

# WREN'S NEST PRIMARY SCHOOL

School Key Policy 2022-2023

# LITERACY AND LANGUAGE POLICY

September 2022

Document to be read in conjunction with other key school policies (listed within document)



# Wren's Nest Primary School



## Literacy and Language Policy

Children at Wren's Nest learn to read and write effectively using the Read Write Inc. Phonics programme. They 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

The programme is for:

- Children in Reception to Year 2 who are learning to read and write
- Any children in Years 3 and 4 who need to catch up rapidly
- Intervention Programme for children in Years 5 and 6 Fresh Start.

#### In Read Write Inc. Phonics children:

- Decode letter-sound correspondences quickly and effortlessly, using their phonics 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.

In addition, we teach children to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as children's' poor articulation, or problems with blending or alphabetic code knowledge.

We group children according to their progress in reading rather than their writing. This is because most children's reading skills develop more quickly than their writing skills, especially for those whose motor skills are less well developed.

In Reception we emphasise the alphabetic code. Children rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for children at risk of making slower progress. This learning is consolidated daily. Children at Wren's Nest have frequent practice in reading high frequency words with irregular spellings - common exception words.

We make sure that children read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence in themselves as readers. By re-reading and discussing these books with their teachers, children increase their fluency when decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; this exposes the young reader to a wide variety of genres and helps to develop a love of reading.

Embedding the alphabetic code early on means that the children quickly learn to write simple words and sentences. They are encouraged to compose their sentences out loud and repeat this until they have the confidence to write them independently. We ensure they write every day.

Children write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them.

Our aim at Wren's Nest is for children to complete the phonics programme as quickly as possible, allowing them to continue on their learning journey.

## Read Write Inc. Literacy and Language and Spelling

#### Read Write Inc. Literacy and Language is for:

• Children in Year 2 to Year 6 who have completed Read Write Inc. Phonics.

#### Read Write Inc. Spelling is for:

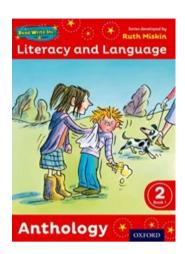
• Children in Year 2 to Year 6 who can read with accuracy (they recognise the alternative graphemes for sounds).

In Read Write Inc. Literacy and Language children at Wren's Nest:

- Develop a deep understanding of what they read: complete texts by leading authors are introduced using a three-step approach at an age-appropriate level
- Learn grammar in context allowing them to use it with understanding: grammar banks are provided to support teacher knowledge
- Learn to articulate their thoughts and ideas clearly to one another: they learn how to present and debate; to reason and justify their answers

- Learn to write confidently by following a supportive three step approach, building upon the story or non-fiction text they have studied
- Write every day.

Once children complete the Read Write Inc. Phonics programme their daily literacy lessons are structured through the Read Write Inc. Literacy and Language programme. This integrates reading, writing, thinking, and spoken language in all activities, to ensure the daily development of children's comprehension and wider literacy skills. At the heart of Literacy and Language at Wren's Nest, is the enjoyment of and engagement with a variety of age-related texts. Children are encouraged to take their own meaning from each text, becoming independent and critical thinkers. Comprehension activities are designed to help children



to infer, summarise, question, clarify, predict and argue a point of view. The children also make connections between texts and their own experiences.

Children are taught the importance of using grammar correctly, so they can communicate clearly and convey their meaning effectively. Embedded teaching strategies, supported by



engaging Software, Pupils' Books and Homework Book activities allows grammar to be taught explicitly, consolidated, practised and taught implicitly through the reading activities. All grammar is taught within the context of the texts being studied to ensure it is meaningful for children (see Grammar Support and The Curriculum attached).

Children are taught to articulate their thoughts and ideas out loud and to communicate what they know and understand. They learn to answer questions with partners, comment on each other's ideas,

clarify each other's thinking and build upon each other's thoughts and ideas. The teacher directs questions to take their thinking further and clears up any misconceptions. Partner discussion helps teachers assess what and how the children are learning throughout the lesson.

