



Settle CE Primary School

Literacy Policy

1. The Teaching of Literacy at Settle Primary School

At Settle Primary School we used the renewed Literacy Framework as a foundation for our Literacy Planning. We personalise the learning through ongoing AFL and termly summative assessments. From this assessment we identify the most appropriate objectives that individuals and groups of children need to learn. Learning objectives are aligned to the 12 strands of learning (as set out below):

The 12 Strands of Learning

Speak and listen for a wide range of purposes in different contexts

1. Speaking
2. Listening and responding
3. Group discussion and interaction
4. Drama

Read and write for a range of purposes on paper and on screen

5. Word recognition: decoding (reading) and encoding (spelling)
6. Word structure
7. Understanding and interpreting texts
8. Engaging and responding to texts
9. Creating and shaping texts
10. Text structure and organisation
11. Sentence structure and punctuation
12. Presentation

2. Planning

a) Long term Planning

Long Term Planning at Settle Primary School is currently based on the Literacy Framework Units to ensure a balance of narrative, non-narrative and poetry. However, these units are used as a starting point and teachers are encouraged to be creative in adopting a cross-curricular approach to their Literacy Planning.

b) Medium term planning

- National Literacy Framework Unit Plans are used as a starting point for Medium Term Planning (*until new government schemes of work are made available*)
- Medium Term planning:
 - Identifies writing objectives linked to the ability of all the children.
 - Links reading, writing and speaking and listening objectives
 - Identifies links with other curriculum areas
 - Identifies opportunities for extended writing and APP opportunities.
 - Allows for flexibility

C) Short term planning

- Includes target National Curriculum levels for each group (HAPS, MAPS, LAPS and SEN)
- Identifies clear, specific word, sentence and text level objectives to be taught in each lesson (I can statements)
- Identifies opportunities for whole class teaching of writing through shared writing
- Identifies opportunities for whole class teaching of word and sentence level.
- Plans for teacher/TA guided and independent activities that link to the whole class teaching
- Plans differentiated activities appropriate for children's ability (HAPS, MAPS and LAPS) including how children with Special Educational Needs will be supported.
- Plans for speaking and listening opportunities.
- Plans for assessment for learning opportunities, including opportunities for self and peer assessment.
- Plans use of additional adults and their involvement with the assessment of children's progress.
- Includes a space for notes of progress (how a lesson has been changed from the plan, how future learning should be adapted and how children have progressed in the lesson).
- Is flexible and may change according to AFL

Please see attached for examples of Planning Templates.

3. A Typical Literacy Lesson

Each Literacy lesson will incorporate:

- 3 part lessons (differentiated and NC levels stated):

1: Main Input

- Learning objective (Can you...) shared and explained to the children
- Prior knowledge established and cross-curricular links discussed with the children
- Teaching involving AFL strategies, such as:
 - Closed questioning (who knows...? Thumbs up/Thumbs down)
 - Probing questions (why do you think that?)
 - Wait time – allowing children to think so all children can have a go
 - Talk Partners

- Balance of hands up and 'no hands up'. All children on task
- Group Discussion, independent mini tasks to gain evidence of what the children can do and what they have understood
- Self assessment; peer assessment (traffic lights; 3 stars and wish etc)
- Opportunities to develop Success criteria or Top Tips with the children
- Assessment (AFL) opportunities, including peer and self assessment
- Teaching Assistants contribute to assessment with their own notes of progress throughout input and guided sessions, as directed by the teacher.

2. Guided/Group/Independent Activity

- Guided writing/independent learning/supported learning activities based on:
 - Prior lesson's notes of progress
 - AFL evidence gained in session (including self assessment – traffic lights)
 - Current and Target NC levels
 - Activities clearly linked to objectives (MAP often but not always focus objective; HAP more challenging/next steps; LAP 'building blocks')
 - Children not in specific 'group' – groups change all the time according to AFL

3. Plenary

- allow chn to self/peer assess against objectives & success criteria using AFL techniques such as traffic lights; check lists; three stars and a wish.
- draw out learning in lesson and next steps (AFL noted on planning and next lesson's planning adapted accordingly)

4. Writing

a) Teaching Writing

The school aims to develop literate pupils who by the end of Year 5:

- Write with confidence and fluency, organising the content and style of what is
- written to suit the purpose and readership
- Use spelling, punctuation and syntax appropriately and with confidence
- Have an interest in words and their meaning
- Understand a range of text types and genres
- Develop a legible, cursive handwriting style and to be able to use word processing skills
- Have a clear awareness of their progress in literacy and what their next steps are.

