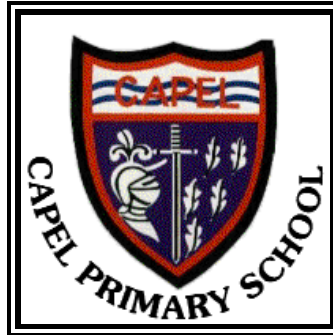


Capel Primary School



Literacy Policy

Next Review Due: **Spring 2015**

Staff

04/02/14

Sub Committee

11/02/14

Govs

04/03/14

LITERACY POLICY

RATIONALE

English is the basic language of communication of this country and contributes to the child's understanding of his/her world and the world of others. Its mastery is a prerequisite for educational progress throughout the curriculum.

AIMS

Our aims in English are that all children will:

- develop the necessary skills to understand the importance and function of Standard English
- be able to speak clearly, fluently and cogently
- be able to write effectively for a range of audiences and purposes
- be able to listen to the spoken word with understanding, pleasure and empathy
- be able to read a range of texts fluently and with understanding for enjoyment and for information

OBJECTIVES

To ensure the development of effective speaking and listening so that children can:

- formulate, clarify and express their ideas
- express themselves in a variety of situations using language which is appropriate to their needs and intended audience
- listen, understand and respond appropriately to others
- use, with increasing confidence, the vocabulary and grammar of Standard English

To ensure the development of reading so that children can:

- master their initial reading skills so that they become independent and enthusiastic readers
- read a range of texts fluently, accurately and with understanding
- find out the information they need in order to research and answer the questions of others
- understand the variety of written language and the differences between fiction and non-fiction
- to understand and respond to a wide range of books and media texts
- improve their ability to analyse, evaluate and criticise texts which they have read

To develop pupils' writing skills so that they can:

- express themselves clearly and precisely for enjoyment
- demonstrate their understanding of how writing enables them to remember, communicate, organise and develop their ideas and information
- write for an increasing range of purposes matching their language to the needs of the appropriate audiences
- understand the appropriate use and purpose of an increasing range of written forms
- write neatly and with accurate spelling and expression

PRINCIPLES OF THE TEACHING AND LEARNING OF ENGLISH

The Literacy Session is taught on a daily basis. In Key Stage 1 this takes the form of a daily lesson based on Read Write Inc programme. A systematic phonics programme provides support for children in both reading and writing, and an extended writing lesson on a Friday allows children to develop their skills in writing at length. Children will also have the opportunity to practise different genres through topic based work.

Reading

- guided reading/independent reading
- buddy reading
- story time which should continue on a regular basis

Spelling – Whole School Approach to Handwriting and Spelling

- Addressed every week in a programme appropriate for each level.
- Children will use the LOOK COVER WRITE CHECK method in order to reinforce their learning.
- Link spelling and handwriting so that letter strings become automatic. See section 3 & 4 Development in Early Writing.
- Encourage use of dictionaries, word banks and spell checks.
- Key Stage 1 and R will follow the phonic strategy set out in Read Write Inc This approach will continue into KS2 and will be revisited as appropriate.
- Key Stage 2 will follow the spelling strategy as recommended in the Literacy Strategy Spelling Bank as a guide.
- Frequency words as set out in Literacy Strategy and also the will be taught as and when appropriate for each phase.
- Spelling will encompass a cross curricular approach, linking spelling to topics.
- All teachers will be responsible for the planning and teaching of spelling.
- A weekly spelling list or spelling patterns will be given as stated in the homework time table. Children will be encouraged to learn how to spell using spelling rules, not simply learning by rote.

Handwriting - Whole School Approach to Handwriting and Spelling

Handwriting practice will take place during a daily basics session. Children will practise letter formations, according to the handwriting policy, for approximately 10 minutes a day.

- Children to be shown how to form letters using 'air' writing, whiteboards and IWB

Variety

The Literacy lessons will ensure that the children will be engaged in a variety of activities matched to their specific needs. Play, story telling, talking about their own experiences and ideas, drama and improvisation provide a sound base at K.S. 1 with an emphasis on pupils exploring and expressing their own world. Teaching and learning styles will mix direct instruction, group collaboration, pair work, practical activity, performance, individual research and investigation with other appropriate strategies to encourage effective learning through language.

A wide range of resources will be used to help children discover and explore the rich variety of linguistic experience, including those linked to Read Write Inc.

DIFFERENTIATION AND ADDITIONAL EDUCATIONAL NEEDS

The development of children's language necessitates a variety of differentiated texts and approaches across the four language modes (speaking, listening, reading and writing). Children are assessed on their phonic knowledge using the Read Write Inc criteria and cgrouped accordingly. The children are regularly assessed to ensure children are being challenged ensuring good progress. . Additional focus groups are identified and supported in each classes provision map and from pupil progress meetings. Where appropriate ICT will be used to support learning or recording for children with learning difficulties.

LEARNING SUPPORT ASSISTANTS (TAs)

The appropriate use of TAs will be indicated on teacher's plans, and TAs will contribute to annotations on plans by commenting in blue. In Key Stage 1 TA's that have had the relevant training will b planning for and teaching a Read Write Inc group.