Teachers also read a wide range of stories, poetry and non-fiction to the children. They are encouraged to choose books to read at their own interest and comprehension level and to use the 'Bingo Cards' (see Appendix E) to further widen their love of reading for pleasure.

#### Impact across the curriculum

The teachers' at Wren's Nest are enthusiastic about using the Read Write Inc. programme because they can see how well children learn from it and the progress they make, not just in English, but across the curriculum. Teaching strategies that are an effective tool within the daily Literacy lesson, such as the silent stop, TTYP or reference to the phonics chart have been embedded across all subjects, creating a consistent approach to teaching and learning.



#### Quality of teaching, learning and assessment

The Literacy and Language programme has been developed so that over time, with guided practice and teacher modelling, the children learn how to evaluate their own work reflectively while offering constructive feedback to their peers. In this way children rehearse and consolidate what they have been learning. This helps the children to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. At Wren's Nest, we use this approach consistently in the literacy lesson and across other subject areas.

Every literacy lesson is matched carefully to the needs of the particular group, with tailored, focussed teaching. Each activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that the pupils understand what they are learning and why. This approach creates a clear purpose for each task. Teaching strategies, such as 'no hands up' ensure that the children are consistently on task with their learning. They realise that

everybody is the same and all opinions are equal; they must engage in the activities to be an active member of the class (see Literacy and Language Organisation Prompt Sheet and Purpose of the Teaching Sequence).



#### Feedback and marking

At Wren's Nest we model how to give constructive feedback so that the children

know what they need to do to improve and how to use this model to self-evaluate and to critique their peers work, making suitable suggestions for improvement. This in turn allows all children to be confident when editing and redrafting their work. They are proficient at identifying areas of their writing they can improve upon and can articulate their thoughts

and reasons to their peers and teachers. Progress walls display completed work over the course of the year so children can readily identify the improvements they are making.

All teacher marking is done in green and follows the Wren's Nest Marking Policy.

#### Quality of teaching and pupils' progress

The Headteacher, Literacy Lead, Reading Leader and Senior Leadership Team monitor pupils' progress and the teaching process. Our ethos, where possible is, children need to 'keep up and not catch up'.

Literacy learning walks, that form part of the monitoring process, are conducted termly along with three Literacy and Language development days. These are supported by an external consultant. Areas for development are identified and support is put into place where required, to maintain the standard of teaching to deliver the programme, so all children make good or better progress. Teachers are encouraged to make peer observations and 'good practice' is shared. Through staff CPD, we aim for teachers to become reflective practitioners as there is a clear correlation between the quality of teaching and the progress pupils make.

#### Personal development, behaviour and welfare

The 'silent stop' is a consistent approach across all Key Stages and within year groups. This signal is used for gaining children's attention, for setting up partner routines, and for managing the way children move around the classroom. All staff have adopted the same signals. The teachers and teaching assistants are encouraged to use these strategies in other lessons too, so that the approach to behaviour is consistent throughout the day.

At Wren's Nest, we believe that the partner work helps the children build relationships with other children. Effective partner work has the benefit of helping children to work closely with others. Activities within the literacy lessons encourage the children to listen and reason. The 'Big Question' and the 'What if not?' promote healthy discussion and children learn to appreciate the views of other children even if those views may oppose their own.

Praise for hard work and positive behaviour is fundamental to children's progress. The values of courtesy, consideration and kindness are at the heart of every lesson, taught through the programme and embedded in other lessons. All the staff use the same positive strategies for behaviour management across the school. Working well together, as part of a team, is at the core of the school's work - for staff and children.



#### School Vision

At Wren's Nest our vision is that every pupil learns to read as quickly as possible and then continues to read a wide repertoire of books across a variety of genres. We encourage children to read for pleasure and the staff take every opportunity to read with or to the children (for example, ERIC time), sharing likes and dislikes, authors and making recommendations. All members of staff promote reading as a life skill and foster an

appreciation of all reading materials, such as comics, newspapers, novels and classics.

