

WALDRINGFIELD
PRIMARY SCHOOL



Literacy Policy

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Aims and objectives

Literacy and communication are key life skills; through the English curriculum we will help children develop the skills and knowledge that will enable them to communicate effectively and confidently with the world at large, through spoken and written language, and to make sense of the world around them. We will foster an enthusiasm for, and love of, literature in all of its forms.

Pupils will:

- Participate in a conversations, listening to others, responding appropriately and taking turns to speak.
- Develop the confidence and ability to speak appropriately in a range of contexts.
- Be able to sustain concentration when listening.
- Know, understand and be able to write in a range of genres, structuring texts appropriately.
- Use grammar and punctuation accurately.
- Have an interest in words and their meanings and a growing vocabulary.
- Plan, draft, revise and edit their own writing.
- Spell accurately, using their phonic knowledge (and, later, knowledge of spelling patterns) to spell regular words (with common exception words taught in a pedagogically appropriate manner).
- Develop a broad range of strategies for reading (phonic, graphic, syntactic and contextual) and be encouraged to self-correct.
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing.
- Express opinions, articulate feelings and formulate responses to a range of texts.
- Develop an effective and fluent handwriting style.

Time Allocation

Within Key Stage 1 and Key Stage 2, children are taught English for a minimum of 5 hours per week. Meaningful links are made with other subjects, so that children are given opportunities to develop their speaking and listening, reading and writing across the curriculum. Within the Foundation Stage, the development of communication and language skills are given priority and this is in evidence across the curriculum. Reading and writing are taught daily.

Speaking and Listening

Pupils are given opportunities to speak in pairs, small groups, to a larger group at assemblies and are encouraged to speak in front of their peers. They share their news, feedback information from reading and research, and give opinions in circle time and across the curriculum.

Through the same range of activities, children are encouraged to listen to others, respect turn taking within conversations and ask appropriate questions.

Role play and drama activities may be used in literacy to encourage imagination and plot development. Pupils will be encouraged to use a range of dramatic forms to express feelings and ideas both verbally and non-verbally. Pupils will be encouraged to appreciate drama, both as participants and observers.

Pupils will be involved in presentations and performances throughout the year.

Reading

Foundation Stage children are taught to recognise graphemes, and to say the sound they make (with emphasis on correct pronunciation, in order to aid later blending). Children are taught to blend orally, when reading, and to segment for spelling. As a result, children quickly see themselves as confident and competent readers, with the ability to access a growing range of texts. Foundation Stage children are in a print-rich environment with, for example, take-away menus and newspapers in the class environment.

Parents are supported in a number of ways: they are invited to phonic and reading workshops and there is information to help them in their child's reading diary. Parents are encouraged to hear their children read daily and the importance of this, beyond the point at which children can read mechanically, is stressed.

At Key Stage 1 and Key Stage 2, children are heard to read both individually and within a guided reading group. Children are taught a range of strategies with which to tackle unknown words including phonic, graphic, syntactic and contextual. Children are encouraged to locate information in a text and to interpret it at a deeper level through discussion.

Writing

Within the Foundation Stage, there is recognition of the physical skills which need to be in place in order for children to write and much is done to develop gross and fine motor skills. It is an area of expertise, with the Literacy co-ordinator having undertaken research with colleagues and developed training across the pyramid.

It is recognised that children need to 'play write' initially and the classroom/outdoor area provides lots of opportunities for emergent writing to happen and to be celebrated. We are also keenly aware of the links to communication and language (if one cannot say it, one cannot write it) and to phonics. At the end of the Foundation Stage, the expectation is that children will be able to construct and write at least one sentence, and in a range of situations, which can be read by themselves and others.

Within Key Stage 1 and 2, children develop an understanding of a range of genres, through modelled, shared and guided writing. They are taught to include different sentence types in their writing (based on Alan Peat's work). These are on display across the school and each sentence is given the same name to ensure continuity. Pupils practise writing through independent tasks. Success criteria are carefully written to ensure that pupils are supported to include features of different genres of writing.

Writing is celebrated each week in assembly, when a child from each class is named Writer in Residence. Their work is displayed on a board in the hall.

Spelling

In the Foundation Stage, children begin by segmenting cvc words orally, and then by sounding out and writing such words when they are ready. Phonically irregular words, such as 'she' are taught as whole words. Spellings are taught through a phonic approach until children are ready to look at spelling patterns. Spellings are taught through direct teaching and investigative work. Misspelled words occurring in written work are sometimes addressed through marking although the focus of marking is always to address the success criteria for the lesson.

