



To inspire every child to recognise their full potential, believe they can make a difference and respect themselves, others and the world in which they live.

Primary Literacy Policy

This policy reflects the values and philosophy of iCAN British International School in relation to the teaching and learning of Literacy. It is based upon the English National Curriculum Programme of Study for Key stages 1 and 2 (2014). It gives a framework from which learning facilitators and learning support assistants work and provides guidance on planning, teaching and assessment. This ensures continuity and progression in the teaching of Literacy.

The Importance of Literacy

Literacy is an essential aspect of daily life. It allows children to express their opinions, contribute their ideas and have a voice in the wider world. Being able to read with fluency and accuracy, provides them with the opportunity to access a wealth of knowledge that otherwise would be unattainable to them. Literacy gives children the tools that they need to discover new possibilities and helps to challenge their existing perceptions of the world. It celebrates individuality and creativity whilst teaching valuable life skills that will be used for the duration of their lives. Through our classroom environment and our practice we aim to promote an enjoyment of reading and a love of books in our learners.

Aims of the policy

At iCAN it is our aim that all learners will:

- Approach literacy with a growth mindset attitude.
- Take a sense of pride and enjoyment in their own writing.
- Be able to communicate their ideas in an efficient and appropriate way.
- Develop a confident and positive approach to reading, writing and speaking.

Curriculum

At iCAN, Learning Facilitators create meaningful links with the whole curriculum. Literacy is related to IPC units when appropriate; this allows the learners to make links and deepen their understanding by practising their skills in different contexts. From MP1-MP3, The English National Curriculum is used as a foundation curriculum in which the main learning goals are derived. Other curriculum influences have been recently incorporated within this document to allow balance and further enrich learning.

Reading

All reading books at iCAN have been colour banded. The learners are able to choose any of the books in their appropriate colour level, but are encouraged to read a range of genres within or below their level. Once learners have passed a PM test, they will move up to the next colour band. Twice per week learners will participate in guided reading sessions. During these sessions, learners should be reading one colour band above their individual level. This allows them to have greater exposure to more challenging texts whilst being scaffolded by an adult. [See PM testing guidelines: PM testing and guided reading document.](#)

Grammar

Grammar is an essential part of the literacy curriculum due to the school's high proportion of EAL learners. Grammar should be integrated into literacy planning on a weekly basis using the age appropriate grammar learning goals. These can be found in within the [iCAN literacy curriculum](#), under the section Grammar and Punctuation.

Phonics/Spelling

iCAN follows the Letters and Sounds phonics programme. Learners begin Phase 1 in iCAN Play and move through the stages throughout their time in EY and MP1. These sessions are differentiated across the mileposts. In MP1 phonics is taught four times per week for 30 minutes. All learners work through the Letters and Sounds programme until the end of Phase 6.

In MP2/3 learners may continue their phonics if it is deemed necessary by the LF and LST. Some learners may have not finished phase 6, but are more than capable of participating in their classes regular spelling sessions. [See phonics and spelling guidelines](#)

Big Write and Big Talk

iCAN has adopted the Big Write approach to promote the process of writing across a range of genres. It is an effective way to assess children's writing and provides formative feedback to the learners. These pieces can then be used for moderation purposes and are used to ensure that learning facilitators are marking effectively. After formative feedback has been given, the learners should use this piece of writing to select their next steps. When appropriate, a re-draft should be completed to allow learners to continue practising and improving their skills by focusing on their chosen next steps. EYFS use Big Talk in class to help children develop their vocabulary and encourage them to form basic sentence structures. [See Big Write guidelines](#)

Handwriting

At iCAN, learners are taught how to write in an efficient, neat and legible style. As they progress through the mileposts, they will begin to join their letters with increasing consistency to improve their overall efficiency. They will learn the basic formation for each letter in Reception. Towards the end of Year One, they will gradually apply joins as they become more confident with their formation. During MP3, children will begin using a pen for their writing in preparation for Middle Years. They are expected to demonstrate a consistent, legible handwriting style across all subjects. [See iCAN Handwriting document](#)

Planning

Literacy lessons are planned collaboratively across each year group to promote consistency and allow learning facilitators to share good practice with one another. Each lesson should be planned using learning goals from the iCAN Literacy Curriculum. [See iCAN Literacy Curriculum 2018](#)

Long and Medium Term Planning

The long term planning provides an overview of the different genres covered over the course of the school year for an individual year group. It also includes the links to IPC units and gives details of the recommended texts that should be covered in a particular year group.