A combination of approaches to teaching writing is used:

- Teacher modelling
- Whole class shared writing
- Guided writing in groups with the teacher
- Supported writing in groups with TAs
- Working with talk partners and small groups

Writing opportunities are planned for each child every day. This writing may take place within the Literacy lesson but also in other subjects.

At least one *extended* writing activity will take place at the end of every unit. This will be an opportunity for the children to show what they have learned within that unit.

At least one independent piece of writing for assessment use (APP) will be completed each half term. This will be marked in detail by the teacher, according to the APP grids and National Curriculum Sub-Levels.

This piece of writing will be moderated by the Assessment Coordinator. Moderation will also involve classes getting together and discussing the children's work using the APP criteria.

b) Writing Tool Kit

Each class provides a range of resources to support children in their writing. This 'tool kit' is differentiated so that each individual has the resources he/she needs to produce the best possible writing.

Target Cards

All children from level 1C plus will have a Levelled Target card which will be updated after every piece of writing. Each child should be given up to 3 targets from their card to work towards at a time. These targets will be highlighted on the card and they will be explained to the children so that they understand what it is they need to work on. The targets should be achieved 3 times before being ticked off. Targets that are not highlighted (i.e. targets which are not currently one of the 3 the child is working towards) can be ticked off if written work shows evidence that these targets have been achieved. Teachers should be aware of the children's targets and plan them into their lessons.

Spelling Aids

Children need to be encouraged to try out spellings before they ask for them. In Year 1, MyTry Spelling Sheets should be used to allow children to try the spelling before asking, and to allow them to build up a 'bank' of spellings that they can refer to when completing future pieces of work. From Year 2 MyTry Spelling Books should be used in all classes in the same way.

MyTry Spelling Sheets for Y1

- Word banks of HFW provided in classes 1-3 and for SEN pupils in classes 4, 5 and 6.
- Jolly phonics sounds strips for chn in classes 1 to 3 and for chn in KS2 who struggle with phonics
- Dictionaries/thesauruses available in KS2 for every extended writing opportunity.

Handwriting

Alphabet strips with cursive handwriting.

Check Lists/ Success Criteria

The editing process is integral to the teaching of writing at Settle Primary School and all children are taught to check their writing against a checklist or success criteria. They should be given regular opportunities to check or 'edit' their own and their peers' writing. This may be the focus of a whole lesson or it may be the focus of a plenary or extension activity (for example when a child has completed their writing). Children should be encouraged to look for things they have done well from the list (e.g. stars) and things they need to edit (wishes). This editing process should be modelled in the teacher's marking.

Check lists may be:

- The success criteria/top tips generated in the writing lesson. Ideally, these will be printed off for the children to use at their table. Otherwise, these need to be displayed either on the board or on a display board for the children to see.
- A laminated check list that can be accessed by the children independently.
- A list generated by the teacher, based on that child's learning journey/AFL/Target card.
- Child Friendly APP grids

VCOP

The VCOP pyramids may be used in lessons as a 'checklist' for:

- Vocabulary
- Connectives
- Openers
- Punctuation

Children in all classes should be aware of what VCOP and its components mean.

Writing frames and scaffolds

Writing frames and scaffolds can be provided for children to support them in their writing tasks.

These can include:

- Sentence starters
- Word banks specific for a particular activity
- Cloze procedure tasks

c) Year Group Expectations in Writing

Attached are the following documents which specify the expectations in Sentence Structure and Punctuation for each Year Group:

- Progression in Sentence Structure
- Progression in Punctuation

The VCOP pyramids may also be used to plan progression in Vocabulary, Connectives, Openers and Punctuation.

The following documents (produced by NY Literacy Team) specify the expectations for each text type for each Year Group:

- Progression in Narrative

- Progression in Poetry
- Progression in Persuasion Texts
- Progression in Non-Chronological Reports
- Progression in Recount Texts
- Progression in Discussion Texts
- Progression in Information Texts
- Progression in Explanatory Texts
- Progression in Instructional/Procedural Texts

d) Assessment

Assessment For Learning

Assessment for Learning is an integral part of the teaching of Literacy at Settle Primary School.

