

Letters & Sounds and Spelling
The school prioritises the teaching of synthetic phonics as the principal method of teaching pupils to read and write. The letters and sounds program is followed systematically from Nursery to the end of year two. In year three the program is continued for those pupils who are not yet secure at phase six.

When pupils are ready (generally in the Summer Term of Nursery or Autumn Term of Reception) phase 2 is introduced and children are systematically taught to recognise phonemes, blend to read words (CVC words) and segment to spell and write words. The reading materials and scheme books available enable children to read simple captions and sentences as soon as they begin to work on phase 2.

Alongside phoneme recognition children are taught to correctly form their letters. High frequency non decodable words, 'tricky words' are also taught to the pupils in a systematic way through to Year 6. Spelling patterns are taught from Year 2 and continue to be taught through to Year 6. Spelling lists are based on, but not limited to, National Curriculum recommended lists.

See Shaftesbury Park Primary Phonic Policy for further information on the teaching of Phonics

KS1 and KS2

Shaftesbury Park prioritises an integrated approach to the teaching of writing. All pupils are aware of the genre they are currently writing and what language and compositional features can be attributed to each genre. An example of the increasing range of genres taught in each year can be found in Appendix V.

Writing routinely links to current topics (such as IPC Topics or Black History Month for example). Reading lessons often inform greater knowledge of genre to pupils.

Planning

The following diagram illustrates the cycle of lessons that Writing Planning will follow:
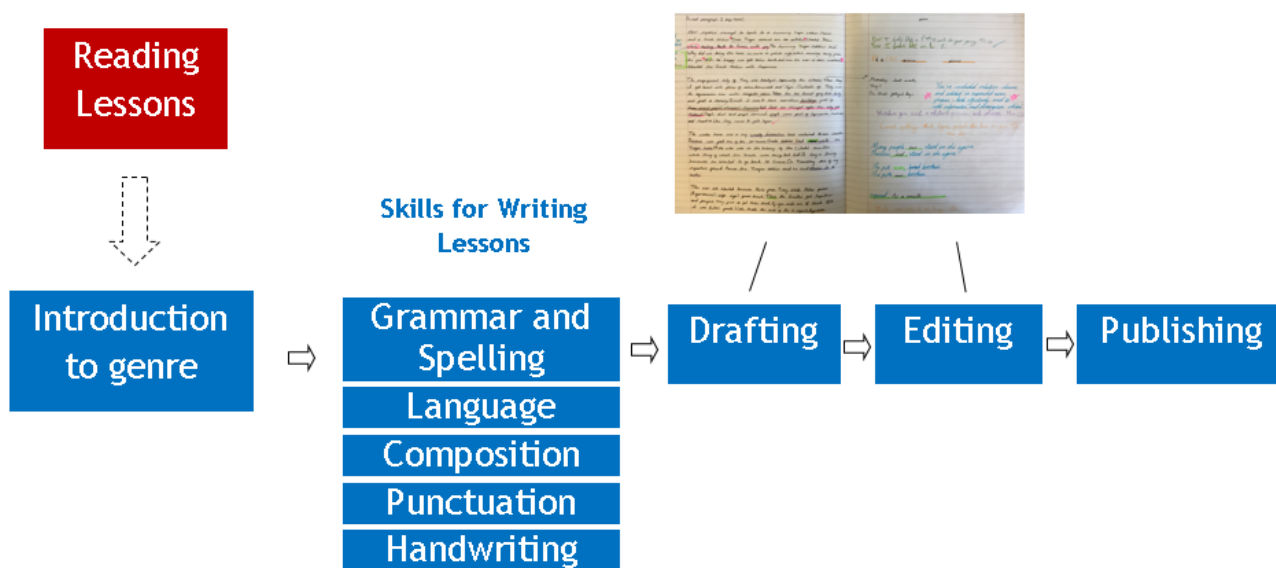
Introduction to Genre

Genres are selected to provide good coverage and from summative assessment tools (Target Tracker). For example, if a Year 4 class has not yet been taught fronted adverbials, the teacher may elect to teach the writing of instructions where they form a prominent part of the grammatical structure of this genre.

