

# **Kuwait International** **English School**



## **Primary Department** **Literacy Policy**

## **Schemes of Work**

At KIES, we follow the Pathways to Write Scheme to cover oracy, reading and writing elements of the British National Curriculum.

## **Reading**

### **Reading Aims**

- To build on the children's language experiences and early reading skills that they have already acquired.
- For pupils to emerge from inexperienced readers to independent readers who read a variety of texts for different purposes.
- To look for higher standards because we have high expectations of our children.
- For children to develop as readers and to be able to enjoy reading for pleasure, alone or as a shared experience with an adult or their peers. We want children to be able to read independently and be able to follow personal interests, use their research skills to extend their knowledge and understanding.
- To provide books in a variety of languages in order for pupils to develop a healthy knowledge of languages other than English and allow pupils of that culture to celebrate their heritage.
- To recognize that reading plays an important part of education and life.

### **Reading at KIES**

Pupils will have regular opportunities to engage in independent and shared reading. Class teachers will provide pupils with daily read aloud sessions where pupils will be encouraged to respond to the text in a variety of different fashions. Each year group will have class sets of books to read with; this will allow all pupils to have a shared experience of a text.

### **Reading Record Books and Homework Diaries**

Pupils will have their books changed weekly and be provided with *two* new books. Reading books will be provided at the right level for individual pupils. Parents, pupils and class teachers will use the reading record books (KS1) and Homework diaries (KS2) to communicate about the pupils reading.

### **Guided Reading**

#### **What is guided reading?**

The goal of guided reading is to enable learners to become independent, able readers, who understand and appreciate texts on their own without the teacher's help. Guided reading takes place in a small group, with a teacher and focuses on developing pupil's ability to become independent readers, thinkers and learners. The teacher is acting as the expert who guides the children through the text, providing signposts to the most important and most helpful features of the textual landscape. The pupils are grouped by ability and read individual copies of the same text, which matches the reading level of the group. Texts are selected from the school's guided reading resources.

## **The strategy check-helping our pupils learn to read**

### ***Early readers***

#### **1-to-1 pointing:**

Children practice pointing using a sentence from the story. Children show and use a pointing finger.

#### **Predicting:**

Cover a word – predict what it could be and check. Model predicting a word – checking all searchlights.

#### **Checking initial/final sounds – does that look right?**

Cover the first/last letter – predict, then check. Point to the first letter – get your mouth ready to make the sound. Find the letter on an alphabet card.

#### **Applying phonics to read words**

List some more challenging words in the text – decode these together using phonics – predict/discuss the meanings.

#### **Checking meaning – does that make sense?**

Explain that reading should always make sense. Practice re-reading to check meaning. Read a sentence – check that it makes sense. Give the children two options – which one makes sense? Discuss what is happening on the page.

#### **Re-reading to check**

Explain to the children the importance of going back and checking their reading. Model re-reading; practice re-reading.

### ***Developing Readers***

Ask children to name the strategies they can use when they are unable to read a word.

Ask the children to share the different things they can do when they don't understand a word, sentence or section of text.

**Inferring meaning of unknown words:** list some more challenging words from the guided book on the board. Ask the children to read the words and predict what they mean. Read them the whole sentence so they can check their predictions.

**Text layout:** analyze a page of text (e.g. non-fiction) – how is it organized? Why? How do we read it?

**Decoding unknown words:** record difficult words from the text on cards or the board. Ask children to decode these words and explain how what they did (i.e. syllables; phonics; knowing parts of words etc) or predict the meaning of the words.

**Checking meaning:** read a sentence from the text which is more challenging; discuss what it means and how they know.

## **Active reading strategies:**

### **Asking questions while they are reading:**

**Visualising:** read a section of text – ask children to think about what pictures they see in their head.

**Predicting:** read the opening paragraph – summarize what they know so far and predict what might happen next – read the next paragraph to check.

**Reading longer sentences (complex sentences):** record the main clause from a complex sentence on the board – read it and discuss what it means – explain that authors often add more information to the sentence (subordinate clause) – add the subordinate clause and discuss what it means – add it to the main clause and discuss how the two clauses relate to each other – locate the comma and explain that the clauses are usually split by a comma.

**Identifying the main points:** read the opening paragraph of the text to the children and ask them to identify the main points – list these on the board and discuss why other information is not key to the story.

**Scanning:** turn to a page of the text and model how you scan the text for information – use a highlighter.

**Skimming:** model reading a paragraph quickly, looking for specific information (e.g. main characters; clues about setting).

## **How to plan guided reading**

Year 1 to Year 6 should have guided reading sessions planned 4 days a week.

Pupils will be grouped by reading level into groups no bigger than 6. Class teachers will choose texts that will link to the learning objective. Appropriate texts will be selected that allow opportunities for work towards specific targets. Texts should match the reading level of the group in terms of fluency—they should be able to read between 90-94% accurately and with understanding. Class teachers will change group books on a regular basis and include a mix of fiction and non-fiction texts, and where possible, texts should match the range being taught to the whole class or which relates to another area of current learning or interest. Most importantly texts must provide opportunities to apply the targets and strategies that form the group's current focus e.g. If trying to extend Level 3 pupils ability to use inference, it is important to select texts that don't make everything explicit.

## **Questioning**

Class teachers will need a good knowledge of the text they have chosen for a particular group in order to effectively questioning. Questioning will link to the learning objective and allow pupils an opportunity to extend and consolidate their reading skills. Questions should develop children's understanding at three levels; literal questions, asking pupils to recall information that is directly stated in the text, deductive or inferential questions asking pupils to work out answers by reading between the lines, by combining information found in different parts of the text and by going beyond the information given, and evaluative or response questions asking pupils to go beyond the text by, for example, thinking whether the text achieves its purpose, or making connections with other texts.

