



Cramlington Village Primary School

POLICY STATEMENT FOR LITERACY

A moth is not a moth in mother,
Nor both in bother, broth in brother,
And here is not a match for there
Nor dear and fear for bear and pear,
And then there's dose and rose and lose -
Just look them up - and goose and choose,
And cork and work and card and ward,
And font and front and word and sword,
And do and go and thwart and cart -
Come, come, I've hardly made a start!
A dreadful language? Man alive!
I'd mastered it when I was five!

A quote by Vivian Cook and Melvin Bragg 2004

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Policy Statement for Literacy

Rationale

At Cramlington Village Primary School we believe that literacy and communication are key life skills and that through the English curriculum we should help children develop the skills and knowledge that will enable them to communicate effectively and creatively with the world at large, through spoken and written language. We aim to enable all children to appreciate and enjoy language as a powerful tool to express their thoughts, imagination and feelings. We want to develop children's passion for reading, writing and speaking and listening. We want children to become confident to communicate.

Aims

At Cramlington Village Primary we believe that literacy is a fundamental life skill. We aim to foster an enthusiasm for and love of reading, writing and speaking and listening for life. We aim to inspire our children to enjoy reading and writing and to see a purpose for what they have read or produced. We want children to be able to communicate effectively and become enthusiastic, responsive and knowledgeable speakers, readers and writers. We want pupils to appreciate how language enables them to experience and appreciate their worlds and the realms of the imaginations through all media. We want children to understand the function and importance of Standard English.

Teaching and learning

At Cramlington Village Primary School we use a variety of teaching and learning styles in our Literacy sessions in order to meet the needs of all children.

As a free school, we are not required to follow the National Curriculum, though we do use the National Literacy Strategy as a basis for implementing the statutory requirements of literacy as we feel that it is a strong and progressive framework. We use the Statutory Framework for the Early Years Foundation Stage in Reception.

Children and teachers work to the objectives set out in the Early Years Foundation Stage Practice Guidance document 2012 which underpins the curriculum planning for Foundation Stage children (Reception class). The National Literacy Strategy is used alongside the Early Years Foundation Stage Guidance in Year 1 ensuring continuity and progression from one framework to the other.

Teachers plan for different groups; whole class, small group, paired and individuals. The key objectives relating to literacy will be reflected in long term, medium term and short term planning. Short term (weekly) plans will list specific objectives for each literacy session and give details of how the lessons are to be taught. It will also include details of what each group of children will be learning. Individualised experiences will also be planned relating to children's

interests and targets/next steps. Class teachers will keep these plans and throughout the year the class teacher and Literacy co-ordinator will discuss them on an informal basis.

At Cramlington Village Primary School we explore new and exciting initiatives that we hope will capture the imagination and enthusiasm of our children. We use the 'Read Write Inc' (RWI) program which has been devised by Ruth Miskin, a synthetic phonics programme that ensures reading, writing and spelling success.

RWI works on introducing a letter a day to the children including a mnemonic which supports them to form each letter correctly from the very beginning. They also learn to segment and blend straight away. The aim of RWI phonics is for the children to complete it as quickly as possible. Children who have not yet successfully completed RWI in key stage 2 can follow RWI Fresh Start which follows a similar format to the RWI program but uses age appropriate texts.

RWI Comprehension and Spelling programmes will also be implemented when children have completed the RWI programme and can decode well.

The contribution of English to teaching in other curriculum areas

English underpins the whole curriculum as children are both using and reinforcing their skills of speaking and listening, reading and writing in every area of the curriculum. Our connected curriculum allows us to teach and apply these skills across all subjects. Individual targets are set for children each half term across the 7 areas of the foundation stage curriculum but will have a literacy focus.

ICT

This is a vital means of developing language in the context of the modern world. The use of ICT can provide a huge level of stimulus and is integral to our ethos. Pupils will have opportunities to compose text directly on the screen, be taught how to use word processing techniques to develop writing skills and check their composition for written accuracy using grammar and spell check facilities. The school has a vast range of hardware to support literacy development including: visualisers, bee bots, a smart table, a cutting edge "immersive room" which supports imagination in a highly visual and interactive way, a range of iPads and keyboards, a smart board in every classroom, iPod touches for photographs and apps, easi-speak microphones and a comprehensive AV system used in the hall. Every class has Apple TV through which can share pieces of work or research from individual iPads.

ICT can also be used as a prompt for reluctant writers, for example those who struggle to write can initially use IT to record their composed story and then to write some of it from the recording. It can be used to scan good examples of writing that can be shared with the rest of the class.