Assessment for Learning is:

- facilitating opportunities to elicit evidence of learning
- flexible teaching – using evidence collected to enable the adjustment of teaching to meet each child’s needs
- Teacher and pupils working together
- Pupils taking ownership of and talking about their learning
- Giving feedback that makes a difference

Children are encouraged to talk about their learning, be aware of their own progress in writing and how they can improve, i.e. their ‘next steps’. The following methods facilitate this:

- Clear specific objectives relate to and encourage talk about the intended learning, not the task/activity. Display on board/discuss as ‘Can you...?’ questions or ‘I can...’ statements.
- Personalised Target Cards which are referred to and, if appropriate, updated for every piece of writing
- Self assessment in lessons using traffic lights
- Peer assessment in lessons using Talk Partners
- Generating their own success criteria/Top Tips
- Involvement in APP using child-friendly sheets
- Quality questions which:
 - Collect evidence that will inform teaching (closed questions e.g. no hands up; thumbs up/down; traffic lights)
 - Cause pupils to think and generate discussion (open, probing questions)
- Feedback that relates to how well the child did in relation to what the learning intention was and how they should move forward. This may involve:
 - Self Assessment (e.g. using traffic lights; thumbs up/down etc)
 - Peer Assessment (e.g. using talk partners)
 - Oral Feedback (Immediate feedback has the most impact!)
 - In-depth quality written feedback using success criteria & child’s previous targets (for example using 3 stars and a wish) in line with the school’s marking policy

Reflection time – Time to act on the feedback is essential in order for the children to move forward. Time should also be given at the end of the lesson for children to reflect on the progress they made in that lesson – what have we learned? What do we need to do next?
Use of simmering pots for Literacy?

APP

APP is used to assess a sample of each child's writing at the end of each term. At least 3 pieces of writing which show the child's independent writing ability across a range of text types should be included in the sample, one of which should be marked in detail.

Teachers maintain APP records for each child. When assessing the writing sample, teachers should decide whether each of the criteria have been met, and if so, highlight that criteria in their class colour and date it. Should a child be 'nearly there' an asterix may be put next to the item. The APP flowchart (attached) is then used to determine a National Curriculum sub-level for each child.

During the Summer Term, one of the pieces of writing used in the APP sample may be the SATS optional writing task (Years 3 to 5) and should be the end of Key Stage 1 SATS writing task in Year 2.

5. Handwriting and Presentation

- The school uses a handwriting scheme which promotes a cursive style.
- Children at Settle Primary School are taught handwriting **discretely at least** twice a week.
- Letter are taught in stroke related families (see appendix..).
- Teachers write in the agreed school style on whiteboards and in the children's books.
- Other writing styles may be used for displays; letters etc. to ensure the children appreciate the range of styles that exist.
- Children will use the blue top 'H' pencil in all classes until they are ready to write in pen (as decided by the teacher) during Year 5.

Early Years

- *By the end of Foundation Stage, children should be able to write each letter, usually correctly (Letters and Sounds Phase 4 Assessment)*
- Children are encouraged to sit correctly from their first days at school.
- They are encouraged to develop a comfortable and efficient pencil grip.
- They are taught how to control direction
- There are daily opportunities for mark making, pattern activities and activities involving gross and fine motor skills
- Each basic letter shape is taught in accordance with Letters and Sounds alongside phonic and spelling activities.
- Attention is paid to the spacing of letters and words.

Year 1

- *By the end of Year 1, children should be able to form each letter correctly (Letters and Sounds Phase 5 Assessment)*
- *Some children should be able to form their letters with entry and exit strokes*
- Children are taught the letter shapes in accordance with Letters and Sounds, alongside phonic and spelling activities.
- Special handwriting books may be used

Year 2

- *By the end of Year 2, children should be able to form each letter correctly with upstrokes and exit strokes.*
- *Some children will be able to join their handwriting in accordance with the school's handwriting scheme.*
- Handwriting is linked with phonics and spelling teaching.
- Special handwriting books may be used.
- Extra practise is given to children who may struggle with their handwriting.

