

THE SYDNEY RUSSELL SCHOOL



Literacy Strategy



LITERACY STRATEGY

Aims

- To develop and improve students' ability and confidence in reading, writing, speaking and listening.
- To ensure that all students have the literacy skills necessary to be successful in life and in public examinations.
- To embed the teaching of literacy across the whole school.
- To support teachers in other subject areas in the delivery of key literacy skills.

The school's Literacy Policy is based on the principle that it is the responsibility of every member of staff, teaching and non-teaching, to develop and maintain high standards of literacy across the school. All members of staff are expected to reinforce the importance of literacy by modelling good practice and ensuring that the development of literacy is built into the Programmes of Study.

Shared Vision – Using Reading to Promote Literacy

The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. Reading is celebrated at Sydney Russell to underpin high standards of literacy.

Primary Phase

At the primary phase, the Head Teacher will work with all Primary staff to ensure that this happens. In particular, s/he is expected to work closely with the Reading Leader/ Literacy and Language Leader to monitor the quality of teaching and to provide coaching for staff (teachers and teaching assistants). The role of the Reading Leader is also critical. Alongside the Head Teacher, they should drive the teaching of Read Write Inc. Phonics, and ensure that all pupils follow the Literacy and Language programme by the end of Year 2.

The Reading Leader's role comprises:

- Ensuring that our teaching of reading is of the highest quality and that all our pupils make progress.
- Ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support.
- Keeping the groups homogeneous, i.e. at the same reading level
- Providing further training (through master classes, coaching/ observation and face-to-face feedback).

Teachers are expected to alert the Reading Leader to any pupil whose progress is faster or slower than the rest of their group. The reading team will be made up of a team of teachers and teaching assistants (TAs) who each teach a group of pupils at the same reading level.

Programmes of Study

All Programmes of Study should reflect the need to promote high standards of literacy which should be designed to up-hold school expectations. How and when elements of literacy are delivered will depend on the subject or phase, and the particular elements of the programme but the following features are compulsory:

- a) Students' work, in exercise books and folders, should be presented neatly; with the appropriate date and headings (see later).
- b) The spelling of subject specific vocabulary should be taught explicitly.
- c) Students should be taught a range of strategies to enable them to read text books and other materials. Students should also be taught how to access and present information effectively.
- d) Students should be encouraged to use the school library, and at Secondary level, should encouraged to use the library for revision and research, to embed what has been taught.
- e) It should be made clear to students that downloaded material will not be accepted as their work.
- f) Every lesson should give students opportunities to develop their speaking and listening skills and their confidence in expressing ideas.
- g) When writing a Programme of Study, the Subject or Phase Leader should consider students' prior knowledge, so that the instruction of new, key vocabulary is designed to help students connect old knowledge with new.

Primary Phase

Pupils will learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. They will then progress onto Read Write Inc. Literacy and Language and Read Write Inc. Spelling once they can read with accuracy and speed.

Read Write Inc. Phonics

This programme is for:

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

In Read Write Inc. Phonics, pupils are expected to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills.
- Read common exception words on sight.
- Understand what they read.
- Read aloud with fluency and expression.
- Write confidently, with a strong focus on vocabulary and grammar.

- Spell quickly and easily by segmenting the sounds in words.
- Acquire good handwriting.

Read Write Inc. Literacy and Language

Read Write Inc. Literacy and Language is for:

- Pupils in Year 2 to Year 6 who have completed Read Write Inc. Phonics.

In Read Write Inc. Literacy and Language, pupils are expected to:

- Develop a deep understanding of what they read; complete texts by leading authors are introduced using a three-step approach.
- Learn grammar in context, allowing pupils to use it with understanding; grammar banks are provided to support teacher knowledge.
- Learn to articulate their thoughts and ideas clearly to one another; learn how to present and debate; to reason and justify their answers.
- Learn to write confidently by following our highly supportive three step approach, building upon the story or non-fiction text they have studied.
- Write every day.

Reading

Throughout the primary phase, teachers are expected to provide students with a range of strategies to help promote reading, and students should receive certificates to celebrate their success. A home school link book is provided to students and reading should make up a dominant focus of homework. All teachers throughout the primary phase should read to their class regularly.

