



# Literacy Expectations Policy

- Teaching Sequence for Writing
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## Rationale

The development of an effective literacy skillset is fundamental to the achievement of a rich and fulfilling life. We use these skills every day in order to communicate with, and make sense of, the world around us. As such, the better we are at these skills the more successful we can expect to be in life. At Kingfisher we recognise that improving literacy and learning will have an impact on students' self-esteem, motivation, behaviour and attainment. It allows them to learn independently and is empowering.

Kingfisher's curriculum is underpinned by developing students' abilities to speak, listen, read and write for a wide range of purposes, including using language to learn, communicate, think, explore and organise. Helping students to express themselves clearly, through development of vocabulary, both orally and in writing, enhances and enriches teaching and learning in all subjects and prepares the student for life after school.

We believe that reading, and particularly reading for pleasure, has a direct impact on cognitive and social communicative development. Our aim is to develop each student's potential to the point where they are reading at, or above, their chronological age. We will quantify this development through a program of assessment, intervention and data analysis.

## Aim

Our aim is to build children's knowledge, ensuring we meet individual needs, by providing an environment which is rich in language and which sets high expectations for literacy and the use of language. We aim for all our children to achieve, feel empowered and develop a genuine interest and love of literacy.

# Sequence for Writing

A Kingfisher, we follow The Kingfisher Sequence for Writing. This sequence incorporates the 5 key skills and stages of writing. These are followed consistently across school and can be explained by our children.

We believe that in order to build confident, articulate writers we have to immerse our children into the purpose of writing. We spent between 3-5 weeks on one sequence in order to embed these skills.

|                         |  |
|-------------------------|--|
| <p><b>Immersion</b></p> | <p>The immersion 'throws' our children into their text type. A 'hook' or experience is planned to fully immerse the children. The first session of immersion is looking at the purpose. Why are we doing this piece of text and what does that look like? Who is it for? Challenging the GD pupils with different purposes.</p> <p>During the immersion sessions, activities such as drama and role play are included and many opportunities to develop speaking and listening. Sharing rich texts and extracts to support the text type which is being taught is key. Vocabulary takes centre stage here. Opportunities to delve into adventurous Tier 2 vocabulary, organising and categorising vocabulary and role on the wall type activities are included.</p> <p>Reading strategies are be incorporated into this element of the sequence too. This is the perfect opportunity to focus on fluency.</p>  |
| <p><b>Analysis</b></p>  | <p>The analyse section of our sequence is about modelling WAGOLLS to the pupils. Looking at a piece of text and telling the children that this is what you CAN produce. In these sessions, children will pick out specific features of their text type. Purpose is our main focus as a school. Asking questions such as, why has this been included here? How does this sentence make you feel? Why has the author included it? What is the underlying message? Asking these questions and analysing a text in this way demonstrates to the children how they can include the features which makes the reader ask the same questions.</p> <p>Grammar elements of a specific text type is touched on, but that is not the main focus here.</p>  |
| <p><b>Skill</b></p>     | <p>Within the skill section of our sequence, all SPAG elements needed, to successfully write the focus text type are taught or recapped. For example, if the children were writing a character description, grammar elements such as expanded noun phrases or metaphors would be focused on. If children were building up to write a non-fiction text, then areas such as tense may be focused on. These sessions are specific but exciting. Examples of grammar should be pointed out within rich texts, and the question 'Why has this been used here?' is asked. All evidence of teaching from these sessions is displayed clearly on the learning wall so that children can refer to this during the 'Write' stage of the sequence. The main purpose of teaching the grammar elements in this way is so that as the children move through school and recap specific text types, the children will have the background knowledge of what grammar is expected in each text type.</p> |
| <p><b>Plan</b></p>      | <p>During this stage, our pupils will plan their writing. They may use a basic circle planning grids to start with, but as they become more confident, children are encouraged to plan in a variety of ways to suit their style. GD pupils in KS2 are expected to be able to plan independently. Elements from different children's plans are then used to create a class plan as a supporting aid for the learning wall. This plan is then used as the scaffold during the writing stage of the sequence. Planning formats should include notes linked to content, ideas, vocabulary and grammar; all elements which will help support independent learning.</p>  |
| <p><b>Write</b></p>     | <p>During the writing stage, teacher modelling is key. Teachers will model how to effectively use a plan to support the writing process. Teachers will model techniques to support spelling also.</p> <p>Children are expected to use their plan to write individual paragraphs. Supporting aids are always available for pupils to use including the learning wall, word banks, dictionaries, thesaurus and peer to peer support.</p>   |
| <p><b>Review</b></p>    | <p>Review is a crucial stage. The purpose of this stage is for children to independently review and make corrections to their writing. This stage is staggered to ensure all aspects of writing can be reviewed. Spelling, grammar, content errors etc. An example of how our staff lead these sessions is by showing children an example of a piece of writing with some common mistakes which the children have made. Asking the children, can you spot any mistakes? Ensuring the purposeful mistakes, you have made match the mistakes you have picked up in children's own writing. That way, when teachers talk through their mistakes, the children will think, 'Oh I've made that mistake too' and can correct independently by spotting it in their own writing.</p>  |
| <p><b>Write</b></p>     | <p>Once all corrections have been made, children will write up, ensuring all amendments having been added in. If this has been done independently – a marking code of 'I' is used This final piece of writing will have a marking code for assessment purposes.</p> <p>This final piece of writing is then <b>peer or self-assessed</b>. Children will use pink and green CRAYONS, to mark.</p>  |

