



**Roecliffe Church of England
Primary School**

Whole School Reading and Writing Policy

April 2018

Review date: April 2019

KEY PRINCIPLES

Teaching at Roecliffe is 'Learner Centered', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

At Roecliffe we believe children learn best when:

- Learning activities are well planned, ensuring progress in the short, medium and long term
- Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- The learning environment is ordered, the atmosphere is purposeful and children feel safe
- There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

Reading

Why is reading important at Roecliffe?

- For children to become life-long readers
- For children to love reading and be eager to share their views on stories
- For children to see effective models of writing
- For children to enjoy a range of genres throughout the day

How do we promote reading at Roecliffe?

- Roecliffe 100 reads
- Whole school book every half term with a link to 'The Classics'
- Weekly book in EYFS linked to a range of teaching concepts
- Reading areas which promote reading can be found in every classroom and a whole school wall in the hall.
- Whole class texts read daily in every class
- Book Swap
- Book week celebrated once a year

How do we teach guided reading at Roecliffe?

We alternate the use of the John Murray scheme and providing differentiated questioning around a whole class text. This ensures that the children develop their reading skills e.g. inference but also have the opportunity to read a longer text and explore links within these and between texts.

Autumn 1- Whole class text

Autumn 2- John Murray

Spring 1- Whole class text

Spring 2- John Murray

Summer 1- Whole class text

Summer 2- John Murray

- Differentiation offers all children the opportunity to make progress in reading.
- Reading skills are modeled explicitly.
- Texts are planned to ensure that opportunities to link to other subjects are

incorporated wherever possible.

- Guided reading is taught daily and is on the weekly timetable.
- Opportunities to develop reading in other subjects, e.g. in history, are seized wherever possible.

Writing

Why is writing important at Roecliffe?

- For children to develop a passion for writing
- For children to develop the skills necessary to become effective writers in the future
- For children to enjoy seeing their final product published

How do we promote writing at Roecliffe?

- All children have the opportunity to see their work displayed around the classroom or school.
- English displays in every classroom provides examples of vocabulary, sentence structure, high quality examples of writing and examples of children's work.
- Literacy is embedded in all curriculum areas.
- All writing is completed in one book to ensure standards remain high across the day and children's writing remains of a high standard in all lessons.
- Writing opportunities are seized after the children have experienced trips, workshops e.t.c.
- Children experience learning through a range of media, formats and activities. (including multi-modal) in order to include all learning styles.

How do we teach writing at Roecliffe?

- Current literacy learning is related to specific literacy objectives and based on ongoing assessments of the children's needs.

- Planning covers all Literacy objectives across the year.
- The timetable identifies when writing, SPAG, spellings/ phonics and handwriting are being taught every week.
- Discrete literacy skills and knowledge are developed daily.
- Topics offer children the opportunity to contextualize and apply discrete literacy learning for a wide range of purposes.
- New and unknown vocabulary is explicitly taught and each classroom has a vocab pocket to display this.
- Writing is edited and published regularly using purple polishing pens.
- Success criterion are provided and the children use these to self-assess and peer-assess their learning.
- Easily accessible reference material such as spelling dictionaries and thesauruses can be found in every classroom.
- Writing skills are modeled explicitly.
- Differentiation through a variety opportunities such as: differentiated success criteria, groupings, outcomes, resources, extension activities
- Marking reflects acknowledgement of achievement at all levels and reflects the current marking policy

Implications for the whole school will be:

- There is a Speaking and Listening, and Drama Guidance in place to ensure a consistent approach to the teaching of speaking and listening, and drama (Appendix A)
- There is reading guidance in place to ensure continuity and progression throughout the school, focusing on a structured and systematic approach to the teaching of reading (Appendix B)
- There is handwriting guidance in place to ensure continuity and progression throughout the school, focusing on a structured and systematic approach to the teaching of writing (Appendix C)

- There is *Guidance on a Systemic Synthetic Phonics* (Read Write Inc.) for EYFS and KS1.
- There is *Handwriting Guidance* (see separate policy) to ensure continuity and progression throughout the school, focusing on a structured and systematic approach to the teaching of handwriting. This is a dyslexia friendly cursive script. (Appendix D)
- A monitoring cycle is in place to support the progress of individuals and groups of learners: this includes 6 weekly assessment of RWI objectives throughout the Foundation Stage/ KS1 and half termly assessment in KS2.
- Children failing to make satisfactory progress will benefit from Wave 3 intervention. Interventions will be monitored for effectiveness. Wave 1 & 2 intervention will be evidenced in daily planning

Appendix A: Speaking and Listening and Drama

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and

Interaction, and Drama permeate the whole curriculum.

