



Literacy Policy

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The following policy document should be read in conjunction with the information in the English Programmes of Study; Key Stages 1 and 2 National Curriculum in England 2014.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Range of experiences

1. Individual, group and class work.
Guided group work/shared class teaching.
2. Learning experiences, which will include all modes of communication, including speaking and listening, reading, writing, drama, I.T. and media.
3. Discussion between teacher and pupils and between pupils themselves.
4. A range of literacy tasks.
5. Consolidation and practice of basic skills.
6. Modelling by the teacher.
7. Cross-curricular approach to literacy

Values and Attitudes

The children are encouraged to adopt the following values when improving new literacy skills.

1. Interest and motivation.
2. Co-operation and collaboration.
3. Exploration and perseverance.
4. Open-mindedness.
5. Independence.
6. Pleasure and enjoyment from literacy.

Speaking & Listening

The National Curriculum objectives for Spoken Language are generic across Key Stages 1 and 2 Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. The following list are statutory requirements for spoken language.

Pupils 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
- give well-structured descriptions, explanations and narratives for different purposes, including for 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 contributions of others
- Select and use appropriate registers for effective communication.

Phonics

The following phonics materials are used to support the teaching of reading;

- Read Write Inc.
- Plus additional resources, e.g. S.E.N materials.

Vocabulary development

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

Read Write Inc

Using RWI, the children learn to read effortlessly so that they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.

Reading and Writing

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include

narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Reading Scheme

Through shared, guided and independent reading sessions the school operates a graded reading scheme. A child's progress is monitored by the use of an individual record keeping system that is kept in record files.

Children in Key Stage 1 have a Reading Review book to take home in which parents; children and teachers can contribute, either comments, or acknowledge that the child has been heard to read. The review book offers the parent or guardian guidelines on how to monitor and support their child's reading skills. It provides opportunities for questioning their children regarding the content of the text and how to overcome problems or difficulties the child may have when reading a book.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, Vocabulary, Grammar and Punctuation

The two statutory appendices - on spelling and on vocabulary, grammar and punctuation - give an overview of the specific features that should be included in teaching the programmes of study. Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory [Glossary](#) is provided for teachers. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

The School Library

The reading scheme is contained in the school library. The school library also supplements the reading scheme containing a range of 'free choice' books and 'non-fiction'. The children are encouraged to use the library as a resource centre and are free to take books from it.

Cross Curricular

English interacts perfectly with other curriculum areas. It can be assessed at anytime through a wide variety of learning contexts. Planning of literacy should include evidence of cross-curricular links and this is shown on weekly planning sheets. Staff follows and use the creative curriculum termly planner and this provides opportunities for cross-curricular teaching of literacy.

Assessment

Pupils entering years 2 and 6 in September 2014 will continue to be taught the current programmes of study for primary English, maths and science in the 2014 to 2015 academic year, to allow for statutory end-of-key- stage assessments in summer 2015.

We will have national assessments at key points in children's primary education. These have two aims - to provide standard information to parents and to give a picture of school performance. New assessments will reflect the more challenging national curriculum. Assessments and tests will report a scaled score at the end of the key stages rather than a level. They will make detailed performance descriptors available to inform teacher assessment at the end of key stage 1 and key stage 2. These will be directly linked to the content of the new curriculum. There will be different approaches to assessment through a child's education and development, using the most appropriate approach for capturing children's learning at each stage and to complement on-going teacher assessment: The existing statutory progress check undertaken in early years settings a short reception baseline that will sit within the assessments that teachers make of children during reception.

- A phonics check near the end of year 1
- A teacher assessment at the end of key stage 1 in reading; and, writing, informed by pupils' scores in externally-set but internally-marked tests (writing will be partly informed by the grammar, punctuation and spelling test); and teacher assessment of speaking and listening. National tests at the end of key stage 2 in: reading; grammar, punctuation and spelling.

The assessment of Literacy is part of the school's general assessment policy. The assessment of all aspects of the school Literacy policy is related to the attainment targets and statements of attainment laid down in the statutory orders of the New Curriculum. Assessment materials for all levels are stored centrally in school. A child's progress is recorded individually in all areas, again in line with the requirements of The Renewed Framework. Assessment of English is seen as an integral part of a topic or theme. Pupils are given individual reading and writing targets using Clive Davies targets and these are shared with the pupils. Assessment of these are carried out regularly and recorded in individual teacher's assessment file and target cohort file. Pupils sit Optional S.A.Ts in January and May, results are analysed and staff meet with the Head teacher and Assistant Head Teachers to evaluate data. Statutory assessment is also carried out within each key stage at the appropriate time.

Recording

Records of the classes' progress in reading and writing are kept by individual teachers in assessment files and passed on each year. Individual results of each child's assessment results are maintained. Assessments of children's individual reading and writing targets are also recorded in the class assessment file and the target cohort file and children in Key Stage 2 have copies of these in their own books. The class teacher keeps examples of children's writing assessments and levelled examples of work for each year group are given to the literacy coordinator and filed in moderation files.