From Year Two to Year Six, key reading skills should be taught explicitly during guided reading sessions, three times a week. Children should record their comprehension work in separate exercise books.

Literacy Support – Home or Independent Learning

- EYFS and KS1 pupils should take home familiar picture books so that they can re-tell the story out loud and recall details and vocabulary.
- EYFS, KS1 and KS2 pupils should be supported to select appropriate books to take home. All pupils will be set books on Oxford Owl's website that they have read in the Read Write Inc. Phonics lesson. In addition, children should take home a level appropriate book, as well as sound blending books to support early reading skills to foster confidence when reading both in school and at home. Pupils are also expected to take home stories and non-fiction texts that they cannot yet read for themselves

which they choose from the school's library and when they do, stories and new vocabulary should be explained and discussed so all pupils have access to the books they read.

- Teachers should assign homework on Purple Mash for KS2 students, where children are expected to read a new chapter from an online book and complete comprehension and extended writing tasks based on their reading.

Secondary Phase

- All students should bring a reading book to school with them.
- In Year Seven and Eight (and Middle Band Year Nine), students will have regular reading and comprehension lessons where they visit the library and complete an Accelerated Reader quiz. Their progress will be monitored and students should receive certificates to mark their success. By Year Nine, for most students, we hope that this reading habit has been adopted as an independent skill. All teachers should promote reading and when in lessons, should use strategies (such as predicting, clarifying, summarising, questioning) to check comprehension. Teachers should encourage students to become more independent in these strategies, taking on these roles themselves.

Additional support for lower-attaining pupils learning to read

Primary Phase

- Pupils in the 'lowest' attaining group have the widest variety of needs. This is therefore the least homogeneous group. In order to give these students the same carefully targeted teaching as all the other groups, some of these pupils will have daily one-to-one tutoring for 10 to 15 minutes, in addition to their group session in the morning; this tutoring should enable us to meet their individual needs. Once these pupils have learnt to read, they will receive additional support when learning to spell.
- The Head Teacher and Reading Leader will monitor pupils' progress together until every child can read. No child should be left behind to struggle.

Fresh Start

- Fresh Start is to speed the students through the programme as quickly as possible, so it is crucial that students are placed in the correct group. Students will be grouped by their word reading and fluency – not by their progress in comprehension or writing, or by their age. The reading activities will ensure teachers support students' comprehension and students write at their own level. For students to make the best possible progress, they will read texts closely matched to their reading level, every day. Entry assessment and grouping assess all students in Years 4, 5 and 6 who are below National Curriculum expectations for reading. Once the students are grouped, the students will be reassessed and regrouped every 6–8 weeks.

Secondary Phase

All students are encouraged to read at home daily for between 20-30 minutes per day. Students that require support with reading are identified through an assessment that is sat three times per year. Students with reading ages significantly lower than their chronological age will be invited to attend our Champion Reader Intervention. In addition to this, teachers are responsible for identifying any students who are struggling with their reading and provide support, such as additional independent resources.

Presentation of Work

Primary Phase

a) Handwriting

Students use the Nelson Handwriting scheme as it complements the Literacy Programme of Study and aims to consolidate students' learning of phonics and grammar. By the end of Year 6, all students will have been taught how to do joined up writing. Teachers should then encourage all written work to be done in neat, joined up writing; ideally using an official handwriting pen.

b) Handwriting Pens

Most pupils will use pencil; progressing to a pen licence when they have mastered joined, cursive writing skills. Like the secondary phase, students are encouraged to use an official handwriting pen: they are the red Berol, the yellow Staedtler or the silver or gold Verona. Gel pens and fountain pens are not acceptable.

c) Layout of Work

All written work at the primary phase should be set out as follows:

Numbers and letters of questions to represent answers are written inside the margin.	Date
	Printed LI and SC to be stuck in the books. Children in KS2 will skip lines in their daily work so they have space for editing and redrafting. Teachers will mark, provide feedback and children given the opportunity to edit their work. Children in KS2 should then publish edited work in their neatest handwriting without skipping lines.

