Literacy Across The Curriculum Policy

Date	Review Date	Co-ordinator	Nominated Governor
February 2021	February 2024	Mr. Darryl Evans	Micky Dixon

United Nations Convention on the Rights of the Child

At Llangewydd Junior School, we put the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our school's planning, policies, practice and ethos. We are a Rights-Respecting School and teach about children's rights - modelling rights and respect in all our relationships: between teachers/adults and our learners.

The UNCRC underpins our school vision and aims. We encourage our children to:

- listen to others and respect their ideas.
- learn about their rights, respect the rights of others and to inform others of children's rights.

Introduction

This Literacy across the Curriculum policy outlines how we will create opportunities across the curriculum for our learners to develop their literacy skills in listening, reading, speaking and writing. It is shaped by our commitment to enabling all our learners to achieve the highest academic and personal standards of which they are capable, gaining skills in literacy essential to all learning and the ability to unlock knowledge. In designing and continuously refining our cross-curricular literacy provision, we are committed to providing our learners with a broad and balanced curriculum that enables them to realise the four purposes and equips them for ongoing learning, work and life. Our literacy across the curriculum provision currently adheres to the statutory requirements of the National Curriculum and its Literacy Framework as we simultaneously develop high-level curriculum design in preparation for implementation of the Curriculum for Wales 2022. We aim to design and deliver a curriculum which enables our learners to develop competence and capability in literacy skills and, where there are opportunities, to extend and apply them across all Areas of Learning and Experience.

At Llangewydd Junior School, as lifelong learners, we believe that the teaching and learning of literacy across the curriculum should be a positive and inspiring experience for us all with well-being and enjoyment at its core. Through our provision, we equip our learners with the skills of translanguaging, listening, reading, speaking and writing. We understand that:

- literacy connect us.
- literacy is key to understanding the world around us.
- expressing ourselves through literacy is key to communication.

Our nurturing of children's progress in literacy takes the form of the fullest possible development of a child's capabilities as a listener, a reader, a speaker and a writer across the curriculum. We aspire to create a linguistic landscape in which they listen, read, speak and write for a range of authentic purposes and audiences across the curriculum.

Principles

(See Language, Literacy and Communication – Our Principles document)

Aims

(See Language, Literacy and Communication – Our Principles document)

Curriculum Organisation – Literacy across the Curriculum

(See Curriculum Policy)

The school's curriculum follows the statutory requirements of the National Curriculum which identifies three core subjects and eight foundation subjects. Literacy, Numeracy and Digital Competency are central to the curriculum and are planned, taught, monitored and assessed through all areas of learning.

At Llangewydd Junior School, cross-curricular, topic-based learning blends the NC subjects. Our thematic approach is shaped by the four purposes, responsive to Pupil Voice and informed by pedagogical principles. Through 'Pupil Voice' exercises, teachers plan with the children aspects of a topic that they would like to explore and this evolves during the course of a topic. This approach invests the children with ownership of their learning, making it more engaging and purposeful for them. Each half term, topics with a specific AoLE bias are chosen and a balance between the AoLEs is achieved throughout the academic year with literacy informing **all** our topics :

Autumn Term	Humanities Topic (History bias)
Spring Term 1	Science and Technology driven topic
Spring Term 2	Health and Well-being driven topic
Summer Term 1	Expressive Arts driven topic
Summer Term 2	Humanities Topic (Geography bias)
Language, Literacy and Communication (English and Welsh Second Language) is taught throughout all our topics.	

Each topic is launched with a 'Super Start' - immersion activities or experiences to engage the children's interest and enthusiasm for their anticipated learning. Similarly, each topic culminates with a 'Fabulous Finish' event to celebrate or showcase the learning that has taken place with parents, governors and other stakeholders.
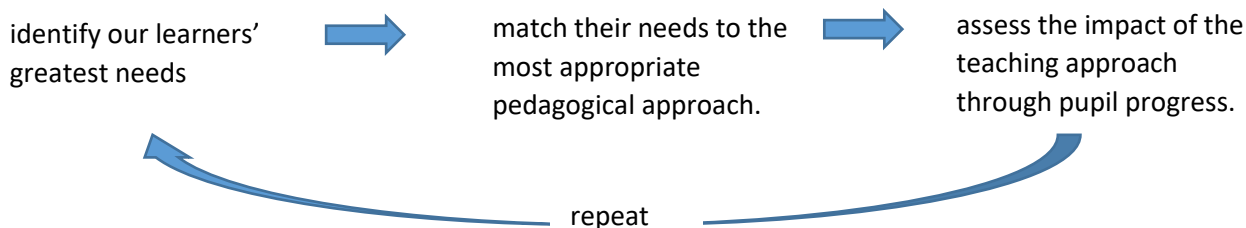
- Language, Literacy and Communication (English and Welsh Second Language) is taught throughout **all** our topics.
- Literacy, numeracy and digital competency skills are taught throughout **all** our topics.
- Whole Class Guided Reading linked to each topic is taught in 2 x 30 minute sessions every week in 3 week units with a balance achieved between fiction, non-fiction, poetry and digital literacy throughout each term.
- Welsh as a Second Language is linked to thematic, cross-curricular topics as much as possible but discrete lessons may be taught where more appropriate.
- Lexia and *Reading Eggs* are literacy interventions accessed by specific learners independently throughout the school day.

We implement a fluid, flexible timetable structure where sequential lessons build cumulatively and activities may be sustained over a series of lessons in order to secure quality outcomes.

