



Stottesdon Primary School

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Literacy Policy

Rationale:

At the heart of the curriculum, literacy not only unites the important skills of reading, writing and grammar, but also practises the development of speaking and listening. Progression of literacy, through our school, is practiced in conjunction with the New National Curriculum (2014) and 'The Primary Framework' objectives. Our policy has been formulated in consultation with all members of staff and provides a current overview of aims, objectives, planning strategies and teaching methods in Stottesdon CE Primary School.

Purpose:

- For all children to enjoy achieving in literacy.
- To equip pupils with the necessary literacy skills to speak, read and write with confidence, fluency and understanding.
- To foster the potential of speaking and listening through role play, drama, structured exploration of opinions, explaining and justifying.
- To provide opportunities to discuss and explore different styles of writing and to create texts using suitable technical vocabulary, content, vocabulary and punctuation.
- Develop independence by using a full and appropriate range of strategies (phonic, graphic, grammatical and contextual) to deal with reading and writing challenges.

Guidelines:

The National Curriculum and the Primary Framework

The National Curriculum for Literacy describes what must be taught in each phase. Stottesdon Primary School follows the Primary Framework genres and the National Curriculum (2014), ensuring continuity and progression in the teaching of literacy. In Early Years, the curriculum is guided by the Early Years Foundation Stage Curriculum.

Planning

Planning is undertaken at three levels:

Long and Medium Term Planning

For each year group, throughout our school, a detailed curriculum map has been developed. According to topic, Primary Framework genre units of work have been woven into our maps to ensure literacy is taught across the curriculum and learning objectives are appropriate for age and ability. APP and AFL strategies identify next steps in learning and influence subsequent planning.

Short term planning is carried out weekly/fortnightly. These plans detail differentiated lesson objectives and integrate shared, guided and independent activities. Resources, differentiated for individual learning needs, are also detailed with key questions and vocabulary. Lesson elements include a warm up/starter activity, main activity and plenary: allowing for regular opportunities for AFL.

Cross-Curricular Links

Literacy is planned with purpose and, where possible, with other areas of the curriculum. Planning for the discrete development of literacy skills, however, may require isolated lessons for specific learning objectives.

Teaching methods and approaches:

Our teachers are developing teaching approaches according to the New National Curriculum (2014) and the Primary Framework and APP data collection by:

- Having a clear understanding of differentiated objectives being taught, explaining these objectives to pupils and encouraging pupils to take responsibility for achieving these objectives.
- Plan for well-paced lessons, which drive learning forward.
- Model high expectations and provide learning opportunities for pupils to succeed and meet these expectations.
- Appropriately use a range of teaching strategies, including

Direction	Targeted questioning
Demonstration	Initiating and guiding exploration
Modeling	Discussing and challenging ideas generated by the children
Scaffolding	
Explanation	Provide opportunity for children to assess their own work

- Listen and respond to children in a sensitive and supportive manner.
- Consider opportunities for developing literacy skills across the curriculum.
- Be aware of the barriers to learning in all subject areas. Differentiate questions and activities to ensure all pupils can achieve the objective and progress.
- Involve children in setting success criteria and assessing their own work, including peer assessment.
- Inform children of their next steps of learning (taking responsibility for their individual targets) and provide opportunities for pupils to achieve these targets.

Literacy is taught across the curriculum and teachers use the potential of the literacy hour to ensure all pupils progress. Guided reading, letters and sounds and intervention programmes (outlined in our provision map) support progression in literacy. Teachers will use their professional judgment to determine the activities, timing and organisation of each part of the lesson to suit its objectives and the individual child.

Speaking and Listening:

Oral language has a key role in classroom teaching and learning. Children's creativity, understanding and imagination can be engaged and fostered by discussion and interaction. Teachers consider the 4 aspects of speaking and listening when planning and find opportunities in all curriculum subjects to incorporate them into their planning. This is done explicitly as well as finding opportunities to reinforce and develop skills.

- Speaking: being able to speak clearly and to develop and sustain ideas in conversation.
- Listening: developing active listening strategies and critical skills of analysis.