Pupils will be initially introduced to new genres via reading lessons. If not, an example text will be provided for pupils to see what the 'finished product' is like. Initial lessons address what the genre is, how the writing is created and why the genre exists (purpose). In line with Shaftesbury Parks' core values, pupils will be made aware of the impact their writing may have on their readers.

Pupils will be introduced to what grammatical, language and composition elements combine to form the genre and thus be introduced to subsequent, Skills for Writing, lesson learning objectives.

Skills for Writing Lessons

Grammar and Spelling, Language, Composition, Punctuation

Pupils will be reminded each lesson which genre they are focused on and what the learning objective is for each lesson. Teachers may also highlight which category of lesson (grammar, language, punctuation, composition) they are teaching to increase metacognitive awareness of their pupils, particularly in UKS2.

Discussion is encouraged throughout every lessons to share ideas and develop speaking and listening skills. Composition lessons, where pupils will plan (box up) their writing include telling/re-telling and explanation to build upon pupils' oracy skills.

Each of these lessons directly informs how they will draft their extended writing for that genre.

Handwriting

Handwriting exercises also form a regular part within a set of literacy lessons.

Drafting (extended writes)

All pupils from Years 1 – 6 will be given the opportunity to write for an extended period of time every week. What an 'extended period of time' means for each pupil is at individual teacher discretion. However, a general guide is as follows:

Year Group	Time
1	15 minutes
2	20 minutes
3	25 minutes
4	30 minutes
5	40 minutes
6	50 minutes

Drafting lessons are completed in a calm and quiet classroom environment with occasional mini-plenaries. Teachers often these lessons to conference small groups of pupils.

Editing

Pupils complete drafts of writing on the left-hand page of their exercise books – turning to the next left-hand page should they need more space. Editing takes place on the right hand side.

All pupils redraft at least one sentence for every piece of writing. Editing addresses composition first (logical sense), and grammar second (sentence structure in particular) before then correcting spelling and punctuation.

Publishing

The idea of a 'target audience' is made clear for pupils throughout the teaching of each genre. Pupils have a reader (outside of the class teacher) in mind for every piece of extended writing. This can be a fellow pupil, another member of staff, members of our school community or an outside person (for example the local MP).

Handwriting

The 'Nelson Handwriting' approach is used from reception through to Yr6 to assist children with their individual letters and to learn to join letters.

Handwriting begins in FS with mark- making and all pupils are given access to a wide range of pencils, pens, felt tips and crayons with which to hone their fine motor skills. Drawing in sand, on whiteboards or with paint encourages the development of fine motor skills motor skills and encourages correct letter formation.

Plain paper and a range of wide and narrow lined paper are used across the school to help pupils develop style and good presentation. All pupils are given opportunities to trace, overwrite and follow writing patterns until they are confident in writing independently. Guidelines are used behind plain paper for some work presented by Y3 and upwards.

Handwriting practice is done during the week, decreasing in frequency as the children progress through the school. As the children develop an acceptable handwriting style they are expected to produce this in all aspects of their work.

It is at the individual teacher's discretion which, if any, extrinsic motivation devices they want to employ (such as pen licences). All pupils have the opportunity to see their work on display by the end of Autumn Term each academic year.

Speaking and Listening

We steadily and systematically develop pupils' confidence and ability to express themselves verbally through regular opportunities to present ideas to different sized audiences (small group, class, key stage and whole school).

Oracy milestones broadly follow 4 categories: Physical, Linguistic, Cognitive and Social & Emotional.