Teaching Approaches

(See Teaching and Learning Policy)

In shaping our teaching of literacy across the curriculum, we do not place an emphasis on any particular teaching approach, understanding that decisions about teaching and learning are very context and purpose specific, and are best taken by our teachers themselves. Teaching and classroom support staff use different teaching styles such as direct instruction, inquiry-based learning and collaborative learning to suit the ability and learning styles of our learners in a wide variety of teaching and learning contexts in English and Welsh Second Language. We:

identify our learners' greatest needs → match their needs to the most appropriate pedagogical approach. → assess the impact of the teaching approach through pupil progress.

repeat

Within our literacy across the curriculum provision, our teaching approaches are informed by pedagogical principles that we view as having integrity depending on the learners and their specific contexts. These include:

- creating authentic contexts for learning.
- encouraging learners to take responsibility for their own learning.
- supporting social and emotional development and positive relationships.
- encouraging collaboration.
- promoting sustained pupil effort to reach high but achievable targets.
- employing a broad repertoire of teaching approaches.
- promoting problem solving, creative and critical thinking.
- building on previous knowledge and experience to engage interest.
- focusing on the four purposes.
- using Assessment for Learning to accelerate progress.
- making connections within and across Areas of Learning and Experience.
- reinforcing cross-curricular responsibilities in literacy, numeracy and digital competence.

It may be appropriate to implement the teaching and learning of literacy across the curriculum as:

- a whole class – whole class teaching and learning is differentiated appropriately.
- in groups
- with individual learners.

Classroom support staff are used effectively throughout the school to provide additional support for groups and individuals, helping to support specific learning difficulties, weaknesses or barriers to learning as well as challenging and extending more able learners.

At our school, a balance and variety of approaches to teaching literacy across the curriculum are used. We recognise the relationship between listening, reading, speaking and writing, and our teaching promotes interaction between these so that a balanced language and literacy provision is achieved. Our learners are given opportunities to develop, apply and extend their developing skills in listening, reading, speaking and writing across the curriculum:

WHOLE TEXT level work (**Literature fires imagination and inspires creativity**)

Understanding languages is key to understanding the world around us
Reading: fiction, poetry, drama, digital and visual literacy and non-fiction.
Listening (Oracy)

Expressing ourselves through languages is key to communication.
Speaking (Oracy)
Writing: fiction, poetry, drama, digital and visual literacy and non-fiction.

SENTENCE level work (grammar and punctuation)
WORD level work (phonics, spelling and vocabulary)

Across the curriculum, opportunities are created for:

- teaching of **Reading** (**Understanding languages is key to understanding the world around us**):

modelling of reading and specific reading skills and strategies e.g. *activating prior knowledge, making connections, summarising, inferring meaning, visualising, asking questions, synthesizing, evaluating, skimming for overall meaning, scanning for specific detail.*
Listening to individuals reading.
Shared Reading.
Paired reading.
Whole Class Guided Reading with a focus on pre-reading, vocabulary, reading strategies, comprehension, response and analysis, and spelling.
Read, Write, Perform approach.
An emphasis placed on identifying the characteristics of specific genres of texts as well as their intended purpose and audience.
Linking of our 'Q' criteria (what makes a quality outcome) to reading skills and the characteristics of specific genres of texts as well as their intended purpose and audience.
Reading Comprehension.
Think: Pair: Share in relation to reading of texts.
Use of the school library and class libraries – for reading for pleasure as well as to support work across the curriculum.
Use of digital/electronic texts on i-Pads, computers, IWB.
Linking of phonics strategies to texts read.
Use of dictionaries and thesauruses.
Use of digital, multi-media/audio-visual texts.
Silent/independent reading for pleasure.
Class Storytime.
Analysis of text in terms of VCOP.
Research-led activities.

- teaching of **Listening:** listening in a range of contexts for different purposes and audiences.
  (**Understanding languages is key to understanding the world around us**)

Whole class discussion, group discussion, one-to-one interactions.
Participation in group discussions in a variety of roles e.g. spokesperson, scribe.
Read, Write, Perform approach.
Paired Talk (Think: Pair: Share)
Snowballing
Hotseating
Envoying
Active Listening
Individual Think Time
Mini-presentations
Thought Shower
Rainbow groups / Jigsawing
Bullet-point thinking
Diamond Ranking / Placemat activities as a focus for collaboration
Drama, role play and improvisation
Prediction

Presentations / class assemblies / Fabulous Finish events.
Use and interpretation of digital/electronic/audio-visual texts
Listening to visiting speakers, storytellers, theatre productions.
Visits to theatre/places of interest.
Class Storytime.
P4C
Circle Time.
Debates.
Storytelling.

- teaching of **Speaking:** speaking in a range of contexts for different purposes and audiences.
  (Expressing ourselves through languages is key to communication.)

Whole class discussion, group discussion, one-to-one interactions.
Participation in group discussions in a variety of roles e.g. spokesperson, scribe.
Read, Write, Perform approach.
Paired Talk (Think: Pair: Share)
Snowballing
Hotseating
Envoying
Active Listening
Individual Think Time
Mini-presentations
Thought Shower
Rainbow groups / Jigsawing
Bullet-point thinking
Diamond Ranking / Placemat activities as a focus for collaboration
Drama, role play and improvisation
Prediction
Presentations / class assemblies / Fabulous Finish events.
Use and interpretation of digital/electronic/audio-visual texts
Responding to visiting speakers, storytellers,theatre productions.
Visits to theatre/places of interest.
Class Storytime.
P4C
Circle Time.
Debates.
Storytelling.

- teaching of **Writing:** writing in a range of genres for different purposes and audiences.
  (Expressing ourselves through languages is key to communication.)

(See Language, Literacy and Communication Policy for detailed information about our teaching of Writing including our approach to the writing process, spelling and handwriting)

An emphasis on the sharing of our 'Q' criteria (what makes a 'quality' outcome) for specific genres of writing.
An emphasis on identifying and applying the characteristics of different text types.
Modelling of effective writing.
Shared and Guided Writing.

Read, Write, Perform approach.

Annotating/analysing exemplars of writing e.g. up-levelling a piece of work.

Paired Writing.

Collaborative writing in a group context.

Use of VCOP strategies in writing.

Placemats as a planning tool.

Thinking maps/Diamond Ranking as a planning tool.

An emphasis on the writing composition process and skills e.g. planning, drafting, proof-reading, editing, redrafting and publishing.

