

## Literacy Policy

### Rationale

This policy reflects the school's values, philosophy and mission statement in relation to the teaching and learning of the English curriculum. It sets out a framework within which teaching and non-teaching staff can operate and it gives guidance on planning, teaching and assessment.

### The Objectives

These objectives are derived from the aims and should inform planning, teaching and assessment:

#### **To develop effective Spoken Language pupils should be taught to:**

- Formulate, clarify and express their ideas using Standard English.
- Express themselves in a variety of situations using language which is appropriate to their needs and the intended audience.
- Give well-structured descriptions, and explanations for different purposes.
- Ask relevant questions to extend their understanding.
- Listen, understand and respond appropriately to others.
- Consider different viewpoints, building on contributions from others.
- Increase their vocabulary and use richer language when exploring a wide range of topics.
- Have a wide knowledge of language as whole.

#### **To develop as effective readers, pupils should be taught to:**

- Develop speedy working out of pronunciation (decoding)
- Use phonic strategies, linking spoken word to words on a page.
- Extend and develop as readers throughout their time in school.
- Develop and find their own love of reading.

- Read a variety of texts for purpose and pleasure, accurately, fluently and with understanding.
- Develop a range of reading skills and strategies to enable them to become independent readers.
- Understand and respond to a wide range of books and media texts on paper and on screen.
- Understand the variety of written language, and the differences between fiction and non-fiction.
- Improve their abilities to read, analyse and evaluate a wide range of texts, including literature from other cultures and traditions.
- Develop higher order reading skills, enabling the use of inference and deduction.
- Have high-quality discussions about a range of texts.

**To develop as effective writers, pupils should be taught to:**

- Express themselves clearly and precisely for enjoyment.
- Use knowledge acquired through reading to write in different styles and genres.
  - Write for an increasing range of purposes, matching their language and style to the needs of the appropriate audience.
- Understand the appropriate use and purpose of an increasing range of written forms on paper and on screen.
- Develop ideas and communicate meaning to a reader, using a wide-ranging broad vocabulary and effective style.
- Experiment and expand on their own writing style.
- Plan, revise and evaluate their writing effectively.
- Have awareness between transcription and composition skills to create a completed piece.

**Effective use of Spelling, Vocabulary, Grammar and Punctuation should be taught by:**

- Creating opportunities in reading and writing to explore vocabulary and correct spoken language.
- Making sure children are controlling their speaking and writing consciously and using Standard English.
- Knowing the correct grammatical terms and use them in context.

**The Approaches**

**Approaches to Spoken Language**

Children are encouraged to develop effective communication skills in readiness for later life.

- Pupils will be taught to understand the importance of spoken language skills across the curriculum.
- Activities taught will encourage pupils to speak clearly, confidently, fluently and appropriately for a variety of different purposes.
- Strategies such as talk partners, role play, conscience alley, debate and argument and hot seating will be used to help develop spoken language skills.
- Pupils will be involved in whole class, group and paired discussions and debates to develop their spoken language and listening skills.

### **Approaches to Reading**

The opportunities, organisation and provision in EYFS to Year 6 include:

- Pupils will be taught the skills needed to become confident and independent readers. Teachers will use the new national curriculum objectives to teach during reading and comprehension lessons.
- Shared reading
- Guided reading, taught daily or done within literacy lessons.
- Reading for pleasure
- Independent reading
- Paired reading; within class and across the year groups.
- RWI based phonics is taught daily in EYFS, Year 1 and Year 2 for 20minutes. Towards the spring term in Year 2 it is taught 3 times a week.
- Links with parents - including flashcards, home-school reading books, reading record books.
- Children taking books from the school library.
- Termly reading assessments

### **Approaches to Writing**

The opportunities, organisation and provision for EYFS to Year 6 include:

- KS1 spelling patterns are taught through the daily phonics sessions and assessed weekly in a phonics check.
- Spelling sessions to take place for twice a week in KS2 teaching spelling patterns from their year groups objectives.
- Daily Spelling, punctuation and grammar (SPAG) is taught in Year 2, 3, 4, 5 and 6, for 15 minutes.
- Emergent writing/mark making is encouraged and opportunities are planned for in EYFS and Year 1.

- Whole class and small groups shared writing in a range of genres.
- Supported writing opportunities planned.
- Modelled and guided writing in all year groups.
- Independent and extended writing opportunities
- Handwriting (For more information please see the Handwriting Policy).
- VCOP displays in each class.

### **Literacy in the EYFS**

By the end of the EYFS pupils are required to reach the early learning goal in Literacy (Reading and Writing). In order to achieve this we teach phonics daily, we incorporate reading and writing activities into child initiated learning through continuous provision. We have directed Literacy sessions and all children take part in adult led guided reading activities. Formative assessment informs the next steps for the children at all times.

### **Breadth and Balance**

Teachers will have a clear idea of the knowledge and skills to be taught in the four areas of speaking, listening, reading and writing, which incorporate composition, handwriting, spelling, punctuation and grammar. Year groups will have a yearly overview of objectives which need to be covered, incorporating fiction and nonfiction genres based around the scheme 'The Power of Reading'. Teachers will use this to decide how to teach these and choose texts from the scheme, to enhance learning, purpose and enthusiasm.

### **Cross-curricular skills and themes**

Language pervades all aspects of our lives and culture. It is the driving force behind learning and across all aspects of the curriculum. Literacy can be seen through the topic and within the science work.

### **Role of ICT**

Pupils should be actively engaged in developing their literacy skills through the use of ICT both in and out of the classroom. Use of iPad and laptops will be used to enhance their skills further.

## **Assessment**

In reading will take a reading comprehension test each term and teachers will be expected to use guided reading sessions and independent reading sessions to tick off objectives every half term.

In writing children will be assessed against the new curriculum objectives and teachers will use their big write sessions along with all other work produced to tick objectives off every half term.

## **Interventions**

Once the data has been analysed pupil progress meetings will take place and children who are not making progress will have interventions set up which can be run during class time or before school.

## **Homework**

In Key Stage 1 children receive 1 x 15/20 minute homework a week.

In Key Stage 2 children receive 1x 45 minute homework a week.

Homework should be relevant to and build on what is being taught in class.

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