PHYSICAL	
1. Voice 2. Body language	1. a) fluency and pace of speech; b) tonal variation; clarity of pronunciation; d) voice projection 2. a) gesture and posture; b) facial expression and eye contact
LINGUISTIC	
3. Vocabulary 4. Language variation 5. Structure 6. Rhetorical techniques	3. appropriate vocabulary choice 4. a) register; b) grammar 5. structure and organisation of talk 6. rhetorical techniques, such as metaphor, humour, irony and mimicry
COGNITIVE	
7. Content 8. Clarifying and summarising 9. Self-regulation 10. Reasoning 11. Audience awareness	7. a) choice of content to convey meaning and intention; b) building on the views of others 8. a) seeking information and clarification through questions; b) summarising 9. a) maintaining focus on task; b) time management 10. a) giving reasons to support views; b) critically examining ideas and views expressed 11. taking account of level of understanding of the audience
SOCIAL AND EMOTIONAL	
12. Working with others 13. Listening and responding 14. Confidence in speaking	12. a) guiding or managing the interactions; b) turn-taking 13. listening actively and responding appropriately 14. a) self-assurance; b) liveliness and flair

Lessons from the Enterprise curriculum which develop specific skills are complementary to Literacy lessons. Units of work often run parallel to each other. Opportunities for pupils to develop oracy skills form an integral part of Enterprise Trips.

Speaking and Listening Within the School Timetable

Opportunities in Class

Pupils are encouraged and provided opportunities to present ideas every lesson via mini-plenaries and class discussions. This may happen in small groups or whole class. Regular opportunities for presenting will be provided to every pupil in the form of show and tell, story-telling sessions or within lessons.

Seal Assemblies

Pupils are provided the opportunity to present their learning and ideas once every half term during SEAL assemblies and once a year in class assemblies. Other opportunities are given to pupils to present in front of the key stage or school during whole school events such as World Book Day and Harvest Festival. All pupils…

Public Speaking Events

Shaftesbury Park provides further opportunities for high-attaining pupils in the form of public events such as the Wandsworth Youth Council Climate Commission and Wandsworth's Annual Model United Nations General Assembly (MUNGA) competition.

Year 6 Performance

All Year 6 pupils participate in an end or year production that includes multiple performance lessons linked to writing and the opportunities to perform in front of a large audience.

Reviewed: June 2021

APPENDIX I – Monitoring

The Literacy Coordinator monitors literacy across the curriculum. Regular monitoring of a range of cross curricular writing, to establish consistency of literacy skills, is carried out during the year in all key stages. Pupil Voice exercises are carried out to gain feedback from the children about their learning and to listen to their ideas. Lesson observations and exercise book scrutiny is used to monitor the quality of lessons and marking.

Progress and Attainment Data
Long term trends for attainment and progress, both overall and individual pupil-groups, is completed by the Literacy Lead and Deputy Headteacher.

Termly summative data for each yeargroup is monitored by the Literacy and fed back to Phase Leaders.

Termly summative data for each class is monitored by the Literacy Lead and fed back to class teachers and line managers.

Book Scrutiny
The Literacy Lead and members of SLT will review a selection of books from each class twice a term (once for reading, once for writing) with feedback provided to class teachers and line managers.

Reading Logs are monitored every half term by the Literacy Lead with individual feedback slips issued to class teachers and line managers and an overall report issued to SLT.

Pupil Voice
Pupil Voice is collected by the Literacy Lead once a term for reading and writing. Further pupil voice may also be collected by Reading Ambassadors.

Governor Oversight
The Literacy Lead meets with the Literacy Governor at least once a term to present monitoring data as well as conduct gallery lessons and pupil/staff interviews.

APPENDIX II – Marking Poster

	Success
Children's work (pink highlight)	Excellent work, you have met the success criteria for the lesson
✔	Correct
Children's work (yellow highlight)	Personal Target Met / Challenge complete
	Improvement
Children's work (green underline)	Green for growth – improve this
Children's work (green highlight)	Re-do this in green pen
◯	Missing punctuation
Aa	Capital letter error
Children's work ∧	Missing word
/	Start a new line
//	Start a new paragraph
Chilldren's work (orange underline)	Spelling error
	Support
Ⓘ	Independent Work
⒡⒢	Guided work by teacher (Focus Group)
⒯⒜	Supported by TA

Teachers mark in blue pen.