PLANNING

- Teachers will be responsible for own planning
- Medium Term Plans and Short Term Plans will be developed with regard the Renewed Literacy Framework. This will then be presented to the children as a complete unit to enable them to understand the context of their learning. Teachers will present this as a 'cloud', highlighting specific

objectives as the lessons progress. The children will also use this format for self assessment.

- For the Foundation Stage the Early learning goals will be followed as laid out in the Curriculum guidance for the Foundation Stage as well as beginning to follow the Read Write Inc programme.

EQUAL OPPORTUNITIES

All pupils will have equal opportunity to reach full potential across the Literacy Curriculum regardless of their race, gender, cultural background, and ability or of any physical or sensory disability. Equality of opportunity is essential in this curriculum area as it provides pupils with access to other curriculum areas in the primary years and in the future.

All other factors being the same, teachers will have similar expectations of bilingual pupils as monolingual pupils. However, where the parents of the pupil do not speak English, or speak very limited English, the child's English language development will be hindered, as they will be learning in their second language. It should be remembered that the child's language development in their mother tongue would probably be of a normal standard. Teachers will be aware of the difficulties facing these pupils; their experience of hearing a good model of spoken English language may be limited with a restricted use of vocabulary. It may be necessary to give extra support to these pupils. The support should clearly be perceived by Staff and pupils as different from help given to pupils with Educational Needs. (Although, coincidentally, some pupils may require both types of support.) We encourage second language learners to be proud of their ability to speak in two languages, and, at an appropriate time, such pupils will be encouraged to share their first language with their peers. (See Equal Opportunities Policy for more details)

INFORMATION COMMUNICATION TECHNOLOGY (ICT)

ICT will be used in compliance with the Literacy Framework and National Curriculum in order to support, enrich and extend language development.

PARENTAL INVOLVEMENT

Home links will be fostered through encouraging home reading and support of homework activities. In school, parents will be able to help with library activities and appropriate classroom based activities. The school has a policy for parental involvement in classrooms.

HEALTH AND SAFETY

See Policy

MARKING

Feedback to pupils is important. Positive verbal feedback should be given whenever possible. Marking through constructive, positive comments is valuable, and should be done as quickly as possible in order to inform future planning and provide opportunities for adjusting misconceptions. Teachers will use a green highlighter to show examples of meeting the learning objectives, and pink to show an area to improve. Teachers will regularly provide opportunities for the children to improve their learning through asking them practise a specific skill.

Pupils also benefit from marking their own work and each others.

Rewards for good work is recognised in the form of stars and stickers and house points. We also celebrate work in display. Each week a Capel Star is chosen and presented with a certificate in assembly. This may be a writing related achievement.

When a teacher has worked with a focus group in a lesson they will record VF in their books to show verbal feedback was given. When specific intervention is needed, PT for precision teaching will be used.

ASSESSMENT, RECORDING AND REPORTING

Opportunities for teacher assessment will be identified in planning documents together with opportunities for any pupil self-assessment.

Assessment in English is continuous, informing planning and diagnoses of strengths and areas to be developed. On-going Assessment informing planning is seen as vital and may over-ride original lesson planning.

Speaking and Listening

- Observing children's use of language for different purposes and their ability to actively listen.

Reading

- Formal and informal observation, monitoring children's development in using strategies and responses to texts

Writing

- To involve effective reflective marking
- Writing levels are assessed and tracked up to 5 times a year and pupil progress and achievement records are kept. Teachers will use APP, Penny Bill criteria and NC descriptors to level children's work.

Feedback to children

- Through verbal comment, discussion and marking of work. Elements that meet the learning objective are marked in green and areas for progress in pink.

Summative Assessment

- Through SATs and Optional SATs
- Teacher Assessment
- Testing

Termly Records

- Teacher's own records
- Test results
- Children's recording

- Tracking data

Reporting to parents

- During consultation sessions
- Annually through written reports
- End of Key Stage SATs Results

Reporting to LEA and Central Government

- Foundation Stage profile
- End of Key Stage results
- Targets set for Literacy from Year 2 – Year 6

THE ROLE OF THE LITERACY SUBJECT LEADER

- Take lead in Policy development and monitoring of planning
- Support colleagues in their development of short term plans, assessment and record keeping

- Monitor the delivery of the Literacy Curriculum through lesson observation and work scrutiny and advise the Headteacher of outcome. To liaise with the Literacy Governor and facilitate monitoring on an agreed focus. To produce a joint report for the curriculum committee
- Take responsibility for the purchase and organisation of central resources for Literacy
- Keep up to date with developments in Literacy and disseminate information to colleagues as appropriate
- To manage the implementation of Read Write Inc, including the assessment and grouping of children, deployment of adults, resources and ongoing assessment. To support and assist in delivery of one to one tutoring sessions with Read Write Inc for older pupils.

RESOURCING

Literacy funding will be within the school budget plan for each financial year

Each year teachers will be consulted to help review the needs of Literacy and bid for funds will be forwarded to the Headteacher

Personal development and training needs will be discussed with Headteacher and Staff Development Manager in the light of monitoring results