Review and Monitoring

The Literacy curriculum coordinator regularly monitors all areas of literacy within the school. During curriculum focus week, resources, books, planning and children's work are evaluated and reviewed. The literacy coordinator reports findings to the staff, head teacher and deputy head and evaluations are entered onto the staff share site for staff to view. A brief outline of the curriculum area is also reported to Governors.

English work carried out by the class is recorded on the half termly and weekly planning sheets. These planning sheets are monitored and evaluated by the Literacy Coordinator and findings are shared with staff and SLT. The SLT carries out focused observations of literacy teaching and findings are shared with staff and areas to be improved are identified and inform INSET training. The curriculum coordinator monitors children's attainment.

Assessments and data is analysed regularly and areas of weakness are identified in order to set new curricular targets.

Management

The senior management team and the teacher in charge of the subject should have a clear view of the purpose of the teaching of English and how learning outcomes can be achieved. Effective communication is necessary at all times. Sharing ideas, involving others in management considerations can ensure that all staff understand the requirements and that individual talents are put to full use. All staff have a responsibility in maintaining a positive approach to English teaching. Maintaining high morale, clear purpose effective interaction and collaboration calls for active participation from all.

Equal Opportunities

English is taught in strict adherence to the school's Equal Opportunities Policy.

Planning Framework

Progression in English will be planned from the Statutory Programmes of Study; Key Stage 1 and 2 National Curriculum in England 2014. The overview of the Primary Curriculum for English is included below. Teachers plan using a half termly planner, and then weekly in the individual class teachers planning file. Planning must always take into consideration the age and ability of each child in the class so that differentiation within all tasks is provided.

Literacy planning should show evidence of a cross curricular approach to teaching and coverage of a range of text types.

Handwriting Policy

Children must be able to write with ease, speed and legibility. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. The style is quick and easy to learn, particularly when it is practised from an early stage. Pupils will learn to form individual letters appropriately and accurately first and then by term 3 of Year 2 pupils will begin to join their handwriting. Handwriting skills are taught regularly and systematically through the use of the Pen Pals handwriting scheme. Pupils in the Foundation Stage and Key Stage 1 will use photocopiable masters

Pupils in Key Stage 2 will practise their handwriting by using Pen Pals textbooks and interactive whiteboard resources. Activities are differentiated according to individual children's needs, while also reinforcing text, sentence and word level objectives. This practise is therefore carefully planned and implemented so that all children can achieve a good standard of writing.

Aims

We aim for children to:

- Achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing.

In order to achieve these aims, the following principles are followed:

Teaching and Learning

- Handwriting is taught regularly and systematically in classes, groups or individually as appropriate.
- Patterns are used initially, by writing with a variety of tools and using multisensory methods, to help free flowing hand motions.
- Correct pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling.
- When marking or writing comments, members of staff use cursive handwriting as appropriate.
- Display writing throughout the school includes cursive writing and computer generated writing.

Provision for left handed children

At least 10% of the population are left-handed, the majority of whom are boys. Left-handed children always sit on the left side of right-handed children, so their elbows don't bump. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body, and to have their fingers about 1.5 cm from the point of their pencil.

Resources and Writing Materials

Children are given experience of a variety of writing tools. Pens are used in term 2 and 3 of Year 4, according to the discretion of the class teacher and in Year 5 and 6. Photocopiable masters (Pen pals) and interactive whiteboard resources are used in Foundation Stage and Key Stage 1 and 2.

How handwriting is taught throughout the school

Foundation Stage

In the Foundation Stage children take part in activities to develop gross and fine motor skills and recognition of patterns. Individual letter formation is taught, modeled and practised in working towards the objectives listed below at Key Stage 1.

Key Stage 1

In accordance with the National Literacy Strategy the children are taught how to form both lower case and capital letters and how to join them, whilst still developing fine and gross motor skills with a range of multi-sensory activities. Handwriting is taught daily and can be linked to the phonics session in the Literacy Hour. The children are taught to:

- Write from left to right and from top to bottom.
- Start and finish letters correctly.
- Be consistent with the size and shape of letters and the spacing of letters and words.
- Have the correct pencil grip.
- Find a convenient position for their page.
- Have the correct posture and position.

Key Stage 2

During this stage the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear and fluent style and by the end of Key Stage 2, be able to adapt their handwriting for the following different purposes:

- A neat legible hand for finished, presented work.
- A faster script for notes.
- Print for labeling maps or diagrams.
- Handwriting will be taught on a weekly basis.

Management

The senior management team and the teacher in charge of the subject should have a clear view of the purpose of the teaching of English and how learning outcomes can be achieved. Effective communication is necessary at all times. Sharing ideas, involving others in management considerations can ensure that all staff understand the requirements and that individual talents are put to full use. All staff have a responsibility in maintaining a positive approach to English teaching. Maintaining high morale, clear purpose effective interaction and collaboration calls for active participation from all.

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