- Some or all elements of the above will be planned for in all lessons
- Use of specific topic vocabulary is modeled and displayed
- Children are encouraged to develop effective communication skills in readiness for later life
- In EYFS, children should be given opportunities to use communication, language and literacy in every part of the curriculum; they speak and listen and represent ideas orally in their activities
- At Key Stage One, children should learn to speak confidently and listen to what others have to say
- At Key Stage Two, children should learn to change the way they speak and write to suit different situations, purposes and audiences

Examples of where speaking and listening might occur within the classroom:

- *Stories, songs & poems*
- *Storytelling*
- *Describing events, observations and experiences*
- *Giving reasons for actions*
- *Explaining ideas and opinions in discussion and responding to others*
- *Planning, predicting and investigating in small groups*
- *Presentation to different audiences*
- *Reading aloud*
- *Whole class debates*
- *Imaginative play and role play*
- *Drama*
- *Hot seating*
- *Listening to CDs*
- *Class council / school council*
- *Circle time*

Appendix B: Reading

Roecliffe aims for all children to read with confidence, fluency and understanding; have an interest in the written word, to read for enjoyment; and employ a range of independent strategies to self-monitor and correct.

- In EYFS, children should become immersed in an environment rich in print and possibilities for communication.
- At Key Stage One, children should begin to read fiction and non-fiction independently and with enthusiasm
- At Key Stage Two, children should read a range of texts and respond to different layers of meaning in them.
- All pupils receive daily opportunities for: shared reading and independent reading. John Murray involves children participating in a pre-reading activity to become familiar with the text prior to working with the class teacher.
- Class reading opportunities are differentiated either through texts or support.
- Reading material is varied to reflect Literacy units, topics, personal choice and current affairs
- All pupils and parents are actively encouraged and supported to enjoy home reading and rewards are given to children for doing this. E.G: Merits given for

reading every day for 1 week.

- Phonics is taught daily in EYFS and KS1 and to those children who have not made the expected progress on entering KS2.
- EYFS and KS1 classrooms provide banded reading books, picture books and paperbacks for more confident readers.
- Communication regarding home reading takes place between home and school in the contact book.
- EYFS and Key Stage One children change home reading books between 3x a week to daily depending on need.
- Key Stage Two children change books as relevant to the stage of reading they are at (if on book bands, as regularly as KS1).

Appendix C: Writing

Roecliffe aims for all children to have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms. They should be developing their powers of imagination, inventiveness and critical awareness, and have a suitable technical vocabulary to articulate their responses. By Year 6, children should understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation.

- All pupils write daily across the whole curriculum.
- Writing for a wide range of purposes - from note-taking to extended writing in paragraphs - takes place each week.
- In EYFS children should become immersed in an environment rich in print and use communication, language and literacy in every part of the curriculum. All children are encouraged to write in role and always consider a purpose and audience for a piece of writing.
- At KS1, children should begin to write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.
- At KS2, children should plan, draft and redraft writing of several paragraphs for a range of purposes and audiences.
- KS2 children have the opportunity to write in pen, once writing in consistent in size, with definite ascenders and descenders, and there is an individual style.

- TAs work with children and/ or groups at the discretion of the class teacher.
- Grammar is taught discretely *and* in context. Objectives appear in weekly planning.
- Spelling is timetabled at least twice a week in KS2 for children off the RWI scheme. Children still on RWI scheme have daily RWI spelling lessons.
- Handwriting lessons take place every week.
- All adults have high expectations and expect children to reflect the letter formations and joins in their daily writing.
- Handwriting is taught from EYFS through to Year 6.
- Handwriting lessons include large and fine motor skills activities, as well as a prescriptive language to describe the shape and direction of the letter formations and joins. The progression in the scheme is adhered to. No children should be using the books to trace or copy without the relevant introductory activities.
- Children requiring extra support will be identified in Inclusion.

DISSEMINATION OF THE POLICY

The policy will be given to all members of staff and copies will be available for parents.

PROCEDURES FOR MONITORING AND EVALUATION

The head teacher, members of the senior management team and members of the curriculum leadership team, will monitor the policy