Use of writing frames and scaffolds.

Response partners – self- and peer- assessment of writing outcomes.

Applying of phonics/spelling strategies in independent writing.

Use of 'Have a Go' spelling books.

Forms of writing

At Llangewydd, our learners are given opportunities across the curriculum to see, read and write different genres of writing with a variety of purposes including to:

- recount
- instruct
- inform
- explain
- argue/persuade/dissuade
- discuss/analyse
- evaluate
- narrate
- describe
- empathise

They see, read and write as many forms of writing as possible in our cross-curricular lessons including those listed below. Choices of text reflect progression in terms of style, content and challenge throughout the key stage.

narrative/story	poem	fable/myth
joke	word puzzle	fairytale
song lyrics	article	autobiography/biography
report	menu	label
contents page	glossary	index
blurb	bibliography	description
explanation	rules	timetable
complaint	journal	diary entry
memo	survey	questionnaire
interview	directions	manual
list	recipe	experiment report
headline	slogan	editorial
job application	order form	review
greetings card	message	note
programme	advertisement	letter
CV	poster	leaflet
e-mail	website	blog……..
multimedia text	soliloquies	

Contexts from subjects across the curriculum

At Llangewydd, learners practise their writing in all subjects of the curriculum for this is where they find real contexts through which to develop, apply and extend their writing skills. The following list highlights some of the opportunities available.

In **English, Welsh** and **IT**: all forms of fiction and non-fiction texts.

Mathematics	explanations of solutions/strategies
	glossary of terms
	directions e.g for a Maths trail
	instructions e.g for constructing the net of a cube
Science	reports
	recounts
	instructions
	explanations
History	analysis of evidence
	explanations
	biographies
	discussion
	summaries
	descriptions
	diary entries
Geography	reports
	recounts
	explanations
	descriptions
	annotated maps
	annotated diagrams
	discussion of issues
Art and design	biographies
	descriptions
	instructions
	reports
	explanations
Physical Education	instructions
	reports
	explanations
	rules
Design Technology	explanations
	instructions
	annotations
	evaluations
ICT	manipulation of text
	e-mails
	websites
	blogs
	instructions in the context of coding
	narrative writing in multimedia texts
	information text

RE	narratives
	explanations
	arguments
	recounts
	reports
	descriptions
PSHE	reports
	journals/diaries
	recounts
	information writing
	discussion about issues
	text of speeches
Music	notes whilst listening to music
	journal

Literature fires imagination and inspires creativity.

We strive to expose our learners to a balanced canon of literature, providing them with experience of different types of text across the curriculum. They read and respond creatively and imaginatively to a wide range of continuous and non-continuous texts in printed and dynamic form. Over four years at our school, for example, they have experience of and indeed revisit:

extracts and complete texts
a range of modern fiction by significant authors
long-established children's fiction
good quality modern and classic poetry
graphic novels and picture books
drama
texts written by Welsh authors and texts with a Welsh dimension
texts drawn from different cultures and traditions
myths, legends and traditional stories
a range of non-fiction, information and reference texts
screen and digital media texts
texts that have challenging subject matter, which broaden perspectives and extend thinking
texts with a variety of structures, forms, purposes, intended audiences and presentational devices
texts that demonstrate quality and variety in language use
texts that reflect individual choice of reading matter
texts that extend learners' intellectual, moral and emotional understanding
texts with a variety of tone e.g. *humour, parody, wordplay*
texts that present challenge

Pupil Voice and how it co-constructs Literacy across the Curriculum

Our curriculum is co-constructed and shaped by Pupil Voice processes. Our Pupil Voice Committees have been created to allow all our learners to have a voice that is heard and acted upon. Children from all our classes are represented in our Pupil Voice Committees and have responsibility for discussing and making decisions about different aspects of school life including aspects of our literacy across the curriculum. Our eight Pupil Voice Committees are:

Pupil Voice Committee

(consisting of the Head/Deputy Head Boy and Girl and a representative from each of the Pupil Voice committees below. These give feedback about the outcomes of the other committees. This committee has overarching responsibilities.)

Teaching and Learning Committee   Criw Cymraeg   Digital Leaders
Playground Wellbeing Committee   Outdoor Sports Committee
Eco Committee   Rights Ambassadors

Before every topic, through designated 'Pupil Voice' time, teachers plan with the children aspects of a topic that they would like to explore and this evolves during the course of a topic. This approach invests the children with ownership of their learning, making it more engaging and purposeful for them.

We encourage our children to take responsibility for their own application of literacy skills across the curriculum and to assume ownership of the learning process as much as possible through:

- creating opportunities to initiate and influence teaching and learning in literacy across the curriculum e.g. through class planning sessions, making choices of genres of writing.
- creating opportunities for learners to make personal choices and to follow their interests in literacy activities.
- our Assessment for Learning (AfL) processes.
- ensuring that status is given to 'thinking time'.
- sharing and negotiating learning objectives (our WALTs) and our 'Q' – what is needed for quality outcomes.
- placing an emphasis on modelling.
- involving our learners in setting their own targets in literacy.
- celebrating children's positive attitudes and efforts.
- providing high quality feedback to children regarding their learning in literacy.
- encouraging and facilitating self- and peer-support and assessment in literacy.
- recognising and celebrating children's achievements in literacy.

Planning

Planning is carried out in three phases (long-term, medium-term and short-term). As our preparations for Curriculum for Wales 2022 progress, we are currently in a period of transition where our teaching staff are encouraged to explore new ideas and approaches through a collaborative process in order to inform planning for the future. Our current planning processes are as follows:

- **Medium-Term Planning.**

Prior to each half term, year group teams meet with the Assistant Headteacher, collaborating on medium term topic plans that are driven by Pupil Voice. Each half term, medium term planning with a specific AoLE bias is undertaken although an emphasis is placed on blending AoLEs (only when links have integrity) within the context of topics. Our

medium-term planning ensures an appropriate balance of learning across the AoLEs is achieved throughout the academic year.