All pupils are encouraged to:

- Develop dictionary skills to support their spelling and use a variety of other resources, such as word banks and displays
- Attempt words for themselves
- Spell common exception words correctly

Handwriting and Presentation

Please refer to the separate policy document.

Teaching and Learning

The National Curriculum for England: English Programmes of Study (2014) forms the basis of teaching and learning. It is used in conjunction with half termly plans provided by Cornerstones. Lessons include spelling and phonics, shared, modelled and guided reading, shared, modelled, guided and independent writing and handwriting. Pupils select from a range of chilli challenges; they are adept at selecting the correct challenge for themselves because they have a good awareness of the next steps they need to take with their writing.

Assessment, Recording and Reporting

Marking is in line with the school's policy. Children have writing targets in the front of their books and regular reference is made to these. With each piece of work, pupils are assessed against success criteria which have been shared with them.

Pupils are assessed regularly through teacher assessment and the Progress in Reading Assessment (PiRA) test. Progress is recorded on Pupil Asset (and on Tapestry for Reception), and professional dialogues take place so that children who are not making sufficient progress can be supported. Pupils are assessed with KPI (Key Performance Indicators) for Reading and Writing. We no longer use the old National Curriculum levels. Children are expected to **embed** or **master** the literacy skills necessary for their year group in these areas.

Parents are invited to parent's evenings/target setting meetings twice a year.

The class teacher will keep individual records. These include any information that enables the teacher to deliver an effective, relevant curriculum which builds on prior attainment and meets the needs of pupils including phonic knowledge and the reading/spelling of common exception words.

Inclusion

All children receive quality literacy teaching on a daily basis and activities are differentiated accordingly. Where identified pupils are considered to require targeted support, to enable them to work to age appropriate objectives, a variety of interventions are available. These include the use of IEPs, LSA support and support programmes.

Equal Opportunities

It will be ensured that equal opportunities in English are addressed as follows:

- Pupils with special needs have equal access to the English curriculum through the use of differentiated learning strategies and tasks. These are based on individual needs.
- Specific teaching strategies are used to maximize access to the curriculum for all pupils.
- Respect for cultural and linguistic diversity is promoted through the use of resources on multi-cultural, traditional and contemporary themes.
- An awareness of other dialects and standard English encouraged through a range of texts.
- Gender equality is promoted by ensuring that both boys and girls have access to all aspects of the English curriculum.
- Opportunities to address issues of gender, race etc, are provided through discussion, texts and resources.

Parental/Community Involvement

We value parent involvement in children's development of literacy and promote a home school partnership in the following ways:

- Sharing information – newsletters, parents' leaflets, reading diaries, topic/homework newsletters.
- Homework – in line with our homework policy and home/school agreement.
- We ask parents to encourage and monitor home reading and discuss books and preferences with their children.
- Parents and CRB checked community volunteers are welcomed into the school to support children in literacy.
- The school host information evenings and workshops to support working in partnership.
- Parents are welcomed to special events, such as 'Everybody Writes'.
- We work alongside organisations such as Felixstowe Library
- We participate in celebrations, such as Woodbridge School's Poetry Festival

Professional Development

Training needs are identified as a result of whole school monitoring and evaluation, performance management and needs of children. These will be reflected in the School Development Plan which includes the Literacy Action Plan.

The literacy co-ordinator will arrange for relevant advice and information, such as feedback from courses and newsletters, to be disseminated. Where necessary the literacy co-ordinator organises or leads school based training.

Additional adults who are involved with intervention programmes will receive appropriate training, which may be part of LA central or school based training.

Resources

Each class has easy access to basic resources for literacy such as dictionaries, thesauri and reading scheme books.

The school library contains a range of fiction and non-fiction books. All classrooms contain a range of books for children to access and a love of books and reading is encouraged.

Sets of guided reading books are stored centrally and are overseen by a teaching assistant.

Enrichment events may be organised including visiting storytellers, authors, poets, visiting drama specialists and theatre groups.

Children take responsibility in groups for maintaining library, reviewing books, producing newspapers and school articles, and communicating to members of the community including invitations and letters of thanks.

Monitoring and Evaluation

Literacy is monitored by the head teacher, Literacy co-ordinator and Literacy Governor.

Having identified priorities, the literacy co-ordinator constructs an action plan which forms part of the School Development Plan. This will form the basis for monitoring and will identify how this is to be implemented across the school.