Secondary Phase

a) Handwriting

Teachers should encourage all written work to be done in neat, joined up writing, ideally using an official handwriting pen.

b) Handwriting Pens

Students are expected to do all their written work in black pen, and are encouraged to use an official handwriting pen. They are the red Berol, the yellow Staedtler or the silver or gold Verona. Gel pens and fountain pens are not acceptable, with the reason for this being to prepare students for examinations. Handwriting pens are designed to glide across the paper so that students can write quickly but neatly;

other types of pen are designed to catch in the paper to slow the writer down. Students in Year Seven receive their first handwriting pens at the Year Six Recruitment Evening and are given another on their first day. When this runs out they, like the older students are expected to purchase a replacement.

c) Layout of Work

All written work at the secondary phase should be set out in a similar format, as follows:

● ●	Name	Date
	Title	

Literacy Supportive Classrooms

All members of staff are expected to model good practice and this should be reflected in all areas of the practice.

a) Classroom Displays

All notices and materials used for display should be meticulously proof-read to ensure that there are no errors with grammar, spelling or punctuation. If students' work is used as part of a display on classroom walls, it should be proof-read by an adult. Only work of the highest quality, in respect of content as well as presentation, should be used for classroom and corridor displays; its purpose is to provide students with examples of the standard of work to which they should aspire.

At Primary, classroom display board should be used as working walls to provide support for children during daily lessons. Literacy working walls should have, learning intention/topic title, key vocabulary, key phrases, P4C questions, shared writes, grammar of the week and Word of the Week.

b) Resources

All resources, the Programmes of Study, Knowledge Organisers, materials used in lessons, PowerPoints and examination papers should model good practice and should be proof-read to ensure that there are no errors in grammar, spelling or punctuation. Staff should not rely on a computer spell-check facility, which often allows Americanisms which are incorrect in English.

c) Literacy Supportive Materials

Subject Leaders at Secondary, should assess, in discussion with the Literacy Co-ordinator or Head of English, whether supplementary materials could develop students' literacy skills and enhance their progress. Subject specific vocabulary could be displayed on the walls and spelling mats could be produced to help students remember the correct spelling of key words for a particular piece of work. The Head of English or Literacy Co-ordinator can advise which dictionaries and thesauruses are the most suitable to order.

Marking and Assessment

All members of staff should model good practice. They should use neat, legible writing when responding to students' work and ensure that their responses contain no errors of grammar, punctuation or spelling.

Primary Phase

Feedback and Marking

There are clear systems for marking pupils' work. Pupils should know their teacher's expectations for each activity; short activities should be marked with the pupils in the lesson and extended pieces should be marked afterwards. Outcomes should be discussed with the group and individuals so that the marking is genuinely used to take forward pupils' learning.

Spell Test Marking:

Students should mark their own work with guidance from the reading teacher.

1. The teacher writes the word on the board.
2. The children: - Tick each sound spelt correctly and correct errors.

Hold a Sentence Marking:

Students should mark their own work with guidance from the reading teacher.

1. The teacher displays the sentence on the board.
2. The children: - Tick correct and insert missing punctuation.
- Tick words spelt correctly and correct words with sounds spelt incorrectly (write out the whole word above)
- Insert a missing word with an upturned V.

Proof-read Marking:

Students should mark their own work with guidance from the reading teacher.

1. The teacher displays the edited sentence on the board.
2. The children:
- Tick each corrected error and correct any missed edit.

Marking Codes for Extending Writing:

Highlighting is used to draw pupils' attention to key areas of success (green highlighting – 'green to go') and areas for improvement (pink highlighting – 'pink to think').

SPaG is marked according to the literacy marking code. A copy of this is in the front of each subject exercise book, is permanently displayed in the classroom and is displayed and referred to during EDIRT. Please see the appendices for the Literacy Marking Codes.

Success Criteria

For extended writing, teachers should use success criteria grids for most lessons which helps students identify their targets for those lessons. Students self and peer assess using the criteria regularly which enables them to reflect on their learning and see the gaps.

Grammar

At Primary, the Twinkl POS is used to teach grammar from Year Two to Year Six. Grammar should be taught discretely for a minimum of three times a week. Children should not only be taught the use of grammar but also the correct terminology of each topic.

