

St. John's RC Primary School

Literacy Policy

Introduction

Literacy is a fundamental life skill; it develops the children's ability to communicate effectively - to listen, speak, read and write for a wide range of purposes.

Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts.

Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding across a range of different situations.

St John's RC Primary School works to ensure that all children develop the ability to communicate effectively and that any barriers to learning are swiftly identified and steps taken to remove them.

Aims

1. To enable children to use and understand language as speakers, readers and writers
2. To encourage children to be competent, confident and independent in the use of language.
3. To provide the opportunity to monitor and assess the language development of each child.
4. To develop children's awareness of different audiences and purposes for speaking and writing.
5. To enable children to use the English language in all areas of the curriculum.
6. To encourage a whole school approach to language.
7. To identify as soon as possible any children having special educational needs so that barriers to learning can be overcome.

Planning , teaching and learning

The curriculum is delivered by class teachers. In all classes children are taught in ability groups and learning is differentiated in order to give appropriate levels of work to each ability group. Where appropriate these groups/individual children are supported by Teaching Assistants. Collaborative learning styles and mixed ability activities are also used. Each class has a working wall and is used as a key part of teaching a genre of writing.

SPEAKING AND LISTENING

Aim

• To develop as fully as possible each child's competence, confidence and enjoyment in speaking and listening. Speaking and listening activities are embedded throughout the curriculum. Throughout the school day children are involved in: -

- Listening to talk
- Asking and answering questions
- Play where fictional roles are explored
- Small group story reading
- Small group oracy support activities
- Using spoken language to get things done
- Adjusting what they say depending on others' response
- Use in other areas of the curriculum

The children also take part in assemblies, Christmas and Easter productions, which provide opportunities for public speaking.

In order to achieve our aims we must: -

- Provide a stimulating environment, which arouses children's interest and curiosity.
- Provide good role models
- Listen carefully and with respect and interest to what the children say
- Extend their range by encouragement, explanation and interpretation
- Give all children equal opportunities to develop their oracy.

READING

Key Stage 1

Aim

- To develop each child's ability to read, understand and respond to all types of writing.

The children are encouraged to acquire a love of books and to develop a respect for them. We aim to use books to stimulate the child's imagination. Children are introduced to the conventions of books, left to right, regarding the illustrations as an integral to the story, turning the pages singly etc. Children build a sight vocabulary from the structured scheme whilst concurrently following the Letters and Sounds programme. The sight vocabulary is extended so that as they encounter the scheme book, most words are already known and they experience success and pleasure.

ICT is used to support reading – Online books and phonic resource programmes.

Each child takes home a scheme book with a reading record. The children share their books with an appropriate adult in school at least once a week. The adult asks questions relevant to the interest of the child and encourages predictions. The children are encouraged to decode unknown words using appropriate strategies. Guided reading takes place weekly. Children are grouped according to ability; each group has at least one guided session per week with either the teacher or teaching assistant.

A 'Class Reader' is also used to encourage children's enjoyment of literature. This is read regularly.

Reading Comprehension and inference activities are planned for weekly within the Literacy lesson and/or Guided Reading sessions. The Letters and Sounds phonics programme is introduced in EYFS and continued throughout the Foundation Stage and Key Stage 1 and into Key Stage 2 as necessary. It focuses on phoneme / grapheme recognition and the strategies of blending to read and segmenting to spell. Children in KS1 receive 5 sessions of 30 minutes of focussed teaching, learning and assessment.

Regular assessment ensures children who are not working at an appropriate level access intervention groups for regular pre and post teaching of the required phase.

The new Library is open to each class. It is inviting and focused on enthusing children to develop their love of reading. Children may borrow books to take home and spend timetabled 'reading time' during guided reading sessions, as per the carousel.

Key Stage 2

Aim

- For the children to be able to read for pleasure, information and with comprehension.

The graded reading scheme is continued at lower Key Stage 2. A full range of reading genres are offered. Children take home a scheme book weekly and are heard read in school at least once a week. Guided reading continues with more emphasis and frequency.

The 'Class Reader' is also continued into Key Stage 2.

Reading comprehension continues to be taught weekly as part of the carousel, and may cover a wide range of activities including answering questions related to the text, picture, comprehensions and rewriting text from a different viewpoint. Children are encouraged to read books from the new class libraries. Both oral and written book reviews are undertaken to encourage a desire to widen their reading experience.

As the children progress, they are encouraged to widen their use of books for reading for information, developing specific skills:

- Looking up and locating information
- Skimming
- Scanning
- Making notes

ICT is also used to support reading and comprehension through a range of interactive texts .

Reading for comprehension involves work based on the ability to recognise and recall:-

1. Literal –
 - Facts
 - Main ideas
 - Sequence of events
 - Comparisons and contrasts
 - Character statements and reasons
2. Organisational –
 - Analyse, synthesise and organise ideas and information explicitly stated in the text.
 - Explain why a writer has chosen to organise a text in a particular way.
3. Inferential –
 - Ability to use ideas and information stated in the text with own intuition and personal experience as a basis for conjecture and hypothesis. It demands thinking and imagination that go beyond the printed page.
4. Evaluate –

- Make an evaluative judgement. Explain why a writer has chosen to use a specific word or phrase and the impact the word or phrase has on the reader.

5. Appreciative –

- Be emotionally and aesthetically sensitive to the text. To relate the text to its social, cultural and historical traditions.

