



## **LITERACY POLICY**

Review Date: September 2019

### **Introduction**

At Monkshouse Primary School we believe that Literacy is a fundamental life skill that develops children's ability 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 of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins and can use their knowledge, skills and understanding in speaking and writing across a range of different situations.

The implementation of this policy is the responsibility of all teaching staff.

Our English policy covers the following areas:

- Reading
- Writing
- Spelling
- Spoken Language
- Presentation and Handwriting
- Grammar

### **Aims and Objectives**

- To provide multi-sensory Literacy education for all children in school, irrespective of gender, ability or ethnicity, that fulfils the requirements of the National Curriculum, Early Years and Foundation Stage Curriculum.
- To develop children's ability through an integrated programme of Speaking and Listening, Reading and Writing
- To provide differentiation in this programme where required, in order to meet the literacy needs of every child.
- To help children to become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge;
- To develop enthusiastic and reflective readers, through contact with challenging texts from a variety of genres, including film and ICT.
- To foster enjoyment of writing; helping children learn how to write in the style of these different genres and in doing so; develop recognition of the value of writing.
- To help children learn increasingly how to adapt this writing to a target audience.
- To develop an interest in words, both their application and meaning, and a growing personal vocabulary of both spoken and written words.
- To improve the planning, drafting and editing of their written work.

## **Planning**

Literacy is a core subject in the National Curriculum and we use the National Primary Framework for Literacy as the basis for implementing the statutory requirements of the programme of study.

We carry out the curriculum planning in Literacy in three phases (long-term, medium term/short term). The National Primary Framework details what we teach in the long term, while our yearly teaching programme identifies the key objectives in literacy that we teach with purposeful cross-curricular links with other subjects. The genres are linked where possible to the Cornerstone Curriculum topics in order to make learning meaningful, relevant and fun.

Our medium-term/short term plans are adapted from the framework and give details of the main teaching objectives for each unit. These plans define what we teach, and ensure an appropriate balance and distribution of work across each unit covering a range of genres.

These plans include weekly short term planning stating the objectives and the differentiated activities, including support, where appropriate. This is followed through with teacher assessment against the learning outcomes.

We include a weekly 'Big Write' session (KS1) and a fortnightly 'Big Write' session (KS2) which covers different genres and allows children to re-visit writing objectives. This is levelled against National Curriculum Key Performance Indicators and time is built in for children to evaluate their work against their toolkits.

Guided reading occurs daily as part of the literacy session and is linked as closely as possible to the genre being studied. Guided Reading involves a combination of teaching reading skills, putting these into practise through carefully structured individual activities and teacher supported reading groups.

All teachers have high expectations of the presentation of work in all areas of the curriculum. Handwriting plays an important part and is taught a minimum of twice each week from Reception to Year 6 following the Pen Pals Handwriting Scheme. When children have reached a good standard of handwriting in all areas of their work, they receive a handwriting pen from their class teacher.

## **Teaching**

At Monkshouse Primary School we believe that pupils' knowledge and understanding in Literacy is best promoted by utilising a range of different teaching approaches, according to the topic, task, individual needs, prior learning and continual assessment of progress. These include whole class teaching, grouping, pair work, adult intervention and intervention programmes (see separate Teaching and Learning Policy).

## **Learning**

We will use a range of learning approaches to promote pupil's knowledge and understanding in Literacy. At Monkshouse Primary School we believe that children learn best through the following approaches in each area:

### **Spoken Language**

From Year 1 to Year 4, children should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions

In addition to these, children from year 4 onwards should also be taught to:

- Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contribution of others
- Select and use the appropriate registers for effective communication

### **Reading**

- Early literacy in EYFS and KS1 is learnt through developing work on spoken language, role play, early reading, daily guided reading, home reading books linked to the phonics phase and phonics teaching-Letters and Sounds Programme.
- Systematic and high quality phonics learning takes place once daily at FS & KS1 via the Letters and Sounds programme. We believe that this programme of learning will equip our children with a range of decoding skills by the time they leave KS1, in addition to giving them a good grounding in spelling. This is built upon with statutory spelling guidance from Appendix 1 of the National Curriculum 2014. All children are heard read regularly at KS1 and are placed on an appropriate book-banded reading level according to their reading fluency, decoding skills and comprehension. Individual reading to an adult also takes place at KS2 although this is progressively supplanted by personal unsupported reading, as the child progresses.
- We provide a variety of style and level of reading books to meet all needs. We very much value the involvement of parents highly and most especially in hearing our children read.

Whether this is done at home or with the help of parents working with children in school, we actively encourage parents and other family members to be involved in the child's reading development. Each Tuesday morning parents are invited in, before registration, to hear their child read and enjoy a book together.

