



Cleves School Learning Together

Handbook
Guide to Best
Practice in Literacy

Literacy Lessons

Literacy lessons take place every day for an hour. They are timetabled in the morning and are taught in class, not in ability sets. Throughout the year children will be taught a range of genres and styles of writing. Each unit of work starts off with a cold task where there is little teaching input to show the class teacher what the children can do. The children will then be taught a unit of work over a certain number of weeks and will then produce a 'hot task' where they incorporate all that they have learn't into their writing. Children are given differentiated success criterias that they need to achieve. Class teachers will then deep mark their work and give the children a target to achieve. They will then spend a lesson editing and uplevelling their work in purple pen to achieve their target. Finished work then is written up into their Special Writing books.

Special Writing books

Special Writing books are a way of the children producing and presenting their best pieces of written work. The children carry them throughout the whole of the time that they are at Cleves. It contains all of the 'Hot tasks' that the children have written in Literacy. Children are able to show whether they have achieved the target that they have been set, or if they are working towards a target.

SPaG lessons

SPaG (spelling, punctuation and grammar) lessons are taught once a week. The children are put into sets for these lessons, these are decided from an assessment that is carried out at the beginning of the Autumn term. The focus of the lessons are on specific grammar that is reflective within the Literacy units that the children are being taught. In the first part of the lesson the children are tested on their spellings from the week, the class teacher will then teach them the grammar input of the lesson and all work is recorded in children's purple SPaG books. SPaG sets are continually monitored throughout the year by the class teachers.

Spelling

Spelling rules are taught in the weekly SPaG lessons. The spellings have been created by the Literacy teachers and Literacy specialist. They loosely follow the 'Read, Write Inc.' spellings format as well as including year groups common exception words.

The spellings are split into different colours and chn are told what colour they will need to learn based on what SPaG set that are placed into.

The main colours for spellings are: red, green and blue. Chn are given a sheet with the spellings on and on the other side of the sheet is where they practise the spellings. The spellings are also put onto the Cleves Hub each week by the teachers.

Green Vocabulary Book - how to use

Children are encouraged to write their misspelt words into their green vocabulary books after hot tasks during EMW. They use the books during independent writing to check their spellings. The vocabulary books follow the children through the school into each year group.

During guided reading sessions, they practice their year group common exception words, completing different activities such as funny sentences, writing paragraphs including all of the spellings etc.

Guided Reading

Guided Reading sessions are a daily and integral part of the curriculum. During Guided Reading sessions, teachers sit and discuss specific reading focus e.g retrieval of information, or inference and these focus' are also based on the classroom monitor objectives. (there are specific questions for each focus already ready to use). These sessions last 20-25 minutes and are conducted with a group of approximately 5/6 children. At the beginning of the Autumn Term, teachers use the assessment data to put together guided reading groups and these are continually monitored throughout the year.

The reading materials are from 'Bug Club' and are level dependent. Whilst these sessions are taking place, the rest of the class, in their reading groups, are assigned to a variety of tasks. These include: reading comprehensions, follow up tasks from group reading with the class teacher, spelling tasks, typing or independent reading.

Reading Lists

Recommended Reading Lists were compiled by year group teachers and the Literacy leaders. These books are to be read at school, during independent reading and at home. Each year group's book list is divided into three sections: Red - Working below standard, Green - Working at standard, Blue - working above standard. There are at least three copies of each book in the library (sectioned Recommended Reading Lists), and non-fiction recommended books have just been added! Children are able to take out the book from the library for up to two weeks (however they do need to bring it in to be rescanned each week). There are a variety of Fiction and Non-Fiction books that the children can read. The lists have also been added to all of the Reading Records in each year group. At the end of every half term, each year group is set an activity for homework, based on the book they read.

Activities include:

- Diary from one character to another
- Book Review
- Character Profile
- Storyboard /Comic Strip
- Create a newspaper article
- Create a suitable cover and write a suitable blurb for the back of the book

- Illustrate a scene from the book
- Newspaper report of incident
- Poster advertising book

These activities are then filed into a class folder which is kept in the class, where the children can have a look at them and read each other's work.

Weekly reading

Weekly reading takes place in school during Guided Reading sessions and within the classroom. The Cleves expectations are that children should be reading to an adult once a week and recording three times that they have read at home in their reading records. The Reading Record should be signed and dated - this is checked each week by the class teacher in the classes library session. Questions for parents to use during reading sessions with their child at home are available on the school website.

Library Session

Once a week, each class has an allocated time to go to the library and children can take out one non-fiction and a fiction book each week. Each class has specific 'librarians' who help scan books in and out. All school reading books have been scanned into 'Junior Librarian'.

During library time, teachers read with a guided reading group, or specifically targeted children. Children are able to listen to stories on the iMac or an silently read in the session.

Library Skills Scheme

Once every half term, the children are taught a lesson based upon Library skills. Activities involved can range from learning how to use a library correctly, to note taking and categorising books correctly. The class teacher will organise the activities and monitor the children during the sessions.