As pupils progress in writing, teachers will make it less obvious where the errors are to allow pupils to practice greater editorial independence. For example, a teacher may just say to correct 5 capital letter errors instead of highlighting every one.

APPENDIX III – Reading KPIs Grouped By Skill

Year 1 – Reading KPIs

		1	2	3	4	5	6
Clarifying	Responds speedily with the correct sound to graphemes for all 40+ phonemes						
	Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught						
	Reads many common exception words from English Appendix 1						
	Reads aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words						
Summarising	Discusses the significance of the title and key events						
Questioning	Listens to books and checking that they text makes sense						
	Asks questions to check their understanding						
Predicting	Predicts what might happen						
Visualising	*Able to explain/draw what a scene from a book looks like*						
Connecting	Developing a pleasure in reading, motivation to read, vocabulary and understanding by listening and discussing a wide range of texts						
	Developing a pleasure in reading by becoming familiar with key stories						
Evaluating	*Able to state which books they like and indicate preferences for book themes/genres*						

Year 2 – Reading KPIs

		1	2	3	4	5	6
Clarifying	Read accurately by blending the sounds in words that contain the graphemes for all 40 + phonemes						
	Recognise the alternative sounds for graphemes						
	Read accurately words of two or more syllables that contain graphemes taught so far						
	Read words in age-appropriate books accurately and fluently without overt sounding and blending						
	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation						
	Re-read books, sounding out unfamiliar words accurately to build up fluency and confidence in word reading						
Summarising	Develop understanding by discussing the sequence of key events						
Questioning	Checks that the text makes sense to them						
	Answering and asking questions about a known book						
Predicting	Predicting what might happen on the basis of what is read so far						
Visualising	*Able to explain/draw what a scene from a book looks like with increasing detail*						
Connecting	Participates in discussions about books						
	Develop understanding by knowing a range of familiar tales						
	Develop a pleasure in reading, motivation to read, vocabulary and understanding by listening to a range of genres						
Evaluating	*Able to state which books they like and indicate preferences for book themes/genres and give simple reasons why*						

Year 3 – Reading KPIs

		1	2	3	4	5	6
Clarifying	Reads further exception words, noting the unusual correspondeces between spalling and sound and where they occur in the word						
	Maintain positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of genres						
Summarising	Retrieves and record information from non-fiction						
	Independently summarises key events drawn from more than one paragraph						
Questioning	Understands what they read independently by drawing inferences such as inferring character's feelings, thoughts and motives						
	Able to identify questions as looking, clue or thinking						
Predicting	Understands what they read independently by predicting what might happen from the details stated						
Visualising	*Able to discuss a setting or scene and describe it orally or by drawing a picture with some reference to the text*						
Connecting	Maintains positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of genres						
	Maintains positive attitudes to reading by identifying themes in books						
Evaluating	*Able to state preferences for different genres/themes and justify their answers*						
	Able to comment on how well they understood a text						

Year 4 - Reading KPIs

		1	2	3	4	5	6
Clarifying	Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand meaning						
	Read and decode further exception words accurately						
	Maintain positive attitudes to reading and understanding using dictionaries to check the meaning of words						
	Understand what they read independently by discussing their understanding and explaining the meaning of words in context						
Summarising	Understand what they read independently by identifying main themes drawn from more than one paragraph and summarising						
	Revise and record information from non-fiction over a wide range of subjects						
Questioning	Understand what they read independently by discussing their understanding and explaining the meaning of words in context						
Predicting	Understand what they read independently by predicting what might happen from details stated and implied						
Visualising	*Able to discuss a setting or scene and describe it orally or by drawing a picture and justify their answers by referencing the text*						
Connecting	Maintain positive attitudes to reading and understanding what they read by listening to and discussing a wide range of genres						
	Can comment on how themes from a text can relate to the world and/or personal experience						
Evaluating	*Able to comment on whether a text/section of text is informative, entertaining or useful*						
	Able to comment on how well they understood a text and justify their answers by highlighting sections of text they don't understand						

