

Literacy Routines and Procedures 2022/23

AREA OF LITERACY	ROUTINE / PROCEDURE
Spellings	<p>Beginning of term (2-3 WEEKS): for the first few weeks of term; Year 2, 3 revise the first hundred words from letters and sounds appendix (attached) Year 4, 5, and 6 revise the 100 most commonly misspelt words. (attached)</p> <p>Then test children on the Schonell lists (attached). Group children into up to 5 groups. Choose group according to the 'best fit' around the word in the list which they cluster. Then begin the spellings from that list (not at the start of the group list)</p> <p>Test Monday - occasionally test spellings in a random order not in list order.</p> <p>Give spellings out (3, 4, or 5 depending on list) Tuesday to Friday during registration - please check accuracy of copying into planner. Children learn each day using look, cover, write, check, also they can look up meaning of a word in a dictionary or use the word in a sentence in their jotter. (Can they use an adjective, adverb, conjunction, simile, complex sentence - this is a good time to reinforce grammar work)</p> <p>Spelling test scores - have a class chart on the wall (copy attached) to encourage competition. We expect children to get very close to full marks each week - this is a job we expect them to get right and there is a weekly whole school competition for the class closet to zero (class score under 10 is desirable).</p> <p>Ask parents to sign the planner spelling page each week to show that the children have learnt their spellings at the weekend for the test on Monday. Children also record spelling score on the appropriate page in their planner and ask a parent to sign.</p> <p>In marking all written work encourage <i>accuracy</i>, not phonetically correct spellings. Yr 4, 5, 6 are also encouraged to make greater use of school Oxford or Collins dictionaries and online dictionaries.</p> <p>Incorrect spellings in written work - first time write out * 3, next time *5, next time * 10. If the child is still unable to spell the word they need specific reinforcement on the target word until it is secure.</p>

	appropriate. To use Inside Out Books, Stories linked to topics or Pie Corbett Reading Spine Books.
Poetry	Daily poem to be shared with class just before the lunchtime prayer is recited.
Grammar	<p>Weekly timetabled lesson. The primary scheme to use is Nelson Grammar, supplementary scheme Collins.</p> <p>15 minute daily grammar session used CGP book to test once per week to identify areas to target. Use Jolly Grammar resources to teach target areas 4times per week . KS1 - 2.40 pm KS2 - 12pm</p> <p>Incidental daily session when learning spellings in registration time. Model how to use a spelling word in a sentence. Then consider adding e.g. an adverb, speech marks, question, statement, powerful verbs, conjunctions etc...</p>
Handwriting (approx.. 30 min session with gross motor warm up at the beginning)	<p>Weekly timetabled lesson.</p> <p>For the initial few weeks of term revise the lower and upper case letter shapes and orientations (and number formation) in the pupil purple handwriting books. Letters grouped according to formation e.g. c based, r based letters etc.. (Please consider the age group when deciding how many letters to cover in a session)</p> <p>Once letter shapes have been revised please practice letters identified as needing reinforcement. Then revise spellings from spelling rules taught the previous half term.</p> <p>Collins Handwriting Scheme can also be used as an additional resource. All tasks to be completed in the handwriting book.</p> <p>Monitor and insist on the correct pencil grip and letter formation - tripod grip and children can angle the paper on their desk. Sit up straight with both feet on the floor.</p> <p>Pen Licences - From Year Three onwards only give the child a pen when their writing is consistent and fluent. If their handwriting subsequently deteriorates then revert to a pencil. Ensure pencils are sharp at all times. Use only pencil for work in mathematics.</p>
Nelson Comprehension lesson 1 hr	Weekly timetabled lesson - Use the Nelson Comprehension Scheme. Focus on application of specific comprehension skills.

<p>Schofield and Simms 1 hr</p> <p>Additional Comprehension</p>	<p>Weekly timetabled lesson - Use the age appropriate Schofield and Sims resources for taught, whole class sessions.</p> <p>Week 1 - Schofield and Simms Comprehension book to be used as a 'test' to develop speed, resilience and independence with answers discussed after the children have tried the task initially on their own. (20m, 20m, 20m approach)</p> <p>Week 2 - use of Schofield and Simms scheme to teach specific skills .</p> <p>Independent readers could use the Letts Comprehension series for one of their alternative reading tasks in the guided comprehension session and complete them in their jotter.</p> <p>Use of Project X for guided group comprehension sessions.</p> <p>Yr1 - 6 Oxford Reading Buddy online platform to be used for home reading and online comprehension quizzes completed when each book is finished.</p>
<p>Writing</p>	<p>Weekly timetabled lesson for extended writing. Wherever possible the extended writing should be linked to the class topic and be for a real purpose e.g. a letter to persuade, a newspaper article, a diary entry, with a real audience to write it for.</p> <p>Use of the Pie Corbett Talk for Writing approach e.g. imitation, innovation, independent application - see handout attached.</p> <p>Extended writing should be quality marked and whenever possible it is best to mark it with the children so feedback is immediate and relevant, and can therefore be acted upon swiftly. (Think alouds! - help all children to improve their work.)</p> <p>When teaching vocabulary be careful to ensure that the words are appropriate and the children understand when and how to use them. Also guard against using too many ly or ing openers in written work, use them sparingly for impact.</p> <p>As well as the timetabled session there should be a range of opportunities to write at length across the curriculum.</p> <p>Time should be given for children to redraft pieces of writing (first draft folder on paper) and for them to produce a 'best and final piece' (written in extended writing book). Quality writing developed over two or three sessions rather than a new piece of writing every lesson is the preference.</p>