- **Long-Term Planning.**

Once a year's cycle of medium term planning has been completed and mapped in terms of Curriculum for Wales 2022 coverage and progression of skills, AoLE teams will develop long-term plans that map out opportunities for developing learners' skills/covering curriculum content within their respective AoLEs in each year group throughout the school. It is anticipated that these long term plans will provide an overview of coverage and progression in learning as opposed to being detailed Schemes of Work and that they will be adapted regularly to acknowledge a fluidity in medium term topic plans resulting from a responsiveness to Pupil Voice and real life local, national and global events.

- **Short-Term Planning.**

Teachers plan and organise their teaching within the agreed medium- term topic plans on a weekly basis. Weekly, short term plans are completed by individual teachers (or collaboratively in year group teams). These plans are specific to individual classes and are always informed by an evaluation of pupil progress in learning. Teachers determine particular activities and the nature of those activities to support and challenge the specific needs of the pupils in their classes within the context of themes jointly shared by classes. Teaching plans are refined and adapted on a day-to-day basis according to teachers' evaluations of pupils' learning within their classes:
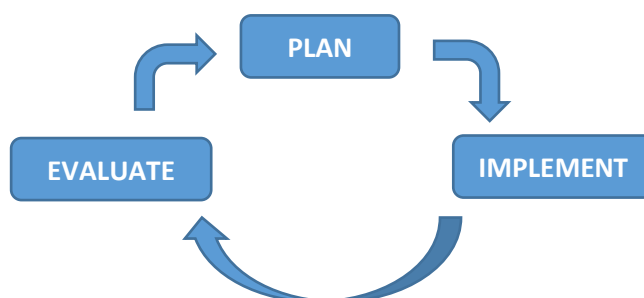
The level of detail in teachers' short term planning varies according to the preferences of individual teachers although all lesson plans include:

- The learning objective or **WALT** (We are learning to…)
- An outline of lesson structure – Starter, Main Activity, Plenary.
- Notes about **Differentiation** for different groups of learners and/or individual learners.
- Bullet points about key teaching points – 'how' learners will achieve quality work/outcomes – **Quality Work** (our 'Q').

  (Appendix 1 – An example of short term planning)

Assessment of Literacy

(See Assessment and Feedback Policy)

Formative Assessment - Assessment for Learning

At Llangewydd Junior School, we recognise the status of Assessment for Learning as an integral and omnipresent part of our teaching and learning of literacy across the curriculum with the Literacy Framework being used as an assessment tool to inform teacher assessment. We are committed to providing high-quality feedback that comes from good formative assessment – assessment for the purpose of informing the next steps in teaching and learning by identifying whether our children are progressing as intended. We aim to secure effective formative assessment in literacy across the curriculum at our school through:

- Questioning
- Feedback
- Self-and Peer Assessment
- Formative use of summative assessments.

(Appendix 2 – Pupil Entitlement – Assessment for Learning)

Summative Assessment – Assessment of Learning

Our school uses summative assessments as an important part of our overall assessment arrangements but recognises the limitations of these in covering the full range of desired learning. We use school summative assessments and external, standardised summative assessments in combination with teacher assessment to provide assessment information about attainment in literacy – learners' attainments in relation to the Literacy Framework's expectations for literacy.

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Summative Assessments in Literacy at our School

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Statutory Nationally Standardised Summative Assessments:
Online National Reading Personalised Assessment (to be completed twice by Year 3 - once in September as a baseline assessment and once later in the year. Years 4, 5 and 6 complete the Personalised Assessments once later in the year.)

Non-statutory Tests:
The **York Assessment of Reading for Comprehension (YARC)** test – a one-to-one, diagnostic reading assessment that assesses learners' reading and comprehension skills (to be completed twice by Year 3 - once in September as a baseline assessment and then in June. Years 4, 5 and 6 complete the YARC test once in June.)

LRC/CARE base assessments:
B Squared **–** half termly assessments in English.
New Salford Reading Test – undertaken in September, February and May
Vernon Spelling Test - undertaken in September, February and May
High frequency word spelling test - undertaken in September, February and May

Summative Assessment as part of Interventions

Lexia and Reading Eggs

Both these literacy interventions, whilst largely formative in their approach, periodically use summative assessment tasks to monitor learners' progress and attainment at the end of units of work. Such summative assessments identify which skills learners can apply as well as areas for improvement.

Termly Writing Assessments

Every term a focused piece of writing is used to teacher-assess learners' levels of attainment in Writing. This piece of writing is levelled according to the National Curriculum level descriptions and learners' levels are recorded using the SIMS Assessment Marksheet.

End of Year Teacher Assessments

As part of our *Target Setting* process, in October, teachers make end-of-year projections for learners' attainment in English. In July, teachers assess learners' actual attainments in these NC subject using a range of pieces of work and responses. These actual attainment levels are recorded using the SIMS Assessment Marksheet.

End of Key Stage Teacher Assessments

In June, Year 6 teachers assess learners' actual attainments in English using a range of pieces of work and responses as evidence. These include a level for each attainment target and an overall level for each subject. These actual attainment levels are submitted to WG and are recorded using the SIMS Assessment Marksheet.

School-based standardisation and moderation

Each term summative assessments are undertaken in the context of internal standardisation and moderation meetings (whole staff meetings and year group triads). Throughout the year, our teachers apply the concept of best-fit judgements to learners' work in relation to the National Curriculum level descriptions in English. This process allows our teachers, within each subject, to confirm a shared understanding of National Curriculum standards, based on an agreed selection of learners' work and supporting teacher commentaries that show links to the level descriptions. Teachers moderate end of key stage assessments and Year 6 teachers apply the outcomes from this internal moderation prior to finalising all learners' end of key stage attainment.