Key Stage 2

- *By the end of Year 6, all children will have developed a clear, legible and fluent writing style. They will take pride in the presentation of all their work.*
- All children are taught to join their handwriting (with the exception of some children who will be working towards the appropriate objective in L&S)
- Handwriting is practised *discretely* at least twice a week.
- These discrete handwriting sessions:
 - Involve the teacher modelling the correct way of forming and joining letters
 - May link with phonics and spelling teaching.
 - Remind children how to hold and use pens and pencils correctly
 - Remind children the importance of good posture and position when writing
 - Remind the children the importance of taking good care with the presentation of their work (see below)
- Special handwriting practise books are used where appropriate although children should be given the opportunity to practise on a range of different papers.
- If handwriting practise is completed in Literacy Books, this is clearly stated (i.e. in the Heading).
- Children are encouraged to join their handwriting at all times and to ensure that they take care with the presentation of all their writing.
- Children will write in pencil until Year 5. In Year 5, children whose handwriting is sufficiently developed (at the discretion of the teacher/head teacher) will be granted the privilege of using an ink pen.

Handwriting Support

- Interventions for children who find handwriting difficult include:
 - Extra handwriting sessions with an adult
 - Working towards an objective from an earlier year group.
 - Pencil grips
- Children who write with their left hand *may* need support in their handwriting (eg. By seating them on left hand side of a table)

Presentation

Handwriting sessions can be used to reinforce expectations for presentation of school work.

Children should be taught:

- To take pride in the presentation of all their written work
- To keep all books/work flat to avoid unnecessary creasing
- To ensure that their work (including book covers and topic folders) is free of doodles and scribbles
- To use the method of correcting their work taught by the Class Teacher (i.e. rubbers; crossing out neatly with a ruler)
- That all written work should be dated and should have a heading:
 - The date should be written on the left hand side of the top of the page and be on a separate line from the heading.
 - The date and heading should be underlined with a ruler.
 - In Literacy and Handwriting Books, work should be dated with the days and months of the year written out rather than written in numerical form. In Draft Books, the date can be written in numerical form.
 - Untidy or careless work should be repeated

6. Phonics and Spelling

Phonics and Spelling is taught discretely in **all** classes.

The phonic/spelling pattern for the week should be introduced in a discrete spelling lesson. This phonic/spelling pattern should then be revisited and reinforced throughout the week, for example in:

- Handwriting practise
- The main Literacy lesson
- Other areas of the curriculum

Teachers use the following documents to plan their spelling sessions:

- Letters and Sounds
- Support for Spelling
- North Yorkshire KS2 Spelling Programme
- Spelling Bank

Phonics at Foundation Stage and Key Stage 1: Letters and Sounds

Letters and Sounds is used to teach Phonics throughout Foundation Stage, Key Stage 1 and for some children in Key Stage 2.

By the end of Foundation Stage it is expected that most children will have completed Phase 4; that is they should be able to:

- give the sound when shown any Phase Two and Phase Three grapheme
- find any Phase Two and Phase Three grapheme, from a display, when given the sound
- be able to blend and read words containing adjacent consonants
- be able to read the tricky words some, one, said, come, do, so, were, when, have, there, out, like, little, what
- be able to spell the trick words he, she, we, me, be, was, my, you, her, they, all, are
- write each letter, usually correctly

By the end of Year 1 it is expected that most children will have completed Phase 5; that is they should be able to:

- give the sound when shown any grapheme that has been taught
- for any given sound, write the common graphemes
- apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- read and spell phonically decodable two-syllable and three-syllable words
- read automatically all the words in the list of 100 high-frequency words
- accurately spell most of the words in the list of 100 high-frequency words
- form each letter correctly

Throughout Phases 1 to 5 assessments need to be made regularly to ensure that teachers know at which Phase each child is working at.

This information then can be used to plan intervention work in subsequent terms and years.

In Year 2 it is expected that most children will be working at Phase 6. That is they will become fluent readers and increasingly accurate spellers. They will learn that good spelling not only involves segmenting words into phonemes, but also that they need to choose the right grapheme from several possibilities. Therefore the meaning of words becomes more important. They also begin to investigate spelling conventions and rules such as how words change in the past tense and when we add suffixes.

