

The CofE Federated Schools of St Mary's and St Saviour's

Literacy Policy

Ratified: Spring 2019 Reviewed: Every 2 years
Next Review: Spring 2023



Teaching

- Daily 60 min Literacy lesson (Y2-6)
- YR/1 daily RML & 1 x Big Write
- 30/45 mins (Yr1 & 2) and 45/50 mins (3-6) reading lessons timetabled each week.
- RWI spelling 30 mins each week, Y2 up
- 60min lesson: 5min engaging starter, 20min whole class teaching, 25-30min group work, 5-10min plenary
- Follow teaching format of teaching input, teacher model, children showcase understanding, task, plenary.
- Share vocabulary, LI and SC
- Whole class teaching has differentiated questioning
- Teacher and TA to have focus groups
- Teacher works with focus group on extending from the S.C. or addressing a known gap in learning – 5 mins direct input.
- ICT, drama and topic links where possible
- Extended writing linked to foundation subject topics at least once a week

Assessment

- Marking of written work against SC (see marking policy)
- Levelled curriculum / APP targets
- Teacher observation and notes (APP)
- Y3/4/5 - testbase, CPG & past SATs papers half termly – see assessment policy
- Fed reading assessment termly Y3-5
- Y2/6 Past SATS every half term - see assessment policy
- Assessment writing to be carried out at the end of each writing unit (every three weeks) in Y2-6. Yr 1 – every half term.
- KS1/2 half-termly writing sample, half-termly running record,
- YR/1 RML test half-termly
- Teacher – child discussions (1:1, guided groups, whole class mini-plenaries)
- Annotating plans
- Regular peer and self assessment including daily traffic lighting and weekly success criteria grids
- End of unit goals for children every 3 weeks (self assessment)

Provision

- Children are to be streamed according to ability
- Provision made for intervention groups
- Provision made for Y6 booster groups
- Children for interventions identified by SENCo with Class teacher, Lit Leader, HoS and Exec. Head

Planning

- Work should be planned following the 3-week teaching cycle and the Genesis learning intention documents
- 'Talk for writing' should be central to planning
- Clearly identified objectives must match differentiated activities, layered success criteria, groups and resources
- 3-way layered differentiation, 2-layered for streamed groups
- TAs have weekly plan
- Visual/ kinaesthetic resources for SEN
- SEN group with teacher 1 session, TA 2 sessions and independent 2 sessions
- ICT must be planned for writing opportunities
- TA role to be indicated in whole class and guided group planning

Targets

- Key targets: use Fed APP sheets to identify gaps; move to next level sheet when most targets have been met
- **APP Targets on inside cover of books**
- 3-5 targets identified each half term (minimum – change earlier if achieved)
- Additional IEP / gap targets added
- Targets to be changed when met

Environment

- Stimulating 2D and 3D displays
- Children's work, vocab, posters, questions displayed
- Working wall linked to recent work
- Encourage high standards of presentation
- Flip charts from previous learning displayed
- Cursive handwriting to be modelled by teacher

Resources

- Develop ability to independently select resources
- Clearly labelled resources to be available
- Use range of resources to cater for all needs
- Resources to be prepared before lesson