Key Stages 2 and 3 Cluster Moderation

Summative assessments are undertaken in the context of cluster group meetings for Key Stages 2 and 3. These take place in May and include robust arrangements for moderation of examples of Year 6 and Year 9 learner portfolios of work in English. This process allows cluster teachers, within each subject, to confirm a shared understanding of National Curriculum standards based on an agreed selection of learners' work and supporting teacher commentaries that show links to the level descriptions. Our teacher representatives share the outcomes of the cluster group meetings with other staff. Agreed decisions and outcomes from cluster group meetings are implemented by all relevant staff within our own school prior to end of key stage teacher assessment.

Target Setting

At our school we make full use of all assessment information in setting targets. In October, each teacher sets targets for the learners in their classes, giving end of year National Curriculum level projections for their attainment in English. Assessment information provides the teachers with the information necessary to ensure that the targets set are challenging yet realistic, taking into account the previous attainment of our learners. In July, these forecasts are reviewed and learners' actual attainment is recorded on our SIMS Assessment Marksheet.

In addition, our learners are set individual targets in literacy based on their current academic performance. These are discussed, negotiated and agreed with our learners in order to provide a motivation for improving their work. These targets are displayed in the classroom and are regularly reviewed and updated with new personalised targets being set.

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Feedback

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(See Assessment and Feedback Policy)

Llangewydd Junior School is committed to providing effective feedback to our learners in literacy across the curriculum. By giving focused and timely feedback to our learners through marking and reviewing work, we activate a constructive, formative dialogue with a view to ensuring that all our learners make as much progress as possible. Our feedback focuses on children's successes and areas for improvement in relation to our learning objectives and 'Q' criteria. It promotes a self-evaluative culture within our school, helping our children to become reflective learners and to close the gap between their current and aspirational performance.

Feedback Strategies

We give feedback to our children in a number of ways during the teaching and learning of literacy across the curriculum at Llangewydd. Teachers will choose the most appropriate feedback strategy for specific learning contexts and pieces of work. We aim to give prompt feedback, acknowledging that children make the greatest progress in their learning when they have immediate feedback to their work and have the opportunity to respond in the same lesson or as soon as is reasonably practicable. We do this through:

- **Teachers' well considered, real time interventions.**
- **'Light Touch' marking of work.**
- **In-depth, Quality Feedback and Feed-forward Marking**
- **Self- and Peer- Assessment**

(See Assessment and Feedback Policy)

Our Expectations for Marking in Literacy across the Curriculum.

(See Assessment and Feedback Policy)

- Our 'Marking Code' is followed in all cases (See Appendix 3).
- All learners' work including homework/blended learning and any work assessed by the learners themselves is to be at least 'light' marked by a teacher or support staff. No work should be unmarked.
- First drafts should be marked in-depth.
- All pieces of writing in our blue 'Writing across the Curriculum' books are marked using our 'Two Stars and a Next Step' feedback format.
- There should be regular evidence of in-depth, quality Feedback and Feed-forward marking.
- An appropriate amount of time is allocated for learners to respond to teacher comments and Feed-forward tasks.
- Teachers or classroom support staff will indicate whether work has been completed with support and the nature of that support e.g. '*Small group with teacher support*'.
- Spelling, grammar, punctuation and handwriting will be given attention appropriate to the stage of development of individual learners and strategies used to support their development. They are not marked in every piece of writing because we acknowledge that children cannot focus on too many things at one point in time. Periodically, as work develops and when work is completed, however, our learners are encouraged to proof-read their writing to consider such aspects before editing it accordingly. When responding to spelling, no more than 5 spelling corrections for a piece of work will be given.

Assessment of Spelling

We do not assess spelling summatively or give spelling tests of words in mainstream classes at our school, preferring to adopt a diagnostic approach to the assessment of spelling. At Llangewydd, we are committed to a diagnostic analysis of our learners' spelling errors. Such an analysis provides important information that provides insights into which linguistic threads learners are successfully using. It provides both a clear picture of learners' strengths and weaknesses in spelling and a clear direction for future teaching. A 10 year old, for example, who spells *undefeated* as *underfitted* shows strong phonological and orthographical knowledge, as that learner has chosen plausible letter patterns for the sounds he or she can hear. However, the learner does not demonstrate morphological knowledge. Follow-up teaching would focus upon looking at morphemes in words and their meanings. In this particular word, the morphemes are: *un-de-feat-ed.* The purpose of our diagnostic spelling assessments is to monitor learner progress (and, by default, monitor our teaching methods) and to diagnose the spelling challenges of those learners who are not progressing. When we look for evidence of spelling behaviours across the full repertoire of spelling knowledge, we can better understand *how* learners are making their errors and provide appropriate teaching to address these. Learners' writing is full of words for assessment: words spelt both correctly and incorrectly show what skills learners bring to the spelling tasks when they have to simultaneously attend to other aspects of the writing process. We implement a useful assessment approach which seeks to understand whether our learners can spell in authentic written tasks across the curriculum, which of the spelling skills they use successfully and which they struggle with. Dialogues between our teachers and learners about their spelling, for example, in the context of formative feedback, implementation of our 'Have a Go' approach to spelling and the negotiation of learners' literacy targets, can also provide additional insights into learners' cognitive processes for spelling and encourage reflection and responsibility for their own spelling.

Ultimately, at Llangewydd Junior School, we believe that good spelling is a result of good teaching. And good teaching requires a full understanding of what spelling is – not the rote learning of strings of letters, but a sociolinguistic construction, each word a wonderful tapestry of meaning and history. The teaching of all the linguistic threads that weave through words is key to improving outcomes in spelling. We seek to pass on the wonder of the English language to our learners, understanding that how words work should be an engaging and intriguing exploration for them – and a joy to teach.