The following objectives for Year 2 are taken from Support for Spelling:

- To secure the reading and spelling of words containing different spellings for phonemes
- Understand and begin to learn the conventions for adding the suffix -ed for past tense and -ing for present tense
- To split compound words into their component parts and to use this knowledge to support spelling
- To learn how to add common inflections (suffixes) to words

- To add common prefixes to root words and to understand how they change meaning
- To discriminate syllables in multisyllabic words as an aid to spelling

Spelling at Key Stage 2

The following objectives are taken from Support for Spelling:

In Year 3, children will learn:

- To consolidate understanding of adding suffixes and to investigate conventions related to the spelling pattern –le
- To spell regular verb endings and to learn irregular tense changes
- To know what happens to the spelling of nouns when -s is added
- To understand how words change when suffixes are added
- To embed the correct use and spelling of pronouns
- To develop knowledge of prefixes to generate new words from root words

In Year 4, children will learn:

- To distinguish between the spelling and meaning of homophones
- To investigate, collect and classify spelling patterns related to the formation of plurals
- To investigate and learn to spell words with common letter strings
- To understand how suffixes change the function of words
- To understand the use of the apostrophe in contracted forms of words
- To revise and investigate links between meaning and spelling when using affixes

In Year 5, children will learn:

- To spell unstressed vowels in polysyllabic words
- To spell words with common letter strings and different pronunciations
- To explore the spelling patterns of consonants and to formulate rules
- To explore less common prefixes and suffixes
- To investigate and learn spelling rules for adding suffixes to words ending in e, words ending in -y and words containing ie
- To identify word roots, derivations and spelling patterns as a support for spelling

In Year 6, children will learn:

- To embed the use of independent spelling strategies for spelling unfamiliar words
- Investigate the meaning and spelling of connectives
- To revise and extend work on spelling patterns for unstressed vowels and consonants in polysyllabic words
- To use what is known about prefixes and suffixes to transform words
- To spell unfamiliar words by using what is known of spelling patterns and word families
- To revise and use word roots, prefixes and suffixes as a support for spelling

The above objectives are a starting point. AFL will be used to determine which spelling patterns the children need to practice. Spelling sessions will also focus on strategies for spelling 'tricky' high frequency words and cross curricular topic words.

Home Spellings

Home spellings are given out to children in all classes from Class 1 onwards. These spellings can include:

- Words from the list of high frequency words
- incorrect spelling of words in the children's books
- examples of the phonic pattern/spelling rule of the week
- topic/cross-curricular words

Home Spellings in KS2 should give children to opportunity to apply the spelling pattern they are working on, for example, in a sentence.

Spelling Assessment

The spellings given to take home will be tested in class the following week. This will allow teachers to assess how children are progressing in their spelling on a weekly basis.

Other assessments of spelling will include:

- Single Word Spelling Test (Year 2 onwards) Termly
- SATS Spelling Test (Year 2 & Year 6) Summer A
- Optional SATs Spelling Test (Years 3, 4 and 5) Summer A
- Phonics and Tricky Word assessments using Letters and Sounds (EYFS, KS1, Lower KS2) At the end of each phase

7. Speaking and listening

We believe that the development of speaking and listening skills underpins social development and learning in all areas. We want children to recognise and articulate their own thoughts and feelings, and respond to others with courtesy and empathy. We want children to be able to follow and give instructions, and work within different sized groups. Through a range of experiences we want children to develop a wide vocabulary and we want children to be able to question, analyse, justify, predict and formulate an argument. Children need to experience a wide range of situations, activities and audiences to develop confident, appropriate use of spoken English. They need to develop the skills to listen carefully and to engage in discussions. They learn how to use drama to extend their understanding and their experiences. Speaking and listening is therefore at the heart of the curriculum at Settle Primay School.