# Mastery for Writing

## The Teaching Sequence

### Agreed Overview

| Autumn 1  | Autumn 2   |        |
|---|--|--------|
| <b>Narrative</b> – Retell<br>Character/Setting descriptions,<br>writing the ending/opening. | <b>Non-Fiction</b> – <b>Information</b><br>Non-Chron, leaflets, brochure   | Learn  |
| <b>Spring 1</b><br><b>Narrative</b> –<br>Change an aspect of a known<br>story.              | <b>Spring 2</b><br><b>Non-Fiction</b> – <b>Persuasion</b><br>Letter, article, speech, adverts et                     |        |
| <b>Summer 1</b><br><b>Narrative</b> –<br>Plan and Write own story.                          | <b>Summer 2</b><br><b>Non-Fiction</b> – <b>Recount</b><br>Personal recount, factual<br>recount, imaginative recount. | Master |

### Reminder:

- All elements of the grammar curriculum are covered during Autumn 1. Looking at the aspects above to ensure these can be incorporated in.
- GD is be planned for when appropriate to do so. Small groups of identified children are selected. These children are part of whole class immersion and skill but begin to work more independently and freely during the plan/write/review stage. These children can and should be encouraged to plan how they see fit. In order for these children to be working at GD they should be looking at a piece of writing from a different perspective/written in a different person or tense. It CANNOT just be good ARE (with the exception of Y1-Y2)

# Reading - Novel Study

## (Y2-Y6)

At Kingfisher we teaching reading through whole-class novel study. This is taught 5 times per week and focuses on the 5 key skills of reading. A novel is chosen and all skills taught are linked around the focus text.

The class teacher will pre-reads parts of the book in order to decide which skills best suit the upcoming chapter/page.

Below is an overview of the key skills and how these can be incorporated into lessons.

|   |  |
|---|--|
| <p><b>Activate background knowledge and prediction.</b></p> | <p>Before beginning any chapter, page or text, it is essential to find out what our pupils know about the topic. Once you have gained insights about what your pupils know, you can create lessons that target specific learning. We cannot expect our children to have the background knowledge of all books we read, but it is crucial that if we are talking about a specific topic, we have first checked what our pupils already know or don't know. These can be discussion-based sessions or visualise activities. Visualise activities are great to check background knowledge and use as part of assessment. From this, children can then make predictions about what they think is going to happen and will be able to given detailed explanations to support their views.</p>   |
| <p><b>Read Aloud, Think Aloud + visualise +</b></p>         | <p>Read Aloud, Think Aloud begins with the teacher reading the focus passage or text. This is a perfect opportunity to model fluent accurate reading. These sessions should be discussion based, stopping to talk through language or happenings within the text. Children may be asked to draw what they can visualise/ what words mean to them. etc. This should grab children's attention and should be delivered with 'OOMFI' In Y1-Y6, this should be done at tables with the teacher stood, so teachers are in clear vision for all children to see actions/expressions. Background knowledge is referred to at the start of these sessions and then throughout. As children become more use to these sessions and begin moving through school, children are then able to take on the role as the reader; stopping and asking other pupils about specific vocabulary or word choices. This will build fluency, and make children more aware of what is being read and what it means to them. <b>Recording where appropriate.</b></p>   |
| <p><b>Vocabulary (Including visualise)</b></p>              | <p>Possibly one of the most crucial skills of reading. Vocabulary. The thing that underpins all understanding within a text for children. Tier 1 vocabulary should be focused on in EYFS and Tier 2 in Y1-Y6. This is modelled at all times by staff.</p> <p>Remember:</p> <p><i>Children who are behind in their language development at age 5 are six times less likely to reach the expected standard in English at age 11. (DFE, 2017)</i></p> <p><i>Children with poor vocabulary do well with reading up until the age of 8 and then drop rapidly simply because they do not have the vocabulary. (Hirsch 2003)</i></p> <ul style="list-style-type: none"> <li>• <b>Symbol:</b> link it to visual</li> <li>• <b>Phonology (sound):</b> clap, rhyme, initial sound, say to partner</li> <li>• <b>Semantics:</b> meaning (Collins Cobuild dictionary <a href="http://www.collinsdictionary.com">www.collinsdictionary.com</a>)</li> <li>• <b>Sentence:</b> put it into a sentence</li> <li>• <b>Action:</b> act it out</li> <li>• <b>Song:</b> song or rap</li> <li>• <b>Washing line and word pot:</b> write it to go on the washing line and in the word pot</li> </ul> <p>These sessions give children the opportunity to build their repertoire of words. A text extract is be provided and a range of different vocabulary activity take place. Using dictionaries to find definitions, Word, Wise Whizz, word and picture match, synonym activities, language games. These are all created in school, by teachers. Modelling Tier 2 language at all times is key.</p> <p><b>This should be recorded.</b></p> |