To achieve our aim at both Key Stages we need to:-

- Expose the children to a stimulating range of books and texts, fiction / non-fiction / poetry / play scripts in order to develop a passion for reading.
- Provide a range of reading experiences, individual reading / shared reading /guided reading / class reading / class stories and poetry / use of school and class libraries.
- Involve parents as much as possible through home readers.
- Ensure reading is structured and enjoyable.
- Use record keeping and assessment to monitor progress which is monitored as part of the monitoring cycle.
- Provide support for children with Special Educational Needs as appropriate
- Provide stimulating texts which are age related with appropriate graduated vocabulary and also ensure that class libraries and the main library are stocked with recent, up to date titles.
- Encourage independence through the development of a variety of skills.
- Use reading events/days and competitions to raise the profile of reading.
- Ensure that corridor displays focus on reading.
- Ensure that children are exposed to a wide range of authors.

WRITING

Aims

- To develop the child's growing ability to construct and convey meaning in written language.
- To teach the children the skills of handwriting, producing clear, consistent, well-formed handwriting.

Key Stage 1

Writing will sometimes be factual, sometimes imaginative and sometimes based on own experiences.

Writing will be cross curricular and used to write recounts and reports of investigations and trips or visitors to school. Children's work is discussed and used to draw attention to purpose, style, presentation, grammar, punctuation and spelling.

Key Stage 2

The children extend their experiences in writing to write in various ways for different purposes and audiences.

Fiction:

- Stories
- Diaries
- Play scripts
- Letters

Non-fiction :

- Reports
- Recounts
- Explanations
- Instructions / Lists
- Arguments / Persuasive
- Letters

Having experienced these different types of writing we hope that children will:-

1. Derive an interest and pleasure from writing
2. Express their feelings in writing.
3. Show logical thought in planning and editing.
4. Be able to direct and instruct through writing.
5. Write for a clear purpose.
6. Write for a variety of audiences.
7. Transmit information.
8. Write coherently.
9. Write imaginatively.

To achieve this we need to:-

- Provide a variety of stimuli including Real Writing .
- Provide a range of examples of different types of writing.
- Give feedback, support and encouragement.
- Provide a variety of materials.
- Ensure that necessary skills are in place.
- Use record keeping and assessment to monitor progress and set targets.
- Encourage independence and confidence through the development of skills and experiences.
- Display children's written work around school

Handwriting

Aim

- To produce clear, well formed, legible writing that is consistent and neat in appearance.

Teachers have high expectations in the presentation of work in all areas of the curriculum. A teacher should demonstrate the correct letter formation and the children should practise it. The teacher should monitor the formation of the letters. As children master joining and correct formation, the focus should be on writing neatly, consistently and at a reasonable speed. In Key Stage One handwriting should be linked to phonics and curriculum words wherever possible. Children should begin to join in Year 2 and should join consistently from Year 3 onwards. Pens should be given when a consistent style is achieved and their licence is awarded. This should be used consistently in all curriculum areas except Numeracy. Once children master joined handwriting, they should use it in every piece of work.

Spelling

Initially children are encouraged to write individual letters and attempt spelling phonetically. From Year 1 more formal spelling begins with the common exception words.

Children are encouraged to look for patterns in words and for word families.

The children are given spellings to learn from Year 1.

The use of dictionaries is taught and encouraged and has been built into the redrafted literacy units of work. The children learn to self-correct when re-drafting their writing. Spellings will be given for homework weekly and tested in class regularly.

Literacy lessons; these may cover the spellings given for homework, key words, topic or science vocabulary or common errors made by children.

RECORDING AND ASSESSMENT

Continuous assessments of reading and writing progress are made throughout the year using the milestones grids and the learning walls in books. Summative Assessment is carried out at the end of each half term and Key Stage through the use of SATs and Teacher Assessment. All children have their targets for writing. These are in the Literacy book and are assessed regularly.

Special Educational Needs

Where barriers to learning are identified, the class teacher will work closely with the SENCO and the Literacy Co-ordinator, to ensure that difficulties are swiftly addressed as quickly as possible and a programme of learning is put into place to remove the barriers. If appropriate to their needs, the targeted children may access intervention groups including phonics, oracy work, handwriting and grammar work.

Inclusion and Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

The Role of ICT

ICT is used to support our teaching and to motivate children's learning. The interactive whiteboards are used for writing information and for sharing texts, pictures, other children work and video clips. The wide variety of programmes we have available are also used to extend and reinforce children learning. The use of video and digital cameras is also becoming very much part of our curriculum.

Home / school links

St John's RC Primary School values the relationship with parents in supporting their children's Literacy skills. Parents are involved in their children's learning by:

- Providing regular parent's evenings which give them verbal information on their child's progress and their targets for the future.
- Sending reading books and home/school record books to monitor progress at home and school.
- Providing meetings when appropriate to inform parents on how we teach reading/writing/phonics and how they can help.

Roles and Responsibilities of the Subject Leader

The Subject Leader and Headteacher should be responsible for improving the standards of teaching and learning in Literacy through:

- Monitoring and evaluating Literacy
 - o Regular lesson observations are made on all class teachers to ensure they are carrying out the aims of the Literacy curriculum.

o A regular work scrutiny of children's books/work, planning and marking is carried out.

- Pupil progress meetings
- Provision of Literacy (including Intervention and Support programmes)
- The quality of the Learning Environment;
- Analysing data and tracking pupil progress and attainment
- Supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent Literacy developments
- Informing governors of Literacy issues and providing a literacy update termly.
- This policy will be reviewed every year or in the light of changes to legal requirements.

Management Information

Communication with staff is made through staff inset days, SLT meetings, weekly staff meetings and individual meetings with staff. Staff will report back on courses to whole staff, phases or individuals, as appropriate. Resources are located either in classroom or in communal areas. Resources are updated yearly after the Literacy coordinator and all the staff carry out a full audit.

Headteacher – M. Unsworth _____

Literacy Subject Leader – L.Campbell _____

November 2015

Review date – November 2016