Our Teaching and Learning Environment

At Llangewydd, we perpetually strive to improve our teaching and learning environments, believing that a carefully planned environment sets the climate for effective teaching and learning. In recent years, we have created zones both within and adjoining our classrooms to promote independent use of resources and high-quality work by the children. Our classrooms are organised to enhance and facilitate effective teaching and learning in literacy across the curriculum. They have:

- a Literacy area – well-stocked with attractive class library books (fiction and non-fiction), dictionaries, thesauruses, VCOP resources, word mats, magnetic letters and a range of literacy scaffolds.
- a 'Q Quarter' – where the children are encouraged to check their work for quality e.g. punctuation, grammar, spelling, ambitious vocabulary, effective sentence openers, 'Q' criteria.
- classroom furniture that can be easily moved to facilitate paired work, group work, class work and individual work.
- a variety of papers (lined, plain, A4, A3, line guides).
- stationery items e.g. rulers, erasers, sharpeners, pens, pencils, crayones, scissors, glue sticks.
- IT resources – iPads, Lenovo tablets, access to chromebooks, voice recorders.

Our classroom displays reflect the cross-curricular topics being studied by the children. We believe that our learners are entitled to learn in an inclusive classroom/learning environment where everyone's quality literacy work is celebrated in attractive displays. Our classroom displays:

- support and challenge the children in their learning e.g. through use of questions and prompts that encourage them to interact with display content.
- include a VCOP display with prompts and strategies that the children can use in their writing across the curriculum.
- include a 'Targets' display to remind the children of targets they are working on in literacy (as well as numeracy and well-being).
- include a 'Working Wall' that reflects current learning.

We have also developed teaching and learning areas beyond the classroom that support our literacy across the curriculum provision including our 'Reading Rainforest' school library, two computer suites, a radio station, pop-up green screen studios, an outdoor classroom and a variety of outdoor learning areas. These are used effectively to promote independent learning in literacy.

Differentiation

All learners have equal access to our literacy curriculum. It is differentiated appropriately so that all learners are challenged and supported in their learning in order to achieve maximum educational and personal benefit. Our methods of differentiation include differentiation:

- by task.
- by grouping.
- by resource.
- by support.
- by outcome.
- by questioning.
- by assessment and feedback.
- by teaching style.

Homework / Blended Learning

We 'blend' face to face literacy teaching and learning that takes place at our school with tasks and activities that the children are asked to complete at home – online, offline or a combination of both. Homework tasks and activities are designed to pre-teach, consolidate, reinforce or extend skills and understanding in literacy across the curriculum. Some of the homework will be ICT-based using the Google Classroom platform where online assignments and any accompanying digital resources are uploaded by teachers. At times, online tasks may be started in school and completed at home or vice versa. Homework consists of:

- one homework task every week. All homework tasks are relevant to and meaningful in the context of the current topic. The nature of these tasks will vary e.g. inquiry-based research, problem-solving, applying literacy, numeracy or other skills taught, investigations, practical tasks such as model-making. We aim to achieve a balance of different types of tasks across the AoLEs throughout the year.

Homework/Blended learning is similar in our CARE base / LRC, however, it is given on an individual basis according to the needs and anxieties of each child.

Additional Learning Needs

If a child has an additional learning need, our school does all it can to meet these individual needs. At present we comply with the requirements set out in the SEN Code of Practice in providing for pupils with additional learning needs as we prepare for the new ALN Code 2021. A range of assessment strategies are utilised to help identify particular difficulties and external agencies can be involved in order to provide more specialist assessments and support.

The school provides a 'child-friendly' Individual Educational Plan (IEP) for each pupil on the Additional Learning Needs register. This sets out the nature of any needs, and outlines how the school and parents should aim to address them. It also sets out SMART targets for improvement so that we can review and monitor the progress of each pupil at regular intervals. This document is shared, discussed and reviewed with parents and outside agencies (when required) biannually. It is a working document and targets can change and be revisited when deemed appropriate.

Our CARE base and LRC children will often have more reviews due to the nature of their need and if they have a statement. We have an outside line directly to the bases and parents can contact staff whenever they need to.

Some of our learners need more support in literacy than that provided by differentiated tasks in the normal classroom context. Individual programmes of work are devised and interventions put in place to meet the needs of these children. These include:

- LLC support / one to one support with teacher/classroom support staff i.e. orange book work – to meet specific needs. Types of activities include use of flashcards, sentence makers, phonic word-building, letter and word games, auditory discrimination, auditory sequencing, visual discrimination, visual sequencing, handwriting practice.
- Daily reading to teacher/classroom support staff.
- LEXIA Core Reading literacy intervention.
- Reading Eggs Reading literacy intervention.
- Use of Read, Write Inc.
- Hornet spelling
- Use of Project X Code – phonically decodable books.
- SALT programme.

More able children are taught with their own class and their learning extended through differentiated group work, extra challenges and opportunities for independent learning. Where appropriate, special arrangements are made for an exceptionally gifted child e.g. an individualised programme with more challenging learning, attending MAT masterclasses.

Curriculum Cymreig

The teaching and learning of literacy across the curriculum at our school reflects the 'Welsh dimension' of the curriculum. Literacy activities are planned for the learners which reflect their own sense of identity and place and which are meaningful to their experience within their community and country. A clear *Curriculum Cymreig* is made explicit through the following literacy activities:

- *the reading of texts linked to cross-curricular themes written in English by Welsh writers.*
- *the reading of texts with a Welsh dimension.*
- *visiting speakers from Wales are invited to school to talk to the children about their lives, work and experiences.*
- *whole school literacy opportunities with a Welsh dimension e.g reading, writing and talking about texts on a Welsh theme for the school Eisteddfod.*
- *visits to locations in Wales provide stimuli for a range of literacy work.*

Equal Opportunities

All learners regardless of ability, gender, religion, social background, disability and race will have access to our literacy across the curriculum provision. All activities are planned in such a way as to encourage full and active participation by all learners so that they can develop their skills, knowledge, confidence and enjoyment of learning. Every child is valued and perceived as unique. We aim to ensure that our literacy across the curriculum responds to the learning needs of the individual pupil, challenging them to the full extent of their capabilities and providing them with opportunities to demonstrate fully what they know, understand and can do. Our children's well-being is always central to everything we do.