- Group discussion and interaction: taking different roles in groups and working collaboratively.
- Drama: improvising and working in role, scripting and performing and responding to performances.

Essential communication skills are integral when exploring and composing texts. In our school we recognize the potential of speaking and listening and use a range of techniques to raise confidence and enjoyment whilst sharing ideas:

- In whole class work, shared reading and writing provide opportunities for discussion when working on texts, looking at meaning and considering the use of literary techniques to achieve particular effects.
- Role play - hot seating, mime, freeze framing, conscience alley and performance.
- Story telling
- Questioning - recall, inference/analysis and synthesis/evaluation.
- Letters and sounds
- Talking partners - to share ideas independently.
- Sound detectives
- Sharing and circle time activities
- Pre-teaching topics to improve confidence, vocabulary and communication skills.
- ICT - using ipads, Podium, Photostory and Audacity to record voice and role play to evaluate and focus listening. Web cams to communicate with other schools.

Reading:

In Stottesdon Primary School it is our aim that all children enjoy books and recognise the connection between read, written and spoken word. The quality of texts chosen, with regards to content, organisation and punctuation, inspire and guide writing genres.

Throughout our school we use the following strategies:

- Keyword recognition (R/Y1 and Y2 as required). See appendix for progression list.
- Letters and sounds (daily R-Y1 and Y2 as appropriate).
- 1:1 reading at least once a week (R/Y1)
- Guided reading with follow up independent sessions (x2 a week). Guided reading texts are chosen with a direct link to topic work.
- Children are inspired and expected to read daily as part of their homework. Home reading books enable parents to make suitable comments.
- Library access - librarians are responsible for maintaining and organising the library, including the ordering of new books, organising access and recommending books to read.
- Reading scheme in place through the school to guide choice: see appendix for colour code.
- World book day and Primary Book Fair celebrated annually.
- ICT - ipads and online materials.

Please see our provision map for details of wave 3 interventions implemented for individual learning needs (including speed reading, FFT, phonic crackers, comprehension cards and reading buddies).

Writing:

In Stottesdon Primary School it is our aim that all children enjoy writing and recognise the connection between read, written and spoken word. In our school, we endeavour to write across the curriculum, develop key progressive grammar skills and foster an enthusiasm for writing through:

- Planning and teaching progressive literacy units outlined in curriculum maps (guided by the Primary Framework).
- Playing games - 'Jumpstart for Literacy'
- Talk for writing activities - verbal story telling.
- Teachers TV and British film institute short films.
- Independent writing sessions - 'I love to write' books.
- Sentence structure - Alan Peat, colourful semantics, 'think, rehearse and dictate sentences'
- Reading, analysing then creating texts both fiction and non-fiction.
- Editing and improving opportunities - self and peer assessment, 2 stars and a wish, colour coded marking ladders.
- VCOF
- Learning wall to develop vocabulary and style of writing.
- APP influence on planning next steps of learning.
- ICT - Photo story, Microsoft Office (Power Points, Posters, Web Site development), Windows Movie Maker, Comic Life, Email ipads etc.
- Handwriting - to develop clear, fluent, cursive and legible handwriting in-line with our handwriting policy (see policy). Foundation children use a multi- sensory approach to learn the correct letter formation.
- SPAG - word class activities are differentiated throughout the school (see appendix for coverage by class) and assessed using an internal written paper.

Spelling:

As a school, we aspire to provide pupils with regular opportunities to practice and improve their spelling. According to age and ability, there are a range of spelling strategies implemented throughout our school:

- Letters and sounds - assessments regularly in R and Y1: see appendix.
- Support for Spelling - investigations and learning of word lists.
- New National Curriculum (2014) guidance for spelling progression through phases.
- Marking strategies - 3 words to correct and practise
- ICT - Spelling Bee, Spelling City, Wordsearches and Tutpup
- Spelling of key words (R/Y1/Y2 as appropriate)

Use of ICT:

ICT is employed throughout both Key Stages in order to facilitate and enhance learning. Classes have interactive whiteboards, which are used both by teachers and pupils. Digital imaging is used to facilitate both fiction and non-fiction work. Teachers actively seek ways to use ICT in order to improve understanding, engage children and ultimately raise standards. Laptops and ipads are used for class, group and individual work using the internet and a range of programmes from the curriculum server to teach the learning objective. Children are taught to present work using software such as 2 Create and Photo story.

