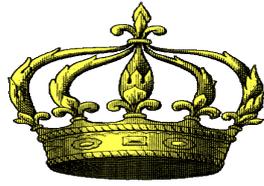


King George V Primary School



Literacy Policy

Policy reviewed November 2015

To be reviewed June 2016

Rationale

Here at King George V Primary School, we believe that 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 creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

Purpose

- To promote a shared love and understanding of literacy;
- To establish an entitlement for all pupils;
- To establish high expectations for teachers and pupils;
- To promote continuity and coherence across the school.

Aims

- To provide wide and varied opportunities for learners to develop and use speaking and listening skills, including a technical vocabulary to articulate their responses in a wide variety of contexts thus becoming effective communicators.

To encourage children to:

- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing an awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented work and to develop a fluent and joined handwriting style.

Expectations

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding in a range of situations.

We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

By the end of key stage one, the majority of children will be working at age related expectations with a proportion of children exceeding expectations working at mastery in depth.

By the end of key stage two, the majority of children will be working at age related expectations with a good proportion working at mastery in depth.

Time Allocation

The time allocated is in line with recommendations for key stages one and two. This amounts to 7.5 hours per week at both stages.

In addition, it is expected that cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of a themed curriculum.

Children will also benefit from regular story sessions.

Teaching and Learning

At King George V Primary we recognise that good Literacy teaching should include;

- a combination of speaking and listening, reading, grammar, punctuation, spelling and writing activities;
- a repertoire of teaching strategies and organisational skills;
- well pitched lessons which have pace and learning tasks that are sensitive to the rate at which pupils learn whilst ensuring that expectations are kept high and progress is made by all learners;
- a good knowledge of the subject and an understanding of the progression of the curriculum;
- using a variety of approaches and recognition that some teaching approaches are better suited to promote particular learning and outcomes;
- a stimulating and interactive environment that reflects and supports current teaching and learning.

Subject organisation and Planning

The new National Curriculum 2014 forms the basis of teaching and learning with work in literacy lessons being led by these guidelines. In addition, the guidelines will be linked to and used within thematic curriculum work.

Teachers work towards independent learning and plan for different working groups. There is an expectation that each teacher will group the children for literacy based on their learning needs, current attainment and targets for their end of year expectation.

Teachers will employ a range of teaching strategies.

- The National Curriculum is a starting point for creating medium term plans. These plans follow the five key aspects of literacy teaching: familiarisation with the genre and text type through reading activities; capturing ideas; teacher modelling and scribing through supported and guided write and finally independent writing with the skills learnt. All of this creates a strong teaching sequence and is underpinned by specific spelling, grammar and punctuation skill lessons.
- The medium term plans are used as a basis for short term planning adapted according to the needs of the children.
- The length of a unit may vary. Teachers plan carefully to ensure consistency of opportunity for all children.
- Clear learning objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support.
- Literacy is encouraged and developed across our thematic curriculum and links are made where appropriate.
- ICT is used where it enhances, extends and complements literacy teaching and learning.
- Additional adults are used to support the teaching of literacy and work under the guidance of the teacher with small groups or individuals.

Inclusion

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented.

There will be a third wave of support for pupils who are placed on the SEN register that will be additional and different.

Pupils that are more able and are beginning to show mastery at a greater depth will also be planned for.

The needs of children with English as an additional language will be met through planning for and supporting with vocabulary development and an acquisition of literacy skills. This is supported by our Equal Opportunities policy.

Delivery of the Subject

EYFS

In EYFS children will be given opportunities to;

- use communication and language in their daily activities;
- enhance their literacy skills in every part of the curriculum as and when appropriate;
- become immersed in an environment rich in print and possibilities for both verbal and non-verbal communication;

At all times, children are encouraged to use mark making and early writing skills as a form of communication.

As soon as the children are deemed ready, there are opportunities for learners to take part in structured shared reading activities. This continues throughout the foundation stage.

On entry to Reception , children are assessed to provide a baseline for their phonic reading skills and are then taught a structured phonics programme called Read, Write, Inc. (RWI). This is taught daily in groups and is assessed half termly to monitor progress and address any concerns.