|  |   |
|--|---|
| <p><b>Fluency.</b></p>                   | <p>Fluent readers can read at an appropriate pace, accurately with appropriate stress and intonation. Remember fluent talkers = fluent readers.</p> <p>These sessions focus solely on giving children the opportunity to develop and practice fluency, using techniques shared in training. Swoop, Scoop., modelled, echoed, re-reading, paired with a purpose, my turn, Your Turn, choral, repeated reading etc See additional examples in next attachment.</p> <p>Focus is also put on expression, intonation, punctuation.</p> <p>This stage is KEY, children's comprehension will not develop until children can read a text to themselves fluently.</p> <p>The outcome of the PM Benchmarking identifies that if children's fluency was developed further, not only would they have scored higher in the reading element, but elements of the comprehension would have been stronger.</p> <p><i>This can be recorded, where appropriate.</i></p>   |
| <p><b>Comprehension</b></p>              | <p>Verbal and written. Including not only answering questions, but creating also. Written comprehension, follows as soon as staff notice that children can verbally comprehend.</p> <p>Comprehension involves a wide range of question types. All children have access to all types. The main 3 being retrieval, vocabulary and inferential.</p> <p>These sessions are a mixture of teacher lead and child lead. We teach our children three key things:</p> <ol style="list-style-type: none"> <li>1. What is this question asking of me?</li> <li>2. How do I approach answering this question?</li> <li>3. Are there any clues in the text to help me?</li> </ol> <p>Sessions include opportunities to model, 'The Perfect Answer' where a question is focused on and we verbally talk through how we would answer it and how we know to answer it in this way.</p> <p>Comprehension sessions also focus on purpose, where the language have been used in a specific way. Sessions also include the opportunity for children to give their thoughts and opinions in question form. <i>How did this make you feel? What is your opinion of this character? Use evidence from the text to support.</i></p> <p><i>This should be recorded, where appropriate.</i></p> |
| <p><b>Summarise/<br/>Create GIST</b></p> | <p>These sessions give children the opportunity to recap on the text and discuss the happenings. This could be of a single page to begin with then building up to summarising a whole chapter or even text. Pupils are taught to find the key facts and events in a text and write them in a shortened form in order to increase their comprehension technique.</p> <p>During these lessons, opportunities for creating gist's of books the children already know can be incorporated in, to work on this skill further. Comparison of GISTS of book by the same author is also key to see similarities and make comparisons.</p> <p><i>This should be recorded.</i></p>  |

# Reading Fluency

Being able to read words with appropriate speed, accuracy and intonation.

How do we know if a child is struggling with fluency? They reads every word like this. Or that child who misses lots of words out, or stumbles on lots of words or that child who readslikethiswithoutabreath or even those children in your class that seem to read beautifully but really struggle with comprehension – even retrieval.

Fluent readers can read at an appropriate pace, accurately with appropriate stress and intonation. Remember fluent talkers = fluent readers? If fluency is measured by the ability to read as if talking – how many of our pupils are unable to talk in sentences fluently? Think about this. (TH quote.)

## Why is fluency important?

Because, without fluency, comprehension suffers. Better fluency leads to greater understanding. We should read as we talk. No faster, no slower, (unless punctuation or fonts give us clues to)

Fluent reading supports comprehension because pupils' cognitive resources are freed from focussing on word recognition and can be redirected towards comprehending the text.