We aim to teach and encourage the children:

- How to listen attentively and considerately to what other people say and recognize the importance of eye contact
- To speak clearly, fluently and confidently in a range of situations, using an ever-increasing vocabulary
- To talk about matters of immediate and appropriate interest with confidence and to listen carefully to others who wish to do so
- To include relevant detail in explanations, descriptions and narratives

- To be able to take part in discussions and group conversations by considering the views of others, asking appropriate questions and expressing their own views and opinions
- How to give positive feedback to others
- To recall and re-present important features of an argument, talk, presentation, reading, radio or television programme.
- To be able to identify the key points of a discussion
- To justify their own viewpoints
- To recognise that different audiences may require the use of different vocabulary and phrasing
- To recognise when the use of Standard English is required and when less formal speech is acceptable and appropriate

Planning

Teaching Speaking and Listening

Speaking and listening skills are directly taught, modelled and sensitively encouraged in whole class, small group and partner settings. Teachers plan opportunities to develop each of the speaking and listening strands as outlined in the Primary Framework:

- Speaking
- Listening and responding
- Group discussion and interaction
- Drama

Opportunities across the whole curriculum are planned for so that children are able to develop their Speaking and Listening skills on a daily basis. In addition, value and time are given to informal classroom talk and discussion which can arise in the classroom.

Activities to promote speaking and listening skills include:

- Role Play
- Think, Pair, Share
- Questioning
- Show and Tell
- Songs
- Drama & Imaginative Play
- Visualisation
- Circle Time
- Oral rehearsal
- Word games
- Presentations
- Group discussions
- Debates
- Class Praise Assemblies
- Church Performances
- Class Plays

- Reading aloud
- Word games
- Telling Stories

Talk For Writing

It is recognized that talk is central to Literacy teaching and learning. In Literacy lessons, Talk takes place throughout the writing process at 3 levels:

- Teacher Talk; the verbalization of the thought processes involved in writing as the teacher demonstrates and models writing
- Supported Pupil Talk; structured and scaffolded opportunities for children to develop and practice talk through class and group conversations and activities (such as shared and guided writing)
- Independent Pupil Talk; opportunities for children to develop and practice talk for writing in pairs and small groups, independent of the teacher. Children in all classes have Talk Partners and are taught explicitly how to work collaboratively and effectively with their Talk Partner.

Assessment

Evidence of progression in Speaking and Listening is gathered through video and photographs, as well as notes of progress on planning.

8. Reading

The school aims to develop literate pupils who:

- Read with confidence, fluency and understanding, orchestrating a range of independent strategies to self monitor and correct
- Understand the sound and spelling system and use this to read accurately
- Have an interest in a wide range of texts and read for enjoyment and information
- Have an interest in words and their meaning
- Understand a range of text types and genres
- Evaluate and justify their preferences
- Develop powers of imagination, inventiveness and critical awareness

High priority is given to reading throughout the school. Children are taught a range of reading skills through a variety of methods:

1. *Story time with the whole class.*

This develops listening skills, concentration, 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. It helps develop listening skills,

concentration and a love of story and reading for pleasure. In all year groups this happens on a daily basis.

2. *Shared reading* which immerses children in the pattern of story and features of text types.
3. *Comprehension and Information Retrieval* Activities enable children to practice the following skills:

As well as learning to decode using their phonics, children must understand or comprehend what they read in order to become fluent readers. To help them do this they need to be taught a range of reading comprehension strategies and be encouraged to reflect on their own understanding and learning. These reading comprehension strategies are:

- Use a range of strategies, including accurate decoding of text, to read for meaning
- Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
- Deduce, infer or interpret information, events or ideas from texts
- Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
- Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level
- Identify and comment on the writers' purposes and viewpoints, and the overall effect
- Relate texts to their cultural and historical contexts and literary traditions.

These strategies are taught explicitly in Literacy Lessons, or during group Guided Reading sessions. The skills taught are practiced across the curriculum, such as when researching the class topic. Children should be given the opportunity to engage in Reading Comprehension and Information Retrieval Activities at least once every fortnight.

4. *Guided reading* which targets children's reading skills.

Guided reading takes place in all classes from Reception to Year 6. It involves small groups of children working on their reading skills and being *guided* in their reading by the Teacher or Teaching Assistant leading the session. Children are grouped according to their reading ability and texts used in Guided Reading sessions are carefully matched to the children's ability by the teacher. The Guided Reading Record Sheets (produced by North Yorkshire) are used to provide direction in each Guided Reading Session.

In all classes, each Guided Reading group reads at least once a week with sessions lasting approximately 20-30 minutes.