#### Reading Leader

The role of the reading leader is an important element within the monitoring, assessment and coaching of Read Write Inc. Phonics.

The reading leader's roles includes:

- ensuring that our teaching of reading is of the highest quality and that all our children make progress.
- ensuring children in the 'lower progress' group are making good progress and organising one-to-one tutoring for the children who need extra support.
- keeping the groups at the same reading level
- providing further training through masterclasses, coaching/observations and face-to face feedback

#### The Literacy and Language Leader's roles includes:

- ensuring that the teaching of literacy is of the highest quality and that all our children make progress - providing further training through masterclasses, coaching/observations and face-to face feedback.

#### Cracking Comprehension:



Cracking Comprehension is a programme that helps to support and further develop the children's critical reading skills. The questions are designed to teach children how to understand texts beyond the literal meaning by inferring and exploring the author's intent. They are exposed to a wide range of age-related texts covering fiction, non-fiction and poetry and have many opportunities to understand the key features

of these, including the level of formality in the language that is used and the structure and organisation of the overall text.

There is an expectation that every teacher models the reading process effectively, through demonstrating skills such as skimming and scanning to locate answers, highlighting key information and 'thinking out loud' when using evidence from the text to make inferences. The children use the teacher's model, such as highlighting and annotating the text when working more independently. There is an expectation that all children are exposed to the age-related texts and where children are working below this level, scaffolds are put into place to support their understanding.

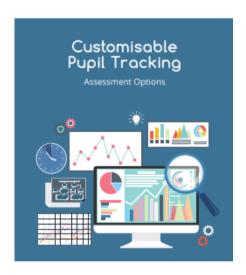
During CPD the staff collaborated with each other to produce a 'non-negotiable' criteria for the Cracking Comprehension Reading lesson. This ensures consistency through school, supports staff in delivering the programme, allows the children a seamless learning experience and embeds the skills required to analyse and understand a text beyond the literal (see Cracking Comprehension 'non-negotiable' document).

#### Assessment and Moderation

'OTrack' is used through school to track children's progress. Teachers input data on a regular basis, with half termly reviews. The assessments from this data informs the RAP Review - termly. Pupil Progress meetings take place after each RAP meeting. This enables teachers, working alongside members of the SLT, to identify children who are 'at risk' of not making expected progress and those who can make accelerated progress. Interventions and teaching strategies can be put into place for these children.

Each term, staff meeting time is given so teachers, working alongside their year group partners, can standardise children across their group. This ensures consistency in the assessment process and that the data is robust.





On a yearly basis, Wren's Nest collaborates with other schools across the NDLP to moderate assessments. This ensures our judgements are accurate and participating staff have the opportunity to work with teachers from other schools to share good practice.

#### Monitoring information:

The policy will be promoted and implemented throughout the school by all staff. The school will review this policy through the Curriculum and Standards committee annually and assess its implementation and effectiveness.

#### Links with other policies:

Other important documentation to be read in conjunction with the Literacy and Language Policy:

- o Wren's Nest Marking Policy
- Learning to Read (Phonics) Policy
- o Grammar Support and The Curriculum included
- o Literacy and Language: Purpose of the Teaching Sequence included
- o Literacy and Language Organisation Prompt Sheet included
- o Bingo Card included
- o Cracking Comprehension 'non-negotiable' document included
- Spelling Action Plan

Date of Review: September 2022 Policy to be reviewed: September 2023







#### Grammar support and the Curriculum:

This document provides a way of approaching and teaching grammar across Wren's Nest Primary School using the Language and Literacy scheme in a thematic and creative way. The objectives can be taught discreetly as and when needed, however, they can be taught, practised and reinforced throughout the curriculum, and do not need to be taught in isolation. When planning you must take into consideration the needs of your class; if they have not understood the grammar objectives from the previous units they will not be able to progress. Hopefully this document will enable you to easily find grammar units that are suitable for your children's needs within our school's Literacy and Language scheme.

This grammar curriculum is linked to new English National Curriculum and Ruth Miskin's Literacy and Language.