All of the activities below can be and should be taught using a variety of different texts. Stories, non-fiction and poetry. Poetry is perfect for fluency practice because of the rhythm and rhymes – making it fun.

Remember – texts used for fluency should be levelled at an appropriate level for your children's reading age or ability. They should contain words which your children should be able to read at sight or have to decode with ease. If the text is too difficult, children will focus on word recognition and vocabulary instead of fluency – use these texts during vocab sessions to further develop this (VOCAB IS CRUTIAL but for fluency sessions – we keep it appropriate.) If you want to use a text which you know contains words which the children may struggle with – start the session with these words. Go through and discuss – get the children to repeat them to you. Tell the children to keep an eye out for these words and not to let them catch them out! (Just how we start all reading fluency intervention sessions.)

## **Teacher Modelling**

By listening to good models of fluent reading, children learn how a reader's voice can help written text make sense. By reading effortlessly and with expression, you are modelling for your students how a fluent reader sounds during reading so that children can eventually identify this in their own and others reading. This is a perfect opportunity to talk to children about how our voice changes when we read. For example – how our voice tone slightly raises when near the end of a question or how we pause appropriately after a conjunction. Solid modelling of pitch, rhythm, volume and tone and the different between these should be evident in these sessions. These should be verbally discussed with KS2 children.

## **Echo Reading**

The teacher will begin by reading a sentence or small paragraph. The children then echo the sentence straight after, ensuring they listen and copy the correct level of intonation. The teacher then reads the next sentence, and again this is echoed by the children. This is continued.

## **Choral Reading**

The teacher reads a piece of text. (Sentence, paragraph, page) The children then read this together as a class, or small group. This is particularly effective this poetry. Watch vulnerable pupils here, sometimes lips can move with no sounds coming out! This is a great activity for practising pace and rhythm.

### Repeated Reading

When the text is read by the teacher once or twice. The children then read the text 2/3 times by themselves, improving fluency, accuracy and pace with each read.

Peer Assessment Reading activity works well here – See attached sheet.

Children will read the passage 3 times. Giving their partner a score for each read. This is based on fluency, expression and confidence. This activity is only appropriate if children know and understand what these 3 key aspects of reading sound/look like.

### Fluency Theatre

Children spend time taking part repeated reading of a small passage before performing to the rest of the class or to a small group.

Peer assess based on fluency and expression.

Whole class/group of children performing short plays, poems or stories is a great way to develop fluency.

### Scooping and Swooping

Underline groups of words and scooping these together for reading. A visual support for children to see how to develop intonation. As children move up Y3+ use swooping and scooping to further develop children's understanding of taking note of punctuation whilst reading. Where would we swoop if there is a comma coming up?

This strategy helps children hear for themselves how words come together.

### Reading Ping Pong

A strategy used to support fluency and engagement.

Children work in pairs. They take it in turn to read a sentence from a passage. If one of the children loses where they are, or is not following, their partner gets a point and they start reading the passage again, from the beginning. Points are recorded at the bottom of the sheet. This activity is fabulous for ensuring children are ready for their sentence. You will find that children, without realising will be reading their partners sentence under their breath to get ready for theirs.

### Repeat After Me.

This activity requires children to work with an iPad. Children will watch small clips of the teachers reading a passage. They will begin by listening and watching the mouth movements of the teacher at least three times. Then, once ready, children play the recording and try to read along at the same time to work on and develop pace of reading. Children will need a copy of the text or passage to read from – don't expect them to memorise it.

### Read, Record, Rate, Repeat.

How often do children get to hear themselves read? How do they know what their expression and pace is actually like?

Children work individually to film themselves reading a short passage. Then watch it back. Review it and rerecord for a second attempt.

For Y2+ give the children the text first to annotation and make notes around. For example, if the passage includes speech, the children could highlight the speech and write a note next to it. 'Angry voice here' etc.

### **In a minute fluency.**

Children are given a passage/piece of text.

Children are to work with a partner. One at a time the children read, their partners job is to underline any words that their partner stumbled on. After a minute. The children put a star in the text where they managed to read up to. They count the number of words read and record. Any words which their partner underlined goes in a box for the child to practise reading. This is also an opportunity to connect with vocab – do we need to check the definition of this word in a dictionary? Swap and continue.