- A 'Reading Record' book is maintained throughout the whole school. This is a record for home and school where all adults hearing the child read will write the progress made with the book and parents and teaching staff will communicate how the child is getting on and what to do to develop his/her reading skills further. To encourage regular reading at home the children are given incentives in the form of a choice of activity at the end of term; this may be a film, art or PE activity or something chosen by the children in agreement with their teacher. To achieve this reward the children must show that they have read for the required number of times each week.
- Guided reading occurs daily across the school as part of the literacy session as detailed above and is recorded in an assessment folder. National Curriculum Key Performance Indicators are used across the school to assess reading on a weekly and termly basis.
- We believe that free access to books of all kinds is important in the development of the child's interest in, and appreciation of, reading. To this end, all classrooms have reading areas, and also book displays and collections related to on-going topic work. In addition to this, children are encouraged to use the library, not just for research but also to choose books to read for pleasure.
- The school uses the Accelerator Reader programme to help foster a love of reading amongst the children and develop comprehension skills. This programme enables children to choose a reading book from an appropriate level and take a quiz at the end. Children are awarded points for each quiz which link to a reward system within school.

## **Writing**

- The learning of writing skills should be embedded across the curriculum, using real life contexts and topic related subjects where possible. The key skills of composition, planning and drafting, punctuation, spelling, handwriting, grammar and standards of English and language structure are therefore taught explicitly in the context of literacy lessons, but also indirectly through cross-curricular writing tasks in other subjects.
- In EYFS, writing is about how children build an understanding of the relationship between the spoken word and the written word, and how through making marks, drawing and personal writing, children ascribe meaning to text and attempt to write for various purposes. The appropriate developmental age in EYFS curriculum informs planning for learning activities, and writing materials are always available for the children in their child-initiated learning.

The development of writing skills in KS1 progresses by building on the basic skills learnt in the EYFS, and very much focuses on Talk for Writing and the use of visual literacy techniques.

- Spelling in KS1 is taught through the Letters and Sounds programme. Children have daily input sessions and opportunities to practise learnt sounds. In KS2 children are taught

following Appendix 1 of the 2014 National Curriculum. Provision is also made in KS2 for those children requiring additional work on Letters and Sounds.

- VCOP is an intrinsic part of literacy and is planned for on a weekly basis.
- Each classroom should have a working wall for literacy displaying the headings: Genre Checklist, Gathering Content, Planning and Drafting, Writing and Editing and Revising. These should be updated throughout the teaching of specific genres and should include both modelled examples and examples of children's writing.
- Grammar is a key part of the literacy learning process and will be taught in discrete lessons within classes and/or ability groups according to the direction of the National Curriculum 2014. Opportunities for applying the rules of grammar will be provided in all writing across the curriculum.

### **Cross Curricular Opportunities**

We believe that children learn best in a creative, cross-curricular and integrated context. We will therefore seek to make cross-curricular links with the learning taking place in Literacy, and that in other areas, both at the planning stage as well as in response to assessments made.

We will aim to provide extra-curricular opportunities to enhance literacy skills, knowledge and understanding, such as drama workshops, visiting authors, educational visits and special book days.

### **Use of ICT**

The use of ICT helps to promote, enhance and support the teaching of Literacy skills. ICT should be used at whole-class, group and independent levels within Literacy lessons. The screen projection enables texts to be read, shared and discussed. Use of the interactive whiteboard allows the writing process to be modelled effectively. A range of ICT equipment including digital cameras, digital recorders, visualisers and a wide range of software is provided to enhance the teaching and learning of literacy skills across the curriculum.

### **Equal Opportunities in Literacy**

All children have the right to achieve as highly as they are able in Literacy, according to their individual abilities. We provide learning opportunities that are matched to the needs of the children with learning difficulties and those learning English as an additional language, as well as providing appropriate, challenging work for those children who are deemed to be Gifted and Talented in Literacy.

### **Assessment**

Teaching should be objective-led, based on prior attainment, and assessment should inform future planning.

In the Early Years Foundation Stage, NFER baseline assessment is undertaken. Statutory end of Key Stage SATs are used, together with optional tests in Yr3, Yr 4 and Yr 5.

Assessment of reading and writing will be carried out at the end of each term (6 times yearly).

The school has developed assessment sheets for writing having made reference to a range of sources. Writing will be assessed against a variety of pieces each term, with at least one piece of assessed cross curricular writing each term. Assessed writing should have the appropriate assessment sheet attached to it, clearly labelled to show which book the original piece can be found in. A copy of the assessment sheet should then be placed in the Big Write folder.

Reading is assessed against the Rising Stars criteria, by observing children's oral responses to texts, cross curricular responses, Guided Reading activities, independent comprehension questions and formative tests. The outcome of termly assessments is discussed with the individual child and is fed into on-going tracking data. As a result of this, individuals or groups may be identified for further targeted support.

### **Staff Development**

Professional development for teachers and support staff will be identified through performance management and school improvement priorities and addressed using the PDA or in-house training, or through outside agencies such as the Big Write training.

### **Parents and Carers**

Parents and carers will be encouraged to work in partnership with the school in developing their child's literacy skills. Workshops will be held in school to inform parents how they can help their children with their learning at home. Open days will also be organised to allow the children to share their learning with parents and family.

### **Monitoring and review**

Monitoring of the standards of children's work and of quality of teaching in literacy is the responsibility of the class teacher, Headteacher, KS leader, Literacy Governor and Literacy coordinator.

The work of the Literacy leader also involves supporting colleagues in the teaching of literacy, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The headteacher allocates regular management time to the literacy leader so that they can monitor assessment and the quality of teaching and learning in literacy across the school.

Signed \_\_\_\_\_ Chair of Governors

Signed \_\_\_\_\_ Headteacher

Date \_\_\_\_\_