

## **Literacy Policy (KS2) Appendix 2**

**Approved by : Local Academy Governing Board**

**Date : 29<sup>th</sup> September 2015**

**Review Date : Autumn 2017**

## Key Stage 2

### Strategies to support Speaking and Listening:

- Adults model correct speech patterns appropriate to purpose & audience
- Adults model Standard English and correct children when they make errors
- Ensure adequate discussion time is built into any lesson before asking for articulated responses
- Use role play, hot-seating and other drama techniques to explore situations and develop understanding of a topic
- Train children in effective collaborative talk using team role cards
- Provide opportunities for children to speak individually, in pairs and in team
- Regularly include speaking and listening criteria as part of lesson success criteria
- Provide speaking frames, sentence stems etc. if required for children who find articulation difficult
- Ask children to articulate their reasons for any decisions made and expect a response
- If responses are undeveloped prompt them to explain further by questioning or providing oral sentence stems
- If children are unable to articulate their reasoning, do not accept a 'shrug' as an answer but for them to articulate that they do not know

### Strategies to support Reading:

- Adults model reading for pleasure and explain reasons for book choice
- Specifically teach reading for meaning skills and enforce these across the curriculum e.g. skim, scan, identify literal meanings, using clues to infer & deduce and applying their own experiences to elicit meaning
- Use key words, glossaries, dictionaries, thesauruses and pre-teach difficult or specialised vocabulary
- Allow thinking time and supported discussion of texts read
- Ask children to predict, summarise and rephrase to extend understanding
- Relate texts to their contexts and provide explanations for the background to a text; link to similar texts
- Question children as they are reading
- Use visual stimulus to enhance the children's understanding
- Use drama activities to further explore texts read
- Model reading aloud and expect children to read aloud effectively
- Actively promote the reading resources in school linked to your subject

Fully support, and encourage children with, the Renaissance Reading scheme

Fully support paired/group/guided reading activities and expectations in school

Ensure all written texts are relevant and accessible to children; modify accordingly

## Strategies to support Writing:

Allow talk time prior to writing whenever possible

Collect relevant vocabulary together from a class; extend this with higher level words

Use key words, word mats, conjunctions mats, sentence stems, writing frames, planning frames, whiteboards etc. as appropriate to support the writing task

Model texts and your expectations

Use shared and paired writing techniques first, prior to expecting children to write individually

Allow plenty of thinking and planning time

Build in and model reviewing and editing to improve first drafts – the first draft should never be accepted as the best

Support writing in 'chunks' to create a final whole text

Ensure clear differentiated success criteria for are provided, linked to the writing age expected Learning Ladder, even in subjects other than English

## Literacy Marking Policy

### Key Stage 2

#### Wishes

Use wishes to move children on/challenge them/address misconceptions.

The wish can be used without the two stars.

Wish tasks must, wherever possible, require a student response in red pen. Write your wish as a question that needs a response!

Use the wish stamp to ensure children can see the wish.

Children's responses should be in red pen.

Children must be given time to respond to wishes and should sign to say they have read them.

Teacher must acknowledge when the wish has been completed.

To record verbal feedback, either use a stamp or write 'Verbal' and draw a speech bubble around it. Encourage pupils to jot 1 or 2 phrases next to it to indicate what you discuss. Tick it if they applied the suggestions to their work.

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## General

Teachers mark in GREEN PEN in all books.

Tasks not marked with two stars and a wish need to be acknowledged through a stamp, sticker, tick or short comment.

Students mark and respond to wish tasks in RED PEN.

## Presentation

Poor presentation must be addressed through marking.

Long date to be used in all books, except for maths.

Date to be written on right hand side on top line.

L.O to be written.

Underlining to be done with a ruler.

Handwriting pen or pencil to be used. No Biro.

Pencil for all drawing including tables, charts and labels.

## English Marking Code

✓ Good point. Well done.

C Capital letter needed

P Punctuation error (and error/place of missing punctuation circled)

\_\_ This sentence doesn't make sense.

Sp Spelling error.

// NP New paragraph.

^ A word is missing

## English

The orange two stars and a wish writing pro-forma must be used after each significant piece of writing. (Approx. every 2- 3 weeks.)

All other significant marking uses 2 stars and a wish.

Self or peer assessment required at least every 2 weeks using 2 stars and wish stamps or pro-forma.

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### Maths

The orange two stars and a wish maths pro-forma to be used after each topic. (Approx. every 2 weeks.)

All other significant marking uses 2 stars and a wish.

Self or peer assessment required at least every 2 weeks using 2 stars and wish stamps or pro-forma.

Literacy errors must be addressed. (See English Marking Code.)

### Topic, Science and All Other Marking.

The orange two stars and a wish writing pro-forma must be used after each significant piece of writing.

All other significant marking uses 2 stars and a wish.

Literacy errors must be addressed. (See English Marking Code.)

Self or peer assessment required every 2 weeks using 2 stars and wish stamps or pro-forma.