Expectations

We have high expectations that all children can achieve their full potential. It is expected that children in Reception will be working at a 'good level of development' as described by the national level of the Early Learning Goals by the end of Reception. It is expected that pupils will achieve between levels 1 and 3 at the end of Key Stage 1 with the aim that most pupils will reach level 2b or above in all strands of the English curriculum.

It is expected that pupils will achieve between levels 3 and 5 at the end of Key Stage 2 with the aim that most pupils will achieve level 4 or above in all strands of the English curriculum. We intend to support our most able children to work towards the stretching Level 6 if they show strong competence at Level 5 in reading and writing.

Inclusion

At our school we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting challenging targets and responding to each child's different needs and interests. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Opportunity will be found for more able children to extend their understanding. Intervention programmes will be used with children who are finding it more difficult to access the English curriculum where appropriate.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors: classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. We enable pupils to have access to the full range of activities involved in learning English.

Equal Opportunities

It will be ensured that equal opportunities in English are addressed as follows:

- Pupils with special needs have equal access to the English curriculum through the use of differentiated learning strategies and tasks. These are based on individual needs. More able pupils are planned for in line with our Gifted and Talented Policy. This is supported by our Equal Opportunities Policy.
- Specific teaching strategies are used to maximize access to the curriculum for pupils learning EAL (English as an additional language).
- Respect for cultural and linguistic diversity is promoted through the use of resources on multi-cultural themes.
- An awareness of other dialects and Standard English encouraged through a range of texts.
- Gender equality is promoted by ensuring that both boys and girls have access to all aspects of the English curriculum.
- Opportunities to address issues of gender, race etc. are provided through discussion, texts and resources.

Assessment

The school assessment policy outlines the range of different assessment strategies that we use and how we moderate, validate and improve our assessment programmes to ensure that the school achieves the most accurate assessment of children's learning and what it can do next to support children to achieve the next steps in their learning.

Strategies, Initiatives and Procedures used in Literacy

In line with our school mission statement, which *'empowers everyone to achieve'* in school, we carry out reviews for both individual and group needs for literacy on a regular basis. As a result we have developed a wide range of well targeted interventions and literacy programs:

Initiative/Procedure	Details
Read, Write Inc	Implemented on opening after researching a range of phonic programs prior to opening. It was agreed that this programme was the most successful in teaching phonics and reading.
Talk for Writing	We researched a range of writing initiatives including 'Big Write', 'Talk for Writing' and 'Get Writing'. Talk for Writing was adopted following training from our North Tyneside Literacy Link Consultant.
Chatterbox (Social Speaking Groups)	A specialist from the Local Inclusion Support Team delivered a social speaking group over 6 weeks with a group of children to develop their confidence in speaking in a group. A member of school staff now delivers this to 8 children once a week for 20 minutes. Children attending this are supported to speak with more confidence, develop turn taking and enhance vocabulary. The group is very mixed to allow a strong model of speech to happen alongside those who are still developing confidence with their speech.
After school clubs	In September 2013 we decided to have a literacy focus in as many out of school clubs as possible. Clubs which have facilitated this are 'books alive' to discuss and explore authors and book making, writing recipe books in cookery, writing rules and care plans in chicken club, discussing characters and settings in film club.
Reading Recovery Programme	This is a 20 week program which was implemented in the second half of the spring term to boost the reading ability of the lowest achieving children in order to enable them to reach age-related expectations. Reading Recovery is at the heart of Every Child a Reader (ECaR) which is a whole school improvement strategy for literacy. Selected for the rapid progress with low achievers in literacy who are not expected to reach age-related expectations.
Joining North Tyneside's Library Service	We joined in September 2013 to enrich children's access to books and story sacks. Each class receives a range of books and resources from a range of genre to support the topic.
Comprehension Group set up for those children who have completed RWI	Materials such as Field of White, comprehension ideas for fluent readers, and guided reading strategies were initiated from autumn 2013. We purchased a range of new texts from varied genre to support this group.