Lesson planning should include

Learning facilitators must have weekly planning meetings with their year group partner to discuss and plan for meeting the learning goals. LFs should have thought about, discussed, and planned for:

- A balance of knowledge, skills and understanding learning goals to be covered at the appropriate points through the week
- Specific differentiated activities (and pathways) to promote independent success and progress for all learners
- A range of possible questions to ask learners to probe understanding
- Opportunities to practise skills and demonstrate understanding through application in different contexts
- Opportunities to formatively assess and provide feedback (including planning next step questions)
- Opportunities for cooperative learning

Plans for the week should be completed on a weekly or daily planning formats as appropriate for the partner learning facilitators. The above planning expectations should be explicit in the planning document or any accompanying slides/flipchart, not necessarily both. However, each lesson taught should clearly display the KSU graphics.

Marking

Books should be marked regularly so that learners have an opportunity to read and respond to comments from their learning facilitator. After every Big Write session, coloured highlighters should be used to mark literacy work. This allows the children to better understand their next steps within their writing. Where possible, immediate verbal feedback should also be given to learners during the lesson so that they can implement these changes straight away.

Green - Indicates a spelling or grammar error, or an improvement that needs to be made.

Pink - Indicates a particular skill has been achieved from the success criteria/ toolkit or that the learner has written something particularly well in their work.

Assessment

Assessment is an integral part of teaching and learning at iCAN. It is the responsibility of the class learning facilitator to continually observe and assess all learners within their class. This process of assessment allows the learning facilitator to identify learning priorities within their class. These observations are subsequently used to inform future lessons and highlight areas of learning that require more coverage or extension. Learners should be encouraged to self assess where they are in their own learning by using the Big Write toolkits. Each learner's progress should be regularly tracked and monitored throughout the year. It is the responsibility of each learning facilitator to update their literacy tracker at the end of every learning block.

Additional Learning Needs

The daily literacy lesson is differentiated for all learners. Learners identified as needing an ILP literacy target will be given additional support in the classroom by the learning support team, in a regular small group setting or 1:1 session. These targets will be set, according to the learner's progress, in discussion with the class learning facilitator and a member of the learning support team. These targets are monitored and reviewed by a member of the learning support team every 6 weeks. We are also aware of the specific needs of learners with English as an Additional Language (EAL). Learners identified as needing additional EAL support will be given support by the learning support team (EAL). They may assist in-class with activities or assessments when possible. Learning facilitators are responsible for challenging more able learners through differentiated activities.

Regular liaison should occur between the learning facilitator and a member of the LST to allow resources to be prepared in good time, prior to a lesson. This process helps to allow adequate time for the LST to pre-teach unfamiliar vocabulary through a variety of strategies.

The Roles and responsibilities of the Literacy coordinator

The aim of the literacy coordinator is to inspire, enthuse and drive the improvement in teaching and learning of literacy throughout the school.

The responsibilities of the Literacy coordinator include:

- Coordinating the sharing of good practice
- Updating knowledge, skills and understanding of teaching literacy
- Maintaining literacy policies and guidelines and keeping the Milepost and Learning Support teams up to date
- Reviewing, organising and ordering all resources
- Actively exploring new ideas and strategies in literacy teaching and learning
- Organise and run Book Week
- Working with leadership to agree an action plan for medium and long term development of the subject area
- Ensuring effective communication MPLs and support staff

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