## **Guided reading activities**

Class teachers will need to plan a guided reading schedule to ensure they have built in opportunities to listen to all pupils read. While the class teachers are reading with groups, the other pupils will need to be engaged in reading activities. The activities may include silent reading, answering comprehension questions, exploring characters, word level work and spelling investigations but should always link back to the group's current target. Reading journals provide an excellent opportunity for pupils to extend and consolidate their reading skills, prepare for their next session or complete a follow up task from their previous session.

Reading comprehensions should be given once every two weeks outside of the Guided reading time. The teacher should model for the children how to scan read, locate key words and answer questions (explicit and implicit).

## **Equality and reading**

For the majority of our children English is a second language, therefore, it is important to use pictures and visual cues to support discussion in order to aid comprehension. In addition, time should be spent discussing and defining new and unusual words. Ensure that you model how to use specific strategies and give the children an opportunity to practice the strategies a number of times. EAL pupils will have opportunities to read books in dual languages. Class teachers will need to consider IEPs when planning effective guided reading sessions to ensure SEN pupils are being supported appropriately.

## **Assessment**

Class teachers should use the assessment reading skills (in the assessment folder) to assess pupil's reading levels. Class teachers should use guided reading session, one to one reading and pupil's reading journals to determine what level pupils are working within. During guided reading sessions the following strategies can be used effectively to assess children; questioning, listening, observing and discussing. Effective feedback is provided to the children in the group and is aligned closely with their learning objectives. Children are clear about the next steps needed to improve their reading.

A record of children's attainment against the key objectives should be recorded in the teachers **Daily Plan Book** using the triangle system.

## **Writing**

### **Writing Aims**

- To develop pupils in becoming efficient and effective writers who are able to write appropriately for a variety of audiences
- To develop pupils in acquiring the knowledge and skills to communicate effectively within a range of contexts
- To ensure all pupils can use the conventions of written language and grammar
- To ensure that all pupils experience a range of purposes and forms of writing
- To ensure all pupils follow the Nelson Handwriting Scheme (KS1 and KS2)
- To ensure all pupils have opportunities to plan, edit, draft and present their work
- To develop pupils to become aware of and appreciate the writer's craft
- To develop pupils love of writing

### **Curriculum coverage**

All pupils should be writing daily in some form across the curriculum using the skills and knowledge acquired in literacy lessons.

### **Modelled and Shared writing**

Shared writing is a whole class activity where the teacher models the writing of the text. In shared writing, the pupils will contribute to the text by suggesting words or sentences to be used. The teacher demonstrates how to write and explains decisions. S/he will model thinking, rehearsing sentences, writing and re-reading constantly generating words and ideas. Teachers should be modeling or shared writing *every day*.

### **Assessment**

Pupils will complete independent writing once every 3-4 weeks. This will result in the class teacher having sufficient pieces of independent writing to help assess the pupil against (in the assessment folder). The assessment will reflect a genre that the pupils have already been taught and will be an opportunity to see if the pupils are able to apply their newly learnt skills. The assessment will be a completely independent task. Class teachers will level pupils using these independent writing assessments and their teacher knowledge of the pupils.

### **Planning**

All teachers should use the KIES School planning sheets only. Class teachers are responsible for completing medium term plans to show what genres, specific objectives and key skills will be covered during each half term. Medium term plans will also show what resources will be used and what the outcome of the unit will be. Class teachers will also be responsible for using weekly plans to show what each daily literacy lesson will entail.

Weekly planning should include mental starters (with a focus on grammar, punctuation or spelling) daily, clearly differentiated tasks and questions (for the less experienced, experienced and more experienced) and be skill based (skills leading up to the genre of writing being focused upon).

### **Differentiation**

At KIES, we implement a 'core,' 'challenge' and 'extension' approach to differentiation. Planning should include differentiated tasks and questions for the less experienced (core), experienced (challenge) and the more experienced (extension). SEN and Gifted and Talented children may require further differentiation outside of these groups.

Where possible task should be open ended for children to access them at their level. We should try to avoid different work or 'worksheets' that makes the ability of other children known.

### **Spellings**

Class teachers are responsible for their pupils learning the spellings appropriate for their year group.

- EYFS and Key Stage 1- Letters and Sounds and the 300 HFW
- KS2- 300 HFW and the Nelson Spelling scheme.

Each year group should include spellings in their pupil's home learning books. Each week it will be required that the children complete a spelling test to ensure they have learnt their words for that week. Class teachers could also include words searches, spelling games, hangman and spelling bees during guided reading sessions as independent work to help children learn their spellings.

### **Terms**

WOW words- adventurous vocabulary words modeled for the children to use within their work that week (for example, magical, phenomenal, hideous, brittle etc).

### **Handwriting Aims**

- To produce clear, concise, legible handwriting
- To provide equal opportunities for all pupils to achieve success in handwriting
- To present work to a variety of audiences neatly
- To develop accuracy and fluency
- To help children recognize that handwriting is a form of communication and as such should be considered important in order for it to be effective
- To display neatly presented work around the school and in classrooms as a model of excellence for others to aspire to
- To encourage pupils to take pride in their work

### **Development of learning and teaching handwriting**

Teachers need to have high expectations. Handwriting should be taught discreetly within Guided Reading sessions using the Nelson Handwriting scheme. Children can choose to write in pen or pencil.

### **Speech and Language Aims**

- To have all pupils develop into confident communicators
- To prepare pupils to communicate with a variety of audiences

Speech and language will be included in daily literacy lessons. Speech and language is an effective way to differentiate and challenge our more able pupils. Speech and language can be used in drama activities, partner talk, and class discussions.

Speech and language objectives will be taken from the KIES assessment guidelines.