Year 2:		
Grammatical knowledge and skills	Where to find grammar focus within the year 2	
(grammatical awareness, sentence construction and punctuation)	Language and Literacy theme	
Capital Letters	Unit 1	
Question marks	Unit 1	
Suffixes (-ful, -less)	Unit 1	
Commas in lists	Unit 2	
Suffixes (-ing, -er, -est)	Unit 2	
Compound words	Unit 2	
Sentences with different forms (exclamation and command)	Unit 3	
Adjectives, nouns and noun phrases	Unit 3	
Apostrophes for possession	Unit 3	

Conjunctions for subordination	Unit 4		
Adverbs	Unit 4		
Conjunctions for subordination	Unit 5		
Apostrophes for contractions	Unit 5		
Verb tenses	Unit 6		
Tenses in texts	Unit 6		
Year 3:	Where to find grammar focus within the year 3		
Grammatical knowledge and skills	Language and Literacy		
(grammatical awareness, sentence construction and punctuation)	Theme		
Adverbs and adverbials	Unit 1		
Inverted commas	Unit 1		
Headings and subheadings	Unit 1		
Adverbs of time	Unit 2		
Determiners a and an	Unit 3		
Conjunctions	Unit 3		
Adverbs and adverbials	Unit 3		
prefixes	Unit 4		
Adverbs and word families	Unit 5		
sentences	Unit 5		
Perfect tense	Unit 5		
Prepositions	Unit 6		

Year 4:  Grammatical knowledge and skills  (grammatical awareness, sentence construction and punctuation)	Where to find grammar focus within the year 4 Language and Literacy theme
Inverted commas	Unit 1
Paragraphs	Unit 2
Adverbials including fronted adverbials	Unit 3
Plurals, possession and apostrophes	Unit 4
Standard English	Unit 5
Nouns and pronouns	Unit 6

Year 5 Grammatical knowledge and skills (grammatical awareness, sentence construction and punctuation)	Where to find grammar focus within the year 5 Language and Literacy theme
Devices to build cohesion within a paragraph	Unit 1
Linking ideas across paragraphs	Unit 1
Relative clauses	Unit 2
Modal verbs	Unit 3
Adverbs of possibility	Unit 3
Brackets, dashes or commas to indicate parenthesis	Unit 4
Converting nouns or adjectives into verbs using suffixes	Unit 5
Verb prefixes	Unit 5
Use of commas to clarify meaning or avoid ambiguity	Unit 6

Year 6 Grammatical knowledge and skills (grammatical awareness, sentence construction and punctuation)	Where to find grammar focus within the year 6 Language and Literacy theme
Expanded noun phrases	Unit 1
Semicolons, colons and dashes	Unit 1
Synonyms and antonyms	Unit 1
Punctuation of bullet points	Unit 2
Layout devices to structure text	Unit 2
Informal and formal speech and writing, subjunctive	Unit 3
Passive voice	Unit 3
Formal and informal vocabulary	Unit 4
Hyphens to avoid ambiguity	Unit 5
Linking ideas across paragraphs using a wide range of cohesive devices	Unit 6

#### Literacy & Language: Purpose of the Teaching Sequence

#### Reading activities

The Story Store - immersion, hook children in, provide background knowledge.

Read a story version 1 - bare bones, become familiar with the plot, setting and characters.

Think and link - link ideas from the text to own experiences, ask questions about what they read.

Read a story version 2 - find out extra information, become more familiar with the story.

Word power/special phrases - explain new vocabulary so children can read with understanding, 'magpie' words for their own writing.

Read a version 3 - children hear and enjoy the full story read by the teacher.

Re-read a story version 3 - children read in partners to deepen their understanding.

Drama - deepen understanding of characters/ story, 100% participation.

What if not...? - change one thing about the story to create a new story.

Grammar - age-appropriate grammar session (additional grammar will be necessary).

Big Question - develop spoken language and argument skills through discussing a question linked to the day's work.

Writing activities \*Story is used as a generic term referring to the Unit's focus piece of writing.

Build a... - start to explore writing part of the story, teacher models the process of building a setting/scene/character.