Vocabulary	<p>Vocabulary to be highlighted on teacher plans,(in all subjects) and discussed in all lessons across the curriculum with new words and their definitions recorded in the appropriate section of the pupil planner.</p> <p>Sp and language vocabulary lists to be taught, 4 words to be introduced per week, highlighted on class poster, and used in many different situations and contexts to embed them - (these are predominantly tier two words.)</p> <p>Yr3 - Yr6 complete two weekly online Bedrock sessions to further develop vocabulary.</p>
Homework	<p>Daily reading - amount of time to spend reading to be dependent upon age. Year 1 and 2 - 20 minutes per night Year 3 and 4 - 25 minutes per night Year 5 and 6 - 30 minutes per night Learn weekly spelling lists and expect most children to attain full marks in the spelling test.</p>
Marking	<p>Please refer to the marking policy and the charts in the classroom. Remember for self-identified mistakes the child uses a ruler line. When highlighting work please use a pink highlighter.</p>
Assessment	<p>Please use the Simms grids for your year group they are matched to NC Use the Writing without levels for assessed pieces of writing - one set of grids per child. Complete the termly Cornerstone test for Reading and SPaG and undertake analysis to identify key objectives and key pupils who need attention and supportive interventions. Autumn Term use CEM assessments.</p>
Speaking and Listening	<p>Please plan in opportunities for children to work on drama, group discussion and talk partner tasks. (see sheet attached for ideas) Speaking and listening both play a vital part in supporting writing. If a child can talk about their idea and share it with others they are much more likely to be able to write at length about it.</p> <p>Reference Pie Corbett Talk for Writing training and resource books in class.</p>
Date and title	<p>Please write the full date on literacy work and a WALT and underline with a ruler. Use DUMTUM (date, underline, miss a line, title, underline, miss a line then begin.)</p>
MAT	<p>Ensure that the MAT children are given opportunities to research on their own, talk about their learning and then present their findings to others. Do not hinder their progress by only 'teaching them' release some time for independence.</p>

Exercise book	Each child should have an age appropriate English book, an extended writing book, a handwriting book and a general English folder. A spelling test book and spelling practise book.
EYFS	<p>use of yellow pen copying on top, under perfect model not emergent handwriting in English book use of emergent writing in extended provision</p> <ul style="list-style-type: none"> • September begin with a daily lesson of pre-phonics skills - oral blending and segmenting and general phonological awareness developing the ability to hear and say initial sounds • Once children have reached a similar level move to more formal daily phonics teaching - introduce a single letter sound or digraph, one per day in line with the Jolly Phonics progression. Teach reading - grapheme / phoneme correspondence alongside writing - letter formation within the same lesson • Once children re retaining sounds, blending and segmenting more confidently tricky words are introduced with Action Word actions. • When children are secure with segmenting and blending to read they are given a word box. • Once a child is secure with word boxes they move to reading captions and are given their first decodable reading book. <p>After all Jolly Phonics phonemes have been taught phonic knowledge and skills are practised in the following series of lessons;</p> <p>Monday - diagraph revision both reading and writing Tuesday - reading focus - word, caption and sentence Wednesday - writing focus - word, caption and sentence Thursday - tricky word focus Friday - revision and assessment</p> <p>Extra sound are taught during Monday sessions are required e.g. igh / ow / y (ee) /air as these are needed in order to access some of our decodable phonic reading books.</p> <p>Handwriting - Is a focus within phonics sessions. Also taught discretely and practised when children come into school leach morning.</p>

Summary of Lesson to be covered in a week
Monday spelling test and lesson 1 hour
Handwriting lesson 30 mins
Nelson comprehension 1 hour
Schofield and Simms comprehension 1 hour
Extended writing 1 hour
Nelson Grammar 1 hour
15 minutes daily using <i>CGP</i> and <i>Jolly Grammar</i>
Daily guided comprehension 30 mins