

# Literacy Policy Mission Statement



## Be the best you can!

### Aims

We aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing.

Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

We at Baynards School strive for children to be a 'Primary literate pupil'. By the age of 11 we aim for a child to be able to:

- Read and write with confidence, fluency and understanding, orchestrating range of independent strategies to self-monitor and correct;
- Have an interest in books and read for enjoyment;
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms;
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation;
- Be developing the powers of imagination, inventiveness and critical awareness;
- Have a suitable technical vocabulary to articulate their responses.

### Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum Document (2010) and in the Communication, Language and Literacy section of the Curriculum Guidance for the Foundation Stage (2010).

In the Foundation Stage children should be given opportunities to:

- Speak and listen and represent ideas in their activities;
- Use communication, language and literacy in every part of the curriculum;
- Become immersed in an environment rich in print and possibilities for communication.

At Key Stage One children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literacy and non-literacy texts and learn how the structure of language works.

The Governing Body:

Regular updates are made to the governors on the progress of English provision and to our literacy governor Mrs Julie Eversley.

### Subject Organisation

The English Curriculum is delivered using the Primary National Strategy framework. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

At Baynards each class has a daily literacy hour. Work is differentiated according to the pupil's abilities and support for children is allocated by the Class Teacher and SEN co-ordinator. Weekly planning is completed by each Class Teacher (see appendices 1) and is assessed daily to inform next stage planning.

### Approaches to Speaking and Listening

The Four Strands of Speaking and Listening: Speaking, Listening, Group discussion and interaction, and drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities for Speaking and Listening at Baynards include:

- Oral skills are directly taught, modelled and sensitively encouraged in whole class and small group settings. Some examples are:
  - Modelling dialogue, e.g. turn taking, offering opinions and inviting response;
  - Modelling listening, e.g. the use of non-verbal communication, respecting, even if disagreeing with, the views of others;
  - Modelling values, e.g. encouraging the participation of retiring or reticent pupils, praising boys who display sensitivity;
- Providing a wider range of contexts for speaking and listening;
- Supporting the pupils by providing clear structures for tasks which require the pupils to learn through talk;
- Sharing roles with the pupils, e.g. as questioner, the 'expert' on a particular topic;
- Using language creatively and imaginatively, e.g. through role-play, hot seating, storytelling;
- Engaging in speaking and listening in a variety of grouping and setting, e.g. reading out loud as an individual and a larger group during shared reading, working collaboratively on an investigation during group work, reporting findings as a newscaster during a plenary session;
- Demonstrating what they know and evaluating their understanding, e.g. involvement in plenary sessions, use of response/talk partners.

Pupils have a variety of opportunities to use talk for learning. These will not occur in every lesson but teachers are expected to incorporate them over a period of time (across each week).

Contribution of Literacy to teaching and learning in other curriculum areas (cross curricular).

The skills that children develop in English are linked to, and applied in, every subject of the curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

## Approaches to reading

Reading is taught through:

- *Whole class reading that develops listening skills, a love of story and reading for pleasure.* This is teacher led with children listening and responding to questions, predictions and vocabulary choices as appropriate to the level of the children. In all year groups this happens on a daily basis.
- *Shared reading* that immerses children in the pattern of story and features of text types. This happens in literacy sessions when introducing text and prior to writing. The teacher models as an expert reader and draws out the key elements of the content.
- *Guided reading that targets children's reading skills.* Guided reading takes place in small groups with teacher input using a levelled text. In Foundation and KS1, sets of guided reading books are banded and stored together. For KS2, sets of books are levelled into abilities and categorised into genres. These are stored below the banded books. Progress records are recorded at each reading session and each group reads with an adult at least once a week.
- *Individual reading.* Children may also read individually to their class teacher or an LSA. They will read a levelled book from their book bag which is changed regularly.
- *Independent reading in school and at home.* Books are sent home with a reading record for communication with parents. In Foundation stage and KS1 children take home two levelled books. Books are changed on a weekly basis by teaching assistants, teachers or children when they become more independent. The levelled scheme books have a controlled vocabulary and therefore children are moved through the stages as they are able to read the key words. In KS2 children may choose their own chapter book to take home and these are changed regularly. Some children in KS2 are also given scheme books to further support their reading skills.

## The reading environment.

The print rich environment encourages the children to interact with displays, to follow instructions and signs, promoting functional language. Within the classroom the reading area is attractive and inviting, books are clearly accessible within labelled categories, by author or by genre. Themed displays are encouraged along with opportunities to write book reviews and show homemade books. Books are also displayed and promoted around the classroom and the whole learning environment of the school.

The school library provides reference and reading materials for children and teachers.

Children are able to change their library books once a week. Links with the local library are also encouraged, with regular visits from the librarians to encourage reading initiatives. Class visits to the library also take place.

## Writing and our Approaches to Writing

We believe that writing should be a creative / developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. The compositional and transcriptional skills are taught alongside the creative aspects. Immersion in reading, talk and preparation for writing is essential to the writing development process.