Build 1 - teacher models completing the basic plan and structure for their story, step by step.

Write 1 - children mirror the process of Build 1, step by step.

Build 2 - teacher adds next layer with extra information (use a different colour) from marking rubric e.g. synonyms to describe character.

Write 2 - children mirror the process of Build 2, step by step.

Mark spelling, grammar and ideas in the Write 1 and 2 stages to prepare children for Write 3.

Build 3 - teacher shows how they have used their plan to write their story, step by step (WAGOLL).

Write 3 - children write, step by step.

#### Review activities

Share a story - read own writing and read to a partner, underline best bits and arrow parts to fix.

Evaluate - share good examples of children's writing matching the evaluation criteria. Partners evaluate their own writing against this criterion.

Edit - teacher models how to improve sentences against the evaluation criteria. Children improve their own writing.

Proofread - teacher models proofreading for common spelling, grammar and punctuation errors using an example piece of writing they have created. Children proofread their writing.

Teacher marks Write 3 and children respond.

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#### Literacy and Language Organisation Prompt Sheet:

(To be completed for both the fiction and non-fiction units).

- 1. Read the whole unit and familiarise yourself with the activities.
- 2. Complete your target sheet using the 'overview' of the unit. Match these against National Curriculum expectations. Targets should then be layered back so they are appropriate for the group being taught. They should be differentiated to take into account any misconceptions or common errors from the your knowledge of the children. Targets should be written in child speak (I can). Covid Recovery Targets should be identified in purple. Refer to exemplar materials if required.
- Cover page to be inserted into the children's books to indicate the start of a new unit of work.
- 4. Editing, proof reading and evaluating should be evident through the unit and supported within the Write 3 pieces of work. The children use a pink coloured pen to proof-read (against specific grammatical targets, such as full stops, capital letters for proper nouns etc), when self-evaluating either independently or with a partner. The teacher then marks the work using the symbols in the margin or at the end of the paragraph or piece of writing, in line with our marking policy. During the following lesson, the children use their purple pen to edit their work according to the marking and then complete this process with a partner, who then helps them to evaluate their work against set criteria, usually related to the key features of the genre.

#### Progress tests:

- a. At the end of each unit complete the reading test (1 per unit).
- b. Complete any 'SATs style' tests that were written for the units.
- c. Complete Grammar Test 1 at the end of Unit 2, Grammar Test 2 at the end of Unit 4 and Grammar Test 3 at the end of Unit 6.
- d. There is also an end of year Grammar Test.
- e. There are short Grammar Tests that can be used during the SPAG sessions.
- f. Ensure you plan an appropriate pace for the teaching of the programme, completing one whole unit per half term, so that all units will be taught.
- Review the targets at the end of the unit.

### Example:

Year 6 News Reports			
End of Year National Curriculum Objective	Block objectives working towards the end of year National Curriculum Objective		
Reading Reading comprehension I can make comparisons within and across books.	I can recognise the key features of a text by making references to previously read texts.		
Reading comprehension  I can summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas  Reading comprehension  I can participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	<ul> <li>I can summarise a text to include its main points.</li> <li>When writing, I can use a summary to conclude my news report.</li> <li>I can identify the main idea in a paragraph.</li> <li>I can discuss my news report and explain its features.</li> <li>I can use books that I am reading or have read and incorporate some of the ideas into my own work.</li> </ul>		
Writing Writing-composition I can identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	<ul> <li>I can use a modelled text to develop my own writing style.</li> <li>I am beginning to consider the audience for my writing - including appropriate vocabulary and style.</li> <li>I can use a success criteria to evaluate my own writing.</li> </ul>		
Writing-composition I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	<ul> <li>I am beginning to experiment with a wider range of punctuation including commas, semicolons and exclamation marks.</li> <li>I can discuss the effect of my punctuation choices on the reader.</li> <li>I am using vocabulary for effect.</li> <li>I understand the difference between direct and reported speech and I can punctuate these accurately.</li> <li>I can use the correct verb tenses within my writing.</li> <li>I can spell words from the Y3/4 spelling list correctly.</li> </ul>		
Writing-transcription I can proof-read for spelling and punctuation errors	<ul> <li>I can identify areas of my writing that I can improve on.</li> <li>When working with a partner I can offer constructive criticism.</li> <li>I can work with my partner to select areas of of our writing that has good features.</li> </ul>		

Example: Supporting Reading for pleasure in school and part of New Yaer's Resolution 2021



Y5/6 - Bounce into a book!