At Key Stage 1 (Year 1 and 2)

Year 1 children will participate in daily phonics sessions following the Read, Write, Inc. (RWI) programme with the end of Reception data informing groupings. Some individuals who are not making expected progress will receive 1-1 interventions. The children are assessed half-termly to monitor progress.

If at the end of Year 1, a child has not completed the phonics programme they will, on entry to Year 2 , be targeted with interventions and included in the RWI daily phonic sessions.

Children in KS1 will take part in reading lessons and guided sessions throughout the week. Children will be grouped according to ability with some whole class sessions too. The children's retrieval and comprehension skills will begin to be developed with independent work being encouraged particularly in Year 2.

The children will also have Literacy lessons where they will be provided with opportunities to develop speaking and listening skills, undertake basic grammar, punctuation and spelling work which they will then use through varied writing opportunities.

They will be involved in regular focus activities in order to advance their writing skills.

All children will have weekly handwriting sessions that teach core skills that are then encouraged and reinforced in Literacy and theme lessons and across the curriculum.

Where possible, work in Literacy lessons will be linked to theme work.

At Key Stage 2 (Years 3-6)

All children in KS2 will take part in reading lessons and guided sessions throughout the week. Children will be grouped according to ability with some whole class sessions too. There will be regular focused comprehension activities that are discussed and marked with the children in groups. The aim is to be able to read and to respond to a wide variety of texts whilst gaining an increased level of fluency, accuracy, independence and understanding.

The children will also have Literacy lessons where they will be provided with further opportunities to develop their speaking and listening skills and their competency with the elements of grammar, punctuation and spelling which they will then use through varied writing opportunities.

They will be involved in regular focus activities in order to advance their writing skills and work towards mastery.

All children will have weekly handwriting sessions that teach core skills that are then encouraged and reinforced in Literacy and theme lessons and across the curriculum.

Where possible, work in Literacy lessons will be linked to theme work.

School-wide entitlement for reading

Pupils will have access to a wide range of reading opportunities that include:

- guided reading
- shared reading
- regular independent reading
- home / school reading
- hearing books read aloud on a daily basis
- selecting own choices of texts
- reading in all curriculum areas
- access to vibrant book corners, displays and the school library.

Home Readers

We follow the Oxford Reading Scheme from Nursery through to Year 3 and through Year 4-6 where required. In school, children will be heard read by the class teacher, teaching assistants and reading volunteers and we encourage parents to hear their child read daily at home in order to develop reading confidence and fluency.

In Year 1 and 2, the books are changed twice weekly on a Monday and a Friday. The children will have a reading diary in which to record books and comments.

There is regular assessment of fluency and comprehension to assess when they are ready to move up to the next colour.

Assessment, Recording and Reporting

At King George V Primary, teacher assessment leads. Teachers arrive at their judgements by using a variety of tools. Assessment for learning leads the way and teachers also moderate using school moderated exemplifications and Government published guidance for both reading and writing.

Published assessments are also used to aid judgements in Reading and Core Skills.

Summative assessment is carried out each term using our school Key Performance Indicators for each year group expectations.

All assessment is submitted to the assessment coordinator using the school's assessment tracker (SIMS). From here, target groups and target individuals for each class will be set and worked with over the next half term or term to support, consolidate, accelerate and challenge.

The children will be informed of their next steps for learning and supported to make progress towards them. Children are also involved in setting their own next steps to success and are encouraged to review their progress towards these through self, peer and teacher assessment.

Staff Development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan.

The Literacy Lead will arrange for relevant advice and information, such as feedback from courses and newsletters, to be disseminated.

Where required, the Literacy lead will deliver or organise school based training.

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

Resources

A comprehensive range of resources is available in school. Each class has a selection of reference books including dictionaries, thesauruses, grammar books and subject specific dictionaries and there is a central school library for both fiction and non-fiction.

Teacher resources are located in the classrooms. Guided read books are kept in the school library and in classrooms.

The school library contains a range of fiction and non-fiction books and the books are regularly added to with new authors and books of interest.

There is a wide variety of Literacy focused games and activities in classrooms and in the learning rooms that can be used to reinforce key learning.

Review

This policy will be reviewed June 2016.