Year 5 – Reading KPIs

		1	2	3	4	5	6
Clarifying	Read aloud and understand the meaning of new words that they meet linked to expectations for Y5 spelling						
	Understand what they read by checking that the book makes sense to them by exploring the meaning of words in context						
Summarising	Retrieve, record and present information from non-fiction						
	Able to summarise a story succinctly and add to/discuss other's summaries						
Questioning	*Be able to make simple comments about author intent*						
	Able to pose relevant questions unanswered by a text						
Predicting	Understand what they read independently by predicting what might happen from details stated and implied and justify their answers based on evidence in the book						
Visualising	*Able to discuss a setting or scene and describe it orally or by drawing a picture based on details stated and implied*						
	Able to comment on how the image in their mind created by a text changes as more detail is provided						
Connecting	Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books						
	Maintain positive attitudes to reading and understanding of what they read by making recommendations to others						
	Can comment on how themes from a text are repeated and how they can relate to the world and/or personal experience						
Evaluating	*Able to comment on how informative, entertaining or useful a text/section of text is and justify their answers by referring to the text*						

	Able to comment on how informative, entertaining or useful a text/section of text is and comment on what makes a text so						

Year 6 – Reading KPIs

		1	2	3	4	5	6
Clarifying	**Read aloud and understand the meaning of new words that they meet linked to expectations for Y6 spelling**						
Summarising	Understand what they have read by summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration						
	Able to summarise a story succinctly and add to/discuss other's summaries						
Questioning	*Be able to ask questions about author intent with reference to word choice and language features*						
	Able to pose relevant questions unanswered by a text						
Predicting	Able to make predictions about what might happen from details stated and implied and justify their answers based on evidence in the book						
Visualising	*Able to discuss a setting or scene and describe it orally or by drawing a picture based on details stated and implied*						
Connecting	**Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including from our literary heritage and books from other cultures**						
	Can comment on how themes from a text are repeated and how they can relate to the world and/or personal experience						
Evaluating	*Able to comment on how informative, entertaining or useful a text/section of text is and justify their answers by referring to the text*						
	Able to discuss preference of different genres and justify their answers						

Evaluating
Is this good writing/language? Why?
Do you like this book? Why?
What do you wish this book had?
Who is this book for?
What makes it this genre?

Clarifying
What does this word mean?
That's an unusual phrase, what does it mean?

Questioning
What do you want to know?
Is anything left out?
What hasn't the author told you?
What might you ask the author?

Connecting
What would you do in that situation?
Does this remind you of any other stories?
What other character is this character like?
What would this character be like if they were in your class?
Did you know that was going to happen? How?

Predicting
What's this book going to be about?
Who is this on the cover?
What kind of character will they be?
What might happen?
What might happen next?
What's the worst outcome? What's the best?

Visualising
What does that make you think of?
What else might be there?
Describe the scene further. Can you draw it?

Summarising
What's happened so far?
What do we know now?
Give me the key points from the text.

Inference/deduction
What do we know for sure?
What can we infer from what we know for sure?

APPENDIX V – Suggested Writing Genres by Year Group

EYFS	Narrative	Poetry	Recount					
Year 1	Narrative	Poetry	Recount	Information				
Year 2	Narrative	Poetry	Recount	Information	Instruction			
Year 3	Narrative	Poetry	Recount	Information	Instruction	Explanation		
Year 4	Narrative	Poetry	Recount	Information	Instruction	Explanation	Persuasion	
Year 5	Narrative	Poetry	Recount	Information	Instruction	Explanation (including a formal speech)	Persuasion	Discussion (opinion)
Year 6	Narrative	Poetry	Recount	Information	Instruction	Explanation (including a formal speech)	Persuasion	Discussion (opinion)