

# **Church Preen Primary School**



## **Literacy Policy**

## **Introduction**

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. They also begin to develop critical faculties when viewing film and theatre productions at Church Preen.

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

## **Aims**

- To enable children to speak clearly and audibly, and to take account of their listeners;
- To encourage children to listen with concentration, in order to identify the main points of what they have heard;
- To show children how to adapt their speech to a wide range of circumstances and demands;
- To teach children effective communication, both verbal and non-verbal, through a variety of drama and film activities
- To supply resources and occasions for reading to enable pupils to read fluently, expressively and with good understanding, different kinds of material including fiction, non-fiction and poetry, using methods appropriate to the material and the purpose for which they are reading.
- To encourage pupils to have confidence in their capability as readers, to find pleasure in, and be voluntary users of, reading for information, interest and entertainment. To gain experience and insight through poetry and fiction.
- To enable pupils to see that reading is necessary for their personal lives, their learning throughout the curriculum and for the requirements of living and working in society.
- To provide opportunity for pupils to write for a range of purposes and audiences, organising their writing appropriately. To ensure pupils use spelling, punctuation and syntax accurately and neatly with confidence.
- To use ICT when appropriate to enrich, aid, enhance and improve their writing skills.
- To realise the necessity for a structured approach in the teaching of grammatical rules and parts of speech.
- To foster the enjoyment of writing, and a recognition of its value;
- To encourage accurate and meaningful writing, be it narrative or non-fiction;
- To improve the planning, drafting and editing of their written work.
- Through our whole approach to literacy seek to encourage in our pupils a love of their native language.

## **National Curriculum**

At Church Preen Primary School we use a variety of teaching and learning styles in our Literacy lessons, as recommended by the National Literacy Framework. Our principal aim is to develop children's knowledge, skills, and understanding. We do this through a daily lesson in which children experience a whole-class reading or writing activity, a whole-class focused word or sentence activity, a guided group or independent activity, and a whole-class session to review progress and learning. Whilst there is a high proportion of whole-class and group teaching, the independent activity gives an opportunity to talk and collaborate, and so embed and enhance their learning. They have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and classroom displays.

Phonics and spelling are taught as part of a coherent programme to ensure that all children are able to write and read fluently. During KS1 children have access to a broad range of reading scheme books, including the Oxford Reading Tree and Soundstart; this ensures that they are able to choose books to suit their reading styles and preferences.

## **Record Keeping and Assessment**

- Recording and assessment is ongoing.
- Evidence of work and progress can be seen in the children's books.
- Careful, dated, continuous records are kept of reading material covered, skills achieved and difficulties encountered.
- Assessment is formative, summative and diagnostic enabling teachers to ensure there is an understanding of objectives and plan further reinforcement or progression.
- Reception children are assessed weekly through a programme of initial sounds and keywords
- Formal testing is given at the end of each Key Stage through National S.A.T.s
- Optional S.A.T.s are taken at the end of each school year in Key Stage 2.
- Foundation Stage assessments are carried out in Class 1 for the Reception children.
- At the end of each school year assessment is made of each child's level in reading and writing, targets are then set for the following year.
- In Key Stage 2 evidence of work carried out on the computer is stored on the server.

## **Monitoring**

Monitoring of the standards of children's work and the quality of teaching and learning in Literacy is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for Literacy in the school. The subject leader gives the head teacher and governors a report evaluating the strengths and weaknesses in the subject, and indicating areas for further improvement as part of the rolling programme of subject review. Actions needed as a result of the monitoring are built in to the School Development Plan. The

leader has specially-allocated regular management time (some of which is incorporated into their bi-weekly PPA time) in which to review samples of the children's work and to undertake lesson observations of Literacy teaching across the school.

Literacy is a core subject in the National Curriculum. We use the National Literacy Renewed Framework as the basis for implementing the statutory requirements of the programme of study for Literacy. We carry out the curriculum planning in Literacy in three phases (long-term, medium-term and short-term). The National Literacy Framework for Teaching details what we teach in the long-term. Our medium-term plans, which we also base on the Framework, give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. Class teachers complete a weekly (short-term) plan for the teaching of Literacy. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps these individual plans. We teach Literacy in the Foundation Stage as an integral part of the schools work. We relate the Literacy aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

### **Literacy and ICT**

As the use of ICT is increasing in all areas of the curriculum and the wider world, it is important that this is recognised within Literacy. The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of Literacy at word, sentence and text level. It also offers ways of impacting on learning which are not possible with conventional methods, for example interactive and non-linear stories. ICT is used at whole-class, group and independent level. The screen projection of text enables it to be read and shared. The projection of a word processor permits the writing process to be modelled effectively. A wide variety of text types are available through the Internet or CD-ROMs to encourage the framing of explicit questions. Groups can work at a computer and input text via standard or overlay keyboard. Word banks or word grid software speed up recording. Software is used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers). A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website). Using digital cameras, software such as publishing packages and other equipment pupils can make their own newspapers, magazines and films which can have text attached to them.

### **Equal Opportunities**

All children must have access to the Literacy curriculum at the appropriate level and with the appropriate materials and teaching input to match their ability and needs.[See Equal Opportunities Policy] In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in others we ask children to work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support some children, and to enable work to be matched to the needs of individuals. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination; Gifted and Talented. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors including classroom organisation, teaching materials, teaching style and differentiation so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs. Please refer to the school Equality Policies for further details.

### **Resources**

Resources are ordered by the Literacy Co-ordinator after consultation with staff. Text books are based with the appropriate year group. Reading books are colour-coded by level and are centrally placed for easy access by all children. Big books are stored in the appropriate classrooms. Each class has its own supply of dictionaries and thesauruses.

### **Health and Safety**

These issues are covered in the health and safety policy.

### **School Development Plan**

This policy has been completed in line with the School Development Plan and the ongoing review of curriculum provision and policy.