Chatterbox Challenge	This was carried out with Reception children from Spring 2014 to develop their communication skills in a fun and engaging way. It supports the children's story-telling and builds their bank of nursery rhymes. This will be an annual occurrence.
Lunchtime Set Up	Our lunchtime ethos allows children to develop their communication skills while enjoying a home-cooked meal. A member of the teaching and learning staff is situated on each table who engages the children in conversation and encourages them to listen and respond to each other.
'Catch-ups' with SENCo	Each teacher meets the SENCO and Vice Principal on a fortnightly basis to discuss progress for each child on the SEN register and also raise any concerns with other children.
Daily Interventions	Children who have IEPs (Individual Education Plans) or who have been identified as needing a 'boost' in literacy have daily interventions in place, usually with a teaching assistant. This can include extra RWI sessions, following cue cards to develop positional language, SNIP sentences (technique where children build a sentence, cut it up and put it back together), mirror technique, tongue to mouth/ teeth modelling, positional language games, pick a pair, etc. LIST and SALT teams have provided support and advice.
Activities to develop fine and gross motor skills	Reception class participate in daily dough disco. Year 1 and year 2 carry out regular activities to strengthen movements in those children who could benefit from it (see appendix 1). Children have participated in daily interventions outside with throwing and catching when needed.
World Book Day	This is celebrated every year in March. Children come to school dressed up as a book character and engage in stimulating activities relating to reading, writing and speaking and listening. In March 2014, the author Deborah Court supported children with their story writing, showing them how to use the 'bare bones story walk' to plan a story.
The Picture Exchange Communication System (PECS)	The Picture Exchange Communication System, also known as PECS, was implemented with one child who was unable to communicate through talk. PECS is used to support children to communicate using pictures. It is used to reinforce routines, behaviour norms and rules.
Homelink books	Children in all classes have a weekly homelink activity which is usually based around reading, writing, speaking and listening. In Reception, children are often asked to make things, for example, a junk model boat or a musical instrument. This always has a literacy focus as the children are asked to produce a written plan and talk about how they made it with their peers.

Handwriting practice	Children in Reception practise forming letters in RWI sessions on a daily basis. We follow the RWI script where each letter has a mnemonic. Children in year one and year 2 participate in discreet handwriting practise sessions. Children start to join their handwriting at the end of year one (if they are ready) or in year 2. We use cursive script. Pencil grips are used whenever needed.
VCOP Pyramid	The Vocabulary, Connectives, Openings and Punctuation (VCOP) pyramid is based on the work of Ros Wilson to enhance writing and show children how to make their writing better. There are five 'bands' on each of the four pyramids and the lower down the pyramid you go, the more sophisticated the writing should be. This was adopted in years 1 and 2 in September 2014 (see appendix 2).
Writing boosters	The Vice Principal implements booster classes on a weekly basis during the spring term with the higher and middle ability group in year 2.
Reading Project	In Spring 2014 Year 1 are piloting a reading project which involves producing accurate reading records with detailed guidance and key questions for adults and parents.
Show and Tell	Each class allows children to bring things in from home to show their friends and tell them about it at different points in the week. This may be related to a Homelink activity, a photograph of a special place, a new item or a collection of something. Storytelling can take place regularly throughout school.
Trips	Each class plans and participates in a trip at least once every half term. This is used to extend vocabulary and links are made with writing activities.
Reading	The school policy is that children's books are checked daily so that new reading books can be issued to enable parents to read every night at home. Alongside whole and group reading sessions in school individual children read at least weekly with their class teacher. Children are encouraged to read at home on a daily basis. The school policy is for all children to read at least three times a week individually in school. The year 2 teacher is currently promoting reading at home by offering incentives (prizes from a special box) when children read at least 3 times a week for a full half term.
Immersive Room	This is a high stimulus room used to develop speaking and listening and writing skills.
Strategies used to minimise barriers to learning	A range of strategies have been implemented since the school has opened to minimise children's barriers to learning including comic strip, visual timetables, thinking tree, sand timer for turn taking, buddying systems (including a year 2 child spending time

	teaching basic skills to a small group of Reception children to develop his confidence and self-esteem), carpet seats, thoughts and feelings diary.
Resources to support EAL	The school can request resources to support any children who join our school with English as an additional language. In the past this has included vocabulary cards, visual prompt cards, shopping games and feely bag ideas.

Monitoring and Evaluation

Procedure	Details
Read Write Inc (RWI)	Children are assessed at the end of every half term by the RWI manager and re-grouped according to their attainment level. The RWI manager analyses the progress of individuals and groups and liaises with each staff member to ensure progress. Interventions or extra resources are identified if any child fails to make progress. Teachers are regularly observed carrying out RWI sessions. Learning walks also ensure that the correct RWI resources and materials are displayed.
Learning Walks	The Principal and Vice Principal implement learning walks around the classrooms on a regular basis with a different focus including reading and writing.
Lesson Observations	Each member of staff receives a lesson observation from the Principal on a monthly basis. This involves verbal and written feedback on the lesson and also suggestions for improvement. Literacy is focused on at least once in every 3 observations.
Assessment in Reception	Children are assessed against the age bands in the progress matters section of the Early Years Foundation Stage Guidance. Pictorial and written observations are uploaded onto Orbit which are shared with parents. Children in Reception are also assessed against the EYFS Profile at the end of the year. This is moderated within Northumberland County Council and collated regionally and nationally.
Moderation	All members of staff regularly moderate children's writing during staff meetings. CVPS developed a file of its own examples as a reference for staff. North Tyneside's School Improvement team offer a wide range of opportunities for moderation meetings, and assessment hub schools. CVPS can and has initiated visits from a link teacher from an assessment hub school to support year 1 and year 2