Ipads, digital cameras, flip cameras and digital blues are used to provide opportunities for children to record reports, plays etc. to promote discussion or simply for enjoyment.

Assessment of Literacy (please refer to our Assessment Policy)

Short-term Assessment (AFL) is an integral part of the teacher's role and is used on a daily/weekly basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what a child has already achieved and moving them on to the next stage of learning.

Through daily marking of children's work (as per the school's Marking Policy) teachers will outline subsequent steps of learning based on the learning objectives and success criteria to facilitate progress. Pupils are given regular opportunities to respond to written feedback to close the gap. Marking ladders are used and children regularly assess their own work.

Class teachers keep 'Guided Reading Records'. They include reading targets (set alongside pupils and APP focused) and progress the group is making towards these targets.

Long-term assessments: Pupils are given regular opportunities to independently write and these extended pieces of writing are assessed using the APP. Teachers aim to plan for a minimum of four pieces of writing per term to inform the APP and input these into tracking sheets. Please see our Assessment Policy for more detail and appendix for APP sheets.

Early Years Assessment Children are assessed as soon as they come into school against the EYFS curriculum. The scores at the end of the foundation stage are entered onto our internal tracking system.

Targets: Termly individual targets are set. These are kept in the front of literacy books and a copy is sent home. The targets are set from AFL and APP evidence and based on the work to be covered that term. Target checks are done with the children and they are encouraged to find examples of attainment in their own work. New targets are set at the end of each term according to individual progress.

Partnership with parents:

All parents and carers receive an annual written report. Within this written report a summary outlines progress and effort throughout the year. At the end of the foundation stage, key stage one and key stage two each pupil's level of achievement (related to national standards) is included on the report.

Parents are encouraged to support their child through parent/pupil consultations, homework, newsletters, curriculum maps, targets and reading with their child on a daily basis.

Equal Opportunities

All pupils are to have access to the Literacy curriculum regardless of gender, race, cultural background or any physical, sensory and learning disability. It is understood that, in order to implement this policy of inclusion, certain issues must be addressed, namely: learning objectives, teaching and learning styles and how access will be provided.

Expectations of behaviour and learning must remain high; however a realistic attitude towards a child's needs and abilities is important. Children access the curriculum at the appropriate level, thus ensuring progression and differentiation. In some cases, pupils may require small group or one-to-one support within the classroom in order to benefit fully from literacy teaching. The class teacher or a suitably qualified learning support assistant, according to the child's needs, may afford this support (see provision map).

Special Needs Provision

At both Key Stages the following provision is made:

- Teachers will plan differentiated activities to meet the needs of individual children.
- Wave 2 and wave 3 interventions are planned according to targets with SMART targets and detailed in our Provision Map.
- For those pupils with a statement the classroom teacher and the pupil will work together to write a special plan (IEP) with SMART targets. These are reviewed at the end of each term and new targets are set for the following term. Parents are given copies of the IEPs and reviews. These targets are used as their literacy target for the term.
- When necessary, outside agencies will be involved.
- Daily, in class support from the teacher/teaching assistant where appropriate. The interventions we have in place for wave 2 and wave 3 can be seen on the provision map.
- There are a variety of resources in the special needs room which teachers are able to borrow (see the SENCO).
- Fluid groupings enable the Gifted and Talented pupils to be appropriately challenged.

Homework in Literacy

In the Early Years, pupils have a home school book where parents and teachers encourage some literacy work. From Y2 upwards pupils are set weekly homework tasks to consolidate literacy work explored in school. Regular homework reinforces the teaching objective taught during the week including spellings and key words. This homework also supports parents in knowing what their child is doing in school and supporting as appropriate.

This document was presented to the governing body on :

Date for review :

Appendices

Please find attached the appendices for Stottesdon CE Primary School as follows:

- APP assessment sheets for writing.
- Letters and sounds assessment sheets.
- Key words lists (1-3 included, for all 31 lists please see key list folder).
- Reading colour codes.