Secondary Phase

Teachers should be aware that G.C.S.E. and 'A' Level examinations in many subjects allocate some marks for grammar, spelling and punctuation. They should ensure that students are aware of this, identify technical errors in students' work with a coded target and give them strategies to improve.

Teachers should mark spelling, punctuation and grammar in accordance to the Literacy Marking Code (please see the appendices).

Appendices

Literacy Marking Codes

Primary Phase

EYFS Literacy Marking Code		KS1 Literacy Marking Code		KS2 Literacy Marking Code	
Code	What this means	Code	What this means	Code	What this means
Green highlight	'Green to go' - success	Sp	Spelling error.	Sp	Spelling error.
Pink highlight	'Pink to think' – correction required	CL	Capital letter error.	CL	Capital letter error.
Sp	Spelling error (where appropriate for the child)	^	Missing word	Gr	Grammar error
CL	Capital letter error (where appropriate for the child)	_____	Wrong word	T	Incorrect tense
^	Missing word	Pink highlight	Punctuation error	^	Missing word
*	Up-level	//	New paragraph (applicable in Yr 2)	WW	Wrong word
		*	Up-level	P_	Punctuation error (P. = incorrect use of full stop)
				//	New paragraph
				*	Up-level

Secondary Phase

Subjects and key stages are encouraged to use their professional judgement in how many codes they use on a piece of work at any one time.

Sp	Spelling Error*	*Students to correct the spelling error three times in the margin.
CL	Capital Letter Error	
Gr	Grammar Error	Some examples might include: the use of incorrect homophones, subject-verb agreement errors or misusing pronouns.
I	Incorrect Tense	
^	Missing Word	
WW	Wrong Word	
P_	Punctuation Error	Teachers to write the punctuation mark that is being used incorrectly next to 'P'. For example: P' or P;
//	New Paragraph	

<p>Year 1</p> <p>Writing sentences Sentences with capital letters and full stops Joining words and clauses using and Capital letters for names / days of the week Question Marks Exclamation marks Suffixes: ing Suffixes: ed Noun suffixes: s Prefix: un Personal Pronoun: I Noun suffixes: es Suffixes: er</p>	<p>Recovery from Year 1 Personal Pronoun: I Capital letters for names /days of the week Moving onto extended writing</p> <p>Year 2 Correctly Demarcating Sentences Past and present tenses Writing and Identifying Statements and Exclamations Identifying and Writing Questions and Commands Co-ordination Compound words Adjectives with er est Using Commas to Separate Items in a List Forming Nouns using er Expanded Noun Phrases Apostrophes for Possession Adverbs with ly Subordination Forming adjectives using -ful –less Forming the Progressive Tense Forming Nouns using -ness</p>
<p>Recovery from Year 2 Forming the Progressive Tense Co-ordination Moving onto extended writing</p> <p>Year 3 Homophones Time conjunctions Articles An or A Present Perfect & Simple Past Adverbs Inverted commas Place or Cause Conjunctions Subordinate Clauses Word families How to Make a Lesson Plan for Prepositions Prefixes dis- Words, mis- Words, un- Words Paragraphs Suffixes Prefixes Heading and sub headings</p>	<p>Recovery from Year 3 Subordinate Clauses Present Perfect & Simple Past Paragraphs Heading and subheadings Place or Cause Conjunctions</p> <p>Year 4 Pronouns and nouns Apostrophe Expanded noun phrases Fronted adverbials Plural and possessive s Inverted commas Determiners Modifying Preposition Phrases Paragraphs Standard English Verb Inflections</p>

Recovery from Year 4 Fronted adverbials Plural and possessive s Inverted commas Standard English Verb Inflections Year 5 Modifying Preposition Phrases Modal Verbs of Possibility Using commas Using brackets Relative clauses Dashes Verb prefixes Writing cohesive paragraphs Suffixes, ate, ise, ify Using commas for meaning Linking paragraphs with adverbials	Recovery from Year 5 Linking paragraphs with adverbials Relative clauses Year 6 Synonyms and Antonyms Semi-Colons, Colons and Dashes Hyphens Using the Passive Formal and Informal Speech and Vocabulary Cohesion across Paragraphs Layout Devices Formal and Informal Writing
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