### **Reading Relay**

Children work in teams of 4/5. Children are given a text to read which will be on 4/5 cards (or highlighted in different colours on one sheet)

The activity starts with the children standing in a line or around a table. The first child will begin reading and then will pass the 'baton' onto the next child. If the next child is not ready, then the baton goes back to the beginning. Each group has at least 10 minutes to practise before two or more groups go against each other. Who will finish first? REMEMBER – teams can be disqualified for reading too quickly or rushing. Winners always read like we talk.

### **Ready, Steady, Read**

Children are given 3 small paragraphs of text. Red, Amber, Green. They begin by reading the red passage and recording how long it took for them to read. They then read the paragraph another 2 times and record. Did they improve? Continue with the Amber and Green paragraph.

# Spelling @ Kingfisher

- All spellings are taken from the spelling appendix of the National Curriculum.
- Each week focuses on a new spelling pattern. More than one week can be used for more complex patterns, or when a certain pattern is not embedded.
- A print out of spellings goes home on a Monday in the YELLOW spelling book. The same list of spellings is stuck on the RIGHT-hand side of the BLUE Spelling book. On the LEFT-hand side of the page is a definition of the spelling rule in words.
- No more than 10 spellings are sent home each week.

Spelling is taught each day for a minimum of 15/20 mins.

|                |   |
|----------------|---|
| Monday         | Sticking in of the spelling and talking and writing about the spelling pattern. |
| Tues/Wed/Thurs | Games/Whiteboard work.  |
| Friday         | Spelling test- Dictation  |

We do not take traditional spelling tests. A dictation takes place on a Friday. Children will be expected to write 5 sentences, which will contain only 1 of the learnt spellings. HFW and punctuation will also be focused on in these sentences.

## Scoring

Each 'dictation' will be out of a possible 20 marks. Each sentence is worth a maximum of 4 marks.

|         |   |
|---------|---|
| 1 mark  | Awarded for or the correct spelling of the specific work.   |
| 2 marks | Awarded for the correct spelling of a minimum of 2 HFW.     |
| 1 mark  | Awarded for correct punctuation – including capital letter. |

The children's total marks awarded for each category, and a total score will be recorded in the appropriate box below the spelling list in the YELLOW spelling book.

## Planning

Planning is completed for the whole half term and should highlight the spellings, rule, games and dictation for each week.

## Spelling within the Classroom

Children do not learn to spell through solely teaching the spelling rules. Our pupils are immersed into vocabulary and language in order to see these rules in action.

It is our responsibility as teachers to ensure children are given all the tools needed to support their spelling in writing.

In classes, we expect to see children referring constantly to HFW mats, common exception words, their spelling books, non-negotiable spelling lists, the learning walls, thesauruses etc. Children are taught how to be independent and self-sufficient with their spelling. It is our responsibility to model that in the classroom every day.

Spelling  
Spelling Pattern: **Prefix**  
Week Beg: 11.9.17

undo  
unexpected  
unable  
unkind  
untie  
unlucky  
unhappy  
unfold  
unblock  
unclear

| Focus Spelling | HFW | Punctuation |
|----------------|-----|-------------|
|                |     |             |

Total:     20

# Handwriting

## Nelson's Handwriting Scheme.

At Kingfisher we use the Nelson's Handwriting scheme to teach handwriting. During EYFS and Y1 letter formation is taught so that when children transition into Y2 most children are ready to begin joining letters.

### Teacher Handbook:

This goes through each unit of the programme and gives daily session plans. It also explains which letters are joining and which are 'free' letters. It also gives useful advice on preparing children for writing, and support for left hand writers.

Individual Unit hand books:

Red Level and Yellow level – Year 2

Book 1 – Year 3

Book 2 – Year 4

Book 3 – Year 5

Book 4 – Year 6

Book 5 – +

Book 6 – +

Once a book has been completed you move through to the next level



**Nelson  
Handwriting**

### Expectations

Handwriting is taught 3x per week but is referred to at all times through all sessions.

All teacher modelling matches the scheme. Any handwritten WAGOLL are written according to the handwriting policy.

All handwriting takes place in normal lined A5 books, we have moved away from using the traditional handwriting paper as children find this difficult to then transfer into books.

### **Pen License**

A **pen licence** is a formal recognition by the Principal which grants permission to a pupil to use a **pen** once their handwriting is regarded as being of a good standard.



Once a teacher feels that a pupil is secure in their handwriting joins, they put them forward for their Pen License. They will visit Ms Skinn with a range of their books. Ms Skinn will look through the books and talk with the pupil about their handwriting and learning. If she feels that the handwriting is secure and at a good standard a Pen License will be awarded. This is then proudly displayed in the classroom and the pupil can then use a pen for all learning (with the exception of maths)