



Literacy Policy

Evidence of intentions and practice - for the information of staff, governors, parents, LA, OFSTED and DfE

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PARKSTONE PRIMARY SCHOOL

Literacy Policy

1 Introduction

- 1.1 At Parkstone Primary School we believe that Literacy is a fundamental life skill. Literacy 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. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

2 Philosophy

- 2.1 Parkstone Primary School will provide the highest possible quality of English education. It will meet the requirements laid down by the new National Curriculum (NC2014), the current teaching framework and those of the Headteacher, staff, parents and governors.
- 2.2 The school will offer a caring, supportive and disciplined framework to enable the children to achieve their potential from the provision provided.

3 Aims and Objectives

- to enable children to speak clearly and audibly and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech and writing to a wide range of circumstances and demands including the difference between standard and non-standard English.
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities, including the communication of their ideas, views and feelings and reciting poetry.
- to help them become confident, independent readers, through guided reading and an appropriate focus on word, sentence and text-level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- to foster the enjoyment of writing, and a recognition of its value;
- to encourage accurate and meaningful writing, be it narrative or non-fiction;
- to improve the planning, drafting and editing of their written work.

- to give immediate or timely feedback where possible to move learning on and help children achieve potential.

4 Teaching and Learning

- 4.1 At Parkstone Primary School we use a variety of teaching and learning styles in our Literacy lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, and understanding.
- 4.2 In Key Stages 1 and 2 we do this through 5 daily lessons each week in which children experience a grammar or spelling activity; reading or writing activity; a guided group or independent activity and a whole class session to review progress and learning.
- 4.3 In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities that allow all children to work towards meeting their end of year expectations. Teachers strive to provide challenge suitable to the needs of all children. Staff have high expectations that all children can achieve their full potential. Wherever possible, teaching assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.
- 4.4 Speaking and listening activities are embedded throughout the curriculum. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and individual word banks.
- 4.5 All classes have specific grammar, punctuation and spelling (GPS) lessons, in line with the expectations set out for age related expectations in the NC2014.
- 4.6 Staff provide balanced and varied learning opportunities within the classroom. Children use ICT in Literacy lessons, where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.
- 4.6 In the Foundation Stage language and literacy development are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books.

An environment is provided which reflects the importance of language through signs, notices and books. Writing opportunities within continuous provision is high profile and tailored to current books/themes.

Children are provided with daily opportunities to see adults writing and they can experiment with writing themselves. Children receive daily phonic sessions in the Foundation Stage and throughout Key Stage 1.

5 Curriculum planning

- 5.1 English is a core subject in the National Curriculum and we use the NC2014 for Literacy lessons as the basis for implementing the statutory requirements of the programme of study for English.
- 5.2 We carry out the curriculum planning in Literacy in two phases (long-term and short term). The NC2014 details what each year group should be taught in the long term but does not set out specific genre as with the previous primary framework. Our 2 year long term plan identifies the key texts in English that we teach with purposeful cross-curricular links with other subjects.
- 5.3 Our short term plans give details of the main teaching objectives (taken from the National Curriculum) for each day and across the unit. These plans support what we teach, and ensure that at all times we are pitching learning at the right level for age related expectations.
- 5.4 These plans include daily short term planning details the objectives and the differentiated activities, including support, where appropriate. The new NC2014 makes it clear that in all subjects, including English, children are expected to achieve the age related objectives set out which has had a knock on effect for differentiation. Rather than providing a layered approach to learning objectives as previously, differentiation now details the strategies and support that will be put in place to ensure all children achieve the objectives. All lessons are followed through with teacher assessment against the learning outcomes and these formative assessments are used to inform next steps.
- 5.5 Within the foundation stage, opportunities are planned into continuous provision to enable children to move on to the next age and stage. Planning includes starting points and next steps to ensure staff know where every individual is and where they need to be. Enhancements are planned to ensure the exciting opportunities capture the children's imagination. Challenges are set to encourage the children to meet their next steps in learning.
- 5.6 Guided reading occurs 5 times a week outside the literacy session and is based on a rotation during the week within the class. Children are grouped according to ability and when an adult is not reading with the children, they are given a purposeful activity to do independently e.g. reciprocal teaching activities, comprehension questions or a different follow-up activity linked to the text.
- 5.7 All teachers have high expectations in the presentation of work in all areas of the curriculum. Handwriting plays an important part and is taught continuously throughout all lessons. The non-negotiables set out in English make it clear that poor presentation should be picked up on and this includes letter formation.
- 5.8 All classes have daily handwriting sessions for 10 minutes a day, usually after lunch. The focus of these sessions is initially on letter formation and the progresses onto joining letters successfully in the agreed cursive font style. As children develop their fluent joined handwriting style, they move on to writing words and whole sentences in a consistent joined script.

6 The Foundation Stage

- 6.1 Guided reading starts in the Foundation Stage as soon as we feel the children are ready. Until then, they take part in phonic based activities and activities which encourage communication and language development. For those children who require additional support, there is a daily nurture group to cater for their individual needs.
- 6.2 Daily phonics sessions begin as soon as the children start school. These