Disability

In accordance with the statutory requirements, our school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan that is available to parents on request.

This policy should be read in conjunction with the 'Language, Literacy and Communication – Our Principles' document and the following policies:

- Curriculum Policy
- Teaching and Learning Policy
- Assessment and Feedback Policy
- ALN Policy
- AoLE policies
- Numeracy across the Curriculum Policy
- ICT, DCF &e-safety policies
- MAT Policy

Monitoring and Review

Monitoring

Monitoring of literacy across the curriculum – planning, coverage and standards of teaching and learning, is conducted by the Headteacher, Deputy Headteacher and Assistant Headteacher. This is done in several ways including:

- book scrutinies
- monitoring planning
- analysing assessment data
- monitoring targets
- lesson observations
- learning walks
- Listening to Learners
- looking at displays
- informal discussions with staff

Review

As we prepare for implementation of Curriculum for Wales 2022, we are aware of the need to monitor our Literacy Across the Curriculum Policy, and to review it regularly so that we can take account of new initiatives and research, Curriculum for Wales guidance, developments in technology and changes to the physical environment of the school. This policy will be reviewed bi-annually (or sooner as necessary) by the Assistant Headteacher, the Headteacher and the nominated governor. The necessary recommendations for improvement will be made to the Governors.

Signed by the Chair of Governors on behalf of the Governing Body: …………………   …

Date approved: ……09/02/2021………………………… (by full Governing Body)

Signed by Headteacher: …………   ……………………..

Date of next review: February 2024

Appendices

Appendix 1 – Example of Weekly Lesson Planning

Appendix 2 – Pupil Entitlement – Assessment for Learning

Appendix 3 – Our School Marking and Feedback Code

Appendix 1 – an example of a Weekly Lesson Planning

Spring Term Week 3
Week beginning: 21.01.19
Year 3 – J3
Mr. D. Evans

Time	Monday – Dydd Llun	Tuesday – Dydd Mawrth	Wednesday – Dydd Mercher	Thursday – Dydd Iau	Friday – Dydd Gwener
8.50					
9.00	REGISTRATION Helpwyr Heddiw – New: Sut wyt ti'n teimlo? Dw i'n teimlo'n _____ achos _____ hapus / drist / ar ben y byd / wedi blino'n lan / gret / da iawn / iawn / ffantasteg /dost Revise : : Oes anifeiliaid anwes 'da ti? Oes, mae _____ 'da fi. Nag oes, does dim anifeiliaid anwes 'da fi. ci, cath, pysgodyn aur, mochyn cwta/gini, neidr, cwningen, llygoden, hamster, byji.... Pupil Voice: Practising rhythms of language patterns. Games: Splat! Camau. Zap! Budge! Battleships.				
9.10	ASSEMBLY				
9.30 Session 1	MATHEMATICS AND NUMERACY WALT - (See Big Maths planning)	MATHEMATICS AND NUMERACY WALT - (See Big Maths planning)	MATHEMATICS AND NUMERACY WALT - (See Big Maths planning)	MATHEMATICS AND NUMERACY WALT - (See Big Maths planning)	MATHEMATICS AND NUMERACY CLIC Challenge Learn Its Challenge SAFE Challenge
10.45 Session 2	LANGUAGE, LITERACY & COMMUNICATION WALT: to draft a description of the Great Storm Lion/other creature. Starter: Present the children with yesterday's shared	LANGUAGE, LITERACY & COMMUNICATION WALT: to proof-read and write a neat, final draft of their descriptions of the Great Storm Lion/ _____.	MORNING BREAK LANGUAGE, LITERACY & COMMUNICATION WALT: to practise reading aloud/performing their descriptive writing with expression to a partner. Starter: Explain to the children that the next few lessons are all about	LANGUAGE, LITERACY & COMMUNICATION SCIENCE AND TECHNOLOGY See Wednesday's Session 3 plan – ongoing use of the app Book Creator to create	HEALTH AND WELL-BEING (GYMNASTICS) HUMANITIES WALT: to develop a floor/bench apparatus sequence as an individual of between 4 and 8 actions (linked to the theme of a calm sea building up to a stormy

Appendix 1 – An example of Weekly Lesson Planning

sea) to include jumping, rolling, travelling and balancing.

Starter:
Remind the children that in PE this term we are developing gymnastic sequences over apparatus using the theme of the sea from 'The Mousehole Cat'. This week, we will use the floor, benches and larger apparatus to develop our simple sequences. Sometimes our movements should suggest a calm sea within the safety of the harbour wall. At other times, our movements should suggest the rough sea at the mercy of the Great Storm Cat. Show the two contrasting illustrations from the book to show the different states of the sea.

Warm Up: Jumps. Recap the three types of jumps – tuck jump, straddle jump and pike jump. Ask the children to run with control around the hall, changing pathways and direction. When the teacher calls out 'Jump' the children should perform a tuck jump. When the teacher calls out 'Storm Cat', the children should perform a straddle jump. When the teacher calls out 'Mouse' the children should perform a pike jump. When the teacher calls out 'Mousehole' the children should perform any jump of their choice. Highlight good examples performed by the children.

their 'Great Storm _____' eBook.

bringing their writing to life. The texts they have created are not to be left on the page. The true purpose of them lies within the performance. In the next few lessons, they will change their writing into a multimedia eBook using the app 'Book Creator'.

Main Activity:
Watch the animation film of 'The Mousehole Cat' (Google 'The Mousehole Cat Part 1' and 'The Mousehole Cat' Part 2) and encourage the children to think about how the narrator's expressive voice brings the story to life. Ask the children to consider if the narrator's voice stays the same. How does it change? How does the narrator bring the story to life for the viewer?

Discuss the narrator's reading of the text with reference to the 6 Ps:

Pace – At what speed does the narrator read the narrative? When does she speed up / slow down her speech? Are there certain parts of the narrative where words are emphasized / stressed / spoken slowly to have an impact upon the listener? Why is it important to vary the pace of the reading?