Writing is taught through:

- *Shared writing that is modelled by the teacher as the expert with contributions from the children.* This is teacher-led writing with children watching and contributing ideas. Shared writing is not exclusive to literacy sessions and can be taught within foundation subjects. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, presentational and text level skills or other key strategies needed in writing. Not all of these can be modelled in one session, but the teacher as the expert writer leads the cumulative writing process.
- *Guided writing that targets children at their point in writing.* Guided writing takes place in small groups with a teaching focus using targets and writing already modelled. Each guided group writes with a teacher at least once a week. The main part of the session is spent by the child writing with the teacher intervening as appropriate. In Foundation stage the child receives more individualised support from the teacher at the point of writing.
- *Opportunities for developmental writing.* In Foundation stage the children should experience writing in a range of settings and opportunities for developmental writing should be available through all areas of learning and throughout the learning environment. Children's own attempts at early writing should be celebrated and promoted, alongside the direct teaching of the key skills that will enable the children to progress through the stages of writing development. In Foundation stage and KS1, children's writing that needs interpretation should be scribed by the teacher or adult working with the group. Ideally this is during the literacy session.
- *Independent writing.* Throughout the school children need opportunities to develop their confidence and practise their writing skills. All writing activities should have a purpose and quality should be promoted through book making, publication or presentation to another audience. Writing is modelled and supported from immersion to quality writing. Independent writing is supported through the use of dictionaries, word banks, writing frames or plans and alphabet cards.

## Writing environment.

The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms should have attractive and well-equipped resources for writing that children can access through a writing area or table. Opportunities for writing are planned for and accessible throughout the learning environment and school day. Functional and creative writing are demonstrated and promoted by staff and visitors.

## Handwriting

Handwriting and letter formation is explicitly taught throughout the school. The correct way of forming letters with joining flicks is modelled by the teacher and patterns of letters are taught where appropriate in KS2. Children have a separate handwriting book and there is at least one session week dedicated to demonstrating and practising handwriting. Children need to have adult interventions when handwriting to ensure incorrect formation is not practised. Good presentation is emphasised at all times and through all forms of writing. In Foundation stage children are taught to write their names through tracing, copying and writing from memory. Support is given to those with a poor pencil grip through triangular pencils and pencil grips. Left hand writers should be sat on the left hand side of the table. In KS2 pens are introduced in Year Three.

## Speaking and Listening

In line with the new framework, we believe that speaking and listening is fundamental to children's development and that confidence in this area is essential to be successful in all areas of literacy. The four strands to speaking and listening are:

- Speaking;
- Listening and responding;
- Group discussion and interaction;
- Drama.

These oral skills are directly taught, modelled and sensitively encouraged in whole class and small group settings. Opportunities across the curriculum are planned for and developed. Children play an active part in presentations, topic talks, group discussions, debates and drama activities on a weekly basis. We follow the guidance and ideas from the new literacy framework to support the teaching and learning of speaking and listening. There is progression in the skills taught and assessment of significant achievements in speaking and listening.

## Cross Curricular literacy opportunities

Teachers will seek to take advantage of opportunities to make cross curricular links. They will plan for practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

## The use of ICT

Opportunities for the use of ICT to support teaching and learning in literacy will be planned for and used as appropriate.

## Assessment and target setting

Work will be assessed in line with the assessment policy.

In addition to this, at Baynards, we use the National Curriculum level descriptors to level children's writing each half term. Targets are then set and discussed with the children so that they are clear how they can make progress over the next half term. Progress in reading is recorded during the guided reading sessions, observations, tests, marking and individual target setting / conferences. These assessments are used to inform planning and to target teaching to the needs of the children as well as to track progress. The children's levels are recorded on half termly tracking progress grids and target tracker. The literacy co-ordinator monitors this data as literacy assessments, to check they are meaningful, relevant, show progress, to match to the policy and planning for the evaluation of learning and teaching.

Daily marking of children's writing is also completed by the teacher providing a positive comment that is specifically linked to the learning and the objective, and a target, where necessary in order to move children on in their writing. In KS1 children's writing is assessed each half term and is awarded a national curriculum level. Levelling informs teacher's planning and setting appropriate targets and learning intentions for the children.

In year 2 children take their SATs in May and are tested in spellings, spelling dictation, comprehension and reading. They are given teacher assessment levels and SATs levels. Children are expected to reach the year 2 assessment level of 2b in each subject. Most children take the test with the exception of those children falling far below their expected attainment.

In years 3, 4 and 5 children are assessed using the non statutory SATs papers.

At Baynards children are tested on their reading ages twice a year. This is used to inform teaching and planning.

## Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

## Intervention programmes

There are several intervention programmes in place at school.

In Year One, children who are falling just below the national average in reading and writing participate in Early Literacy Support. This begins in the autumn term and is carried out through daily sessions.

For children in Key Stage Two we have Additional Literacy Support groups to support those children in reading and writing who are below the expected level for their age.

We also have opportunities for some under-achieving children to have 1-1 support in six weekly blocks.

## Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

## Role of the subject leader

The subject leader should be responsible for improving the standards of teaching and learning in literacy through:-

- Pupil progress
- Provision of literacy (including intervention and support programmes)
- The quality of the learning environment
- The deployment and provision of support staff

- Taking the lead in policy development
- Auditing and supporting colleagues in the CPD
- Purchasing and organising resources
- Keeping up to date with recent literacy developments

## **Conclusion**

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning policy
- Marking policy
- Special Education Needs policy
- ICT policy
- Equal Opportunity policy
- Health and Safety policy