In Foundation and KS1, sets of Guided Reading books are book banded according to NC levels and are matched to the Letters and Sounds Phases. The texts allow children to move through the stages as they progress in their phonic knowledge and ability to read the key words associated with each phase. These books are stored outside Class 1.

In lower Key Stage 2 (Classes 3 and 4) a levelled scheme is used which includes follow up activities and opportunities for children to work on their comprehension skills. This is supplemented by non-scheme Guided Reading Books.

In Upper Key Stage 2 (Classes 5 and 6) non-scheme Guided Reading Books are used which are appropriate for the children's ability and allow them to consolidate and further develop their reading skills, broaden their vocabulary and enhance their understanding of different text types. They are also chosen with the children's interests in mind in order to foster an enthusiasm for reading. These books are kept in the classrooms.

Children may also read individually with an adult (Teacher, TA or Parent Helper) to practice their reading.

Progress records are completed at each reading session (see below for further information on Recording).

4. Independent reading in school and at home

All children are encouraged to read independently, both at school and at home, as well as in their Guided Reading group.

Books are sent home with a Reading Record for communication with parents.

In Foundation Stage and KS1 children take home their Guided Reading book, and a 'choice book' to read or look at with their parents. The books are located outside Class 1.

In KS2 children may choose their own choice book to take home. These books are banded in accordance with National Curriculum Sub-levels (see attached) and are located outside Class 3 and in the library. Some children in KS2 are also given their scheme books to take home, to further support their reading skills.

Books are changed when children are ready (at least weekly) by teaching assistants or teachers.

Children are also encouraged to read independently at school at least once a week in ERIC time (Everyone Reading In Class). They may read books from the book area in their classroom or their home reading book at the class teacher's discretion.

5. The reading environment.

The 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, books are clearly accessible. Books are displayed and promoted around the classroom and the whole learning environment of the school. Book and audio tapes along with story props and puppets enhance the reading environment and process. Themed days such as World Book Day are

used to promote reading activities across the school as are activities such as paired reading activities both within and between classes.

6. The school library

The school library provides reference and reading materials for children and teachers. From Summer 2012 the library will be open once a week after school for children to visit to browse and borrow books. The school encourages all children to join and use their local library through frequent trips.

Recording and Assessment of Reading

Reading Records

Each child has their own Reading Record which they take home each evening with their home reading book, and bring back to school every day. This Reading Record is a log of:

- Guided Reading Sessions
- One to one reading completed with an adult in school
- Any reading completed at home.

Parents are encouraged to write in the Home Reading Records when they have read with their child. They may log any comments they may have about the reading and when their child has completed a book. From Year 3 onwards, children may be encouraged to write their own comments. Incentives (at the discretion of the Class Teacher) may be used to encourage children to read at home and to keep up to date with the Home Reading Record.

From these Home Reading Records, teachers can monitor how well a child is reading at home and adjust reading accordingly if necessary.

School Guided Reading Records are maintained by each class using the North Yorkshire Guided Reading Proformas which link with the book bands and NC levels. Observations and comments written by the Teacher or TA running the Guided Reading Group refer to the NC level matched objectives which are displayed at the top of each the proforma (see attached).

As well as their Guided Reading Records, Homework Diaries are also provided for Year 6 children in which homework tasks that link with reading and writing will be outlined. This homework will be set on a weekly basis.

Assessment

At the end of every term, APP Records are updated and a National Curriculum Sub-Level is given for each child. Assessments made are moderated by the Assessment Coordinator. Such moderation requires staff to justify the sub-level allocated to a particular child with appropriate evidence.

Teachers use the following evidence to help them reach the correct level for each child:

- AFL (including North Yorkshire Guided Reading Sheets; Reading work in Literacy noted on planning in notes of progress; Home comments books)

- Year 1 Reading Test
- Letters and Sounds Phonics Assessments at the end of each Phase
- Letters and Sounds Tricky Word Assessments at the end of each Phase
- NFER Group Reading Tests which are used each term to give a Reading Age for each child in Years 2 to 6 (and more able children in Year 1)
- Guided Reading Records and APP (as outlined in the above section)
- Optional SATS Reading Tests for Years 3 and 5
- SATS End of Key Stage 1 and 2 tests are used for Years 2 and 6

Joanne Wright
(Literacy Co-ordinator)

Reviewed: September 2018

Next Review Date: September 2020