	<p>teachers in terms of assessing work.</p> <p>The Reception teacher receives monitoring of EYFS judgements from Northumberland County Council. Teachers in early years can attend yearly moderation sessions at local venues.</p>
Assessment in Key Stage 1 and 2.	<p>Children are assessed using the Assessing Pupil Progress (APP) approach and materials. This approach was developed by QCDA in partnership with the National Strategies.</p>
YARC assessments used in year 2.	<p>The York Assessment of Reading for Comprehension (YARC) Early Reading allows teachers to focus assessment on the core skills that underpin alphabetic literacy. It comprises four short tests:</p> <p>Letter Sound Knowledge Early Word Recognition Sound Isolation Sound Deletion</p> <p>This has been carried out as a pilot in year 2. Baseline assessments are completed at the start of the academic year in and then mid way through the year in or around February and then at the end of the year. Analysis is then completed to show progress and to support target setting for individual children.</p>
Reading Recovery Program	<p>Children are identified for screening by their class teacher using the Early Years Foundation Stage Profile data/ APP scores and using their knowledge and understanding of their children. They are then assessed using the Observation Survey of Early Literacy Achievement (Clay). Children participating in this programme are assessed daily using a running record and then at the end of the program using The Observation Survey again. The Reading Recovery programme is used predominantly with children in Year 2.</p>
PIVATS	<p>Pivats is used in year 1 with children who are working below National Curriculum levels. It is an assessment system to inform target setting for pupils of all ages whose performance is outside national expectations.</p>
Individual Targets	<p>Individual targets are set for all children across reading and writing every half term across all classes. These are shared with children and parents.</p>
School tracking system	<p>CVPS uses a tracking system that shows what progress children make. This is reviewed every half term and we identify those children who are on track to make the school's aspirational progress in KS1 of 5 points progress a year. This is</p>

	an accurate and timely measure to identify which children need additional support for their literacy learning, and is monitored by the Principal.
Performance Management	Whole school targets are linked with the school development plan and the school self evaluation form. All staff at CVPS have key performance management targets that link closely to whole school targets in reading and writing. Progress measures are carefully monitored and a programme of CPD supports staff to strengthen their understanding of learning strategies that support staff knowledge of teaching literacy.

Training and Development

Training/ Development	Details
Read Write Inc	4 out of the 5 staff members who currently teach RWI have attended full training.
Recording children's reading	North Tyneside's specialist reading consultant visited school to advise on reading records and the YARC programme of assessment.
Talk for Writing October 2014	All staff attended 2 twilight sessions of training on Pie Corbett's Talk for Writing.
Reading Recovery	School employed an experienced Reading Recovery Teacher. Each member of the teaching staff have observed the RR teacher teaching and have implemented some of her strategies including The Snip Technique for sentence building.
Speech and Language Training (Speech Steps)	Our local Speech and Language Therapist delivered a 6 week course to two teaching assistants in school who now have all the resources and techniques that they can cascade to other staff. Training included delivering and modelling activities to children for the teaching assistants to observe. This incorporated training on Makaton, positional language and prepositions. These materials are used in children's IEPs and interventions.
Games to support memory	An Educational Psychologist has supported staff to understand a range of strategies such as memory games including Pelmanism, hide the ball under the cup, I went shopping and Kim's Game which can be used to help children to plan their work. Other strategies including skimming and highlighting words were also introduced. 'Now and then' was also introduced to motivate children to carry on (if they complete a task (now) they can then complete a self-chosen task or task they like (then)) as support for children with ASD.

Writing and mark making strategies	Strategies and support from school's literacy coordinator to develop fine motor skills and support exercises to strengthen grip and finger strength.
Assessment training for levelling writing	North Tyneside Assessment Hub school has supported NQTs in CVPS with assessment with a focus on writing. Y2 teacher has visited other schools to moderate, and has attended joint moderation events through the local authority
NQT training	NQT staff have attended residential NQT conference and had training on circle times, writing strategies, storytelling, drama games.
Auditory Discrimination Activities	LIST Educational Psychologist provided training and resources to support children with auditory discrimination (see appendix 3)
PIVATS	One of our teaching assistants received training on how to use PIVATs with children not yet accessing the National Curriculum with an ASD specialist.
Physical Education Training	All staff attended a practical twilight PE training session which included ideas on how to warm up, main activities and cool down as well as information on planning frameworks. This was delivered by The Northumberland C of E Academy.