## Wren's Nest Primary School Book Bingo Bonanza!

Wren's Nest Primary School Book Bingo Bonanza!					
HORRID HENRY RULES The WORLD	ACCEPTAGE O	Voices	ROALD DAHL BFG	FIRST COOK BOOK	un VRDI Sev
ROALD DAHL WE FOX	WORLD		Teacher's Choice	MATCH - DAY	(8)
HOBBIT	Bingo Challenge!	Invisible Boy	STANLEY	HUNNYPATTA	BANANAS
ROALD DAHL MATUDA	Charlettes	STONG The Male Name of the Party of the Part	Walter to Time	MORPINGO	THE TRILE STORY OF THE 3 LITTLE PASS!
MIDNIGHT		YOU DECIDE Own Choice	LIQVBOY		Five Children
LUCAS 27/Amag	101 GHz HT	manufacture of the second	Ball and a	COMIC BOOK	STREET
LOUIS SACHAR  holes	GANESTA SIRANNY	POEMS	DOG MAN		Book Bingo Challenge!
Bingo Challenge!	BOY	Cumore	Fastest Boynth World		the Iron
	0.0	MICHAEL	DEAKY W-py Ku	YOU DECIDE  Own Choice	FOOTBALL <sup>3</sup>



## Y5/6 - Bounce into a Book!

Name:.....

#### How does it work?

- · Choose a book to read from our special book basket.
- For every book you read, you will get a prize!
- If you see this: \_\_\_\_\_ you choose whatever you want to read.
- If you see this: your teacher will set you a challenge!
- If you see this: your teacher will choose the book.
- When you complete a row, you will win a Super Reader pencil or a bookmark!
- When you complete a column you will win a toy!
- At the end of the year, if you have got a 'full house' on the bingo card you will be invited to the Mad Hatter's Tea Party!

#### Tell your teacher about the book you have read

Ask the author 3 questions.		Tell your teacher 5 amazing facts you have learnt from the book.
Write a letter from one character to another.	Tell your friend about your book - write, discuss or role-play.	Draw a cartoon strip of your favourite part.



The more that you read the more things you will know! The more that you learn the more places you'll go! --Dr Seuss



## Cracking Comprehension

#### Non-negotiable features of a lesson



- All children should have their own copy of the teacher text as well as the independent text.
- The children must have access to highlighters or coloured pens to annotate the appropriate sections of the text.
- The children will use a coloured pen to mark/annotate their answers against the teacher's modelled answers.
- All answers need to be modelled either on lined flipchart paper or a lined IWB page, with appropriate references made to handwriting/spelling strategies.
- Where opportunities arise, make reference to SPAG when modelling.
- Adapt/add to the questions for your group of children to either enable them to access the text or to challenge them further.
- If the text is about something the children would not have experienced, provide them with some background knowledge.
- Lit and Lang behaviours should be evident:
  - o TTYP
  - MT/YT
  - o choose 2
  - o word wave
- Model how to highlight the relevant evidence in the text.
- Share the reading strategies that you as the expert are using to answer the questions. Discuss those that are relevant for different types of questions, such as ordering, inferred or literal.
- Aim to complete a teacher and independent task weekly where possible but at least one of each, every two weeks.
- When filing completed work, ensure the text is kept with the children's answer sheet.
- If annotating the children's work with teacher comments, try to avoid remarks such as 'check your answers'. We should be marking the work as a group with the children evaluating and modifying their responses accordingly.
- At present, we are using Cracking Comprehension as a reading programme, we are not yet using the suggested writing activities.