Pitch – how the rise and fall of the voice can be used to create interest for the listener. The intonation / musicality / rhythm of the sentences can capture the listener's interest.

Power – This focuses on volume and stress. When is the reading loud / quiet? What effect does this have? Is the narrator loud or quiet for any particular reason? Which words are emphasized or stressed? Why?

Starter: Encourage the children to share/ read aloud their descriptions of the Great Storm Lion/_____. Ask the children to evaluate / peer-assess the descriptions with reference to the Q.

Two statements using the Two Stars and a Next Step evaluation structure.. Can the children suggest how any sentences could be improved e.g. replacing weak words, adding adjectives, avoiding repeating openers etc. Discuss and give feedback.

Main Activity:
The children will write a neat, final draft of their descriptions in their 'Writing across the Curriculum' books. Emphasis will now be placed on:

Quality Work:
• neat handwriting.
• using a dictionary to check spellings.
• improving vocabulary choices – WOW words.
• using a thesaurus to look at synonyms for words.
• to check that they have used a variety of different sentence openers
• use of adjectives.

writing outcome – their description of the Great Storm Lion. Read aloud the description together. Can they pick out the 'Wow' words we used? What are the effective sentence openers? Where is the simile? Is there a 'Double –ly' sentence? Did we use alliteration? Does the description help the reader to imagine the seastorm in their imaginations?

Main Activity: Using the writing frame/scaffold to help them, the children will draft their own descriptions of the Great Storm Lion. AEL children will be encouraged to describe a different, appropriate animal – 'The Great Storm _____' e.g. eagle, serpent, panther....

Quality Work:
• make careful choices of vocabulary – WOW words.
• use different sentence openers. Avoid repeated use of 'it' and 'The'.
• use of adjectives.
• use of alliteration.
• use of personification.
• accurate punctuation of sentences.

Differentiation:
G1 will write descriptions independently using their vocabulary mindmap / a less

Appendix 2 – Pupil Entitlement – Assessment for Learning

Pupil Entitlement – Assessment for Learning

Expectation – I am entitled to...	RAYG Rating			Way Forward
	Aut	Spr	Sum	
Questioning				
be given time to think about questions that I am asked.				
be given time to think about questions that are asked and to discuss my ideas with a partner before a class discussion (Think, Pair, Share).				
be sometimes asked 'closed' questions that require specific answers.				
be asked 'open' questions that require more detailed, carefully thought-out answers.				
be asked a sequence of questions that build on each other and gradually need more careful thought.				
sometimes write down my answers to questions on a mini-whiteboard.				
sometimes be asked to explain my opinions and ideas in more detail.				
be comfortable sharing my ideas and am not afraid of answering some questions 'wrongly'. I understand that it is okay to make mistakes and that we can all learn from our own and others' mistakes.				
Feedback				
discuss with my teacher where I am in my learning, where I want to be and how I am going to get there.				
have our WALT displayed, shared and discussed.				
have our 'Q' displayed, shared and discussed so that I know what I need to do to produce a quality piece of work.				
sometimes look at examples/models to think about 'Q' – what makes it or could make it a 'quality' piece of work.				
be set targets that are SMART – small, manageable and realistic.				
teacher comments about my work – praising what I have done well (linked to our 'Q') and setting me SMART targets as part of my 'Next Steps'.				

Appendix 2 – Pupil Entitlement – Assessment for Learning

Pupil Entitlement – Assessment for Learning (cont'd)

Expectation – I am entitled to...	RAYG Rating			Way Forward
	Aut	Spr	Sum	
respond to SMART targets in my books by signing, responding with a comment or completing a task set by my teacher.				
some teacher comments with 'Two Stars and a Next Step' – praising what I have done well (linked to our 'Q') and setting me a SMART target to help me improve.				
talk to my teacher about what I am doing well and how I can improve e.g. during discussions, group work or whilst talking to me on my own.				
think about whether we have achieved our WALT, how we have achieved our WALT and the next steps in our learning throughout and at the end of our lessons.				
have a discussion with my class teacher in which we agree my targets for improvement in Literacy, Numeracy and Wellbeing.				
have my targets in Literacy, Numeracy and Wellbeing on display in my classroom.				
review my targets with my teacher regularly.				
tell my teacher when I think that I have achieved any of my targets.				
have new targets set in Literacy, Numeracy and Wellbeing when my teacher and I agree that I have achieved my current targets.				
discuss some test results with my teacher so that I understand what I have done well and what the next steps in my learning are.				
Peer and Self-Assessment				
regularly think about my own work/learning in terms of our 'Q' and WALT.				
regularly set my own SMART targets for improvement ('Next Steps') in class during self-assessment activities.				
regularly think about a partner's work/learning in terms of our 'Q' and WALT.				
regularly set SMART targets for improvement ('Next Steps') for a partner in class during peer-assessment activities.				
take part in different self- and peer-assessment activities e.g. traffic light activities, 'Two Stars and a Next Step', Thumbs up Thumbs, Post-It note activities, KWHL grids, self-marking work, peer-marking work, talking partners.				

Appendix 3 – Our School Marking and Feedback Code

Llangewydd Junior School

Our Marking and Feedback Code

We will use the following codes when we mark your work.

They will help you to understand what you have done well and what the next steps in your learning are.

Code	What it means
⭐	celebrates what you have done well.
👣	suggests how you can improve – your next steps.
✓✓	excellent work linked to our 'Q'
✓	correct or good work linked to our 'Q'
✗	incorrect
▬	underlined error - missing capital letter, full stop, comma or other punctuation
*	new paragraph needed here
?	Check that this makes sense.
∧	missing word
mistake mistaik	**Spelling** The mis-spelt part of a word is underlined and the correct spelling is written above the word.
➡	indentation needed
V.F.	Your teacher has talked to you about your work.
initials e.g. D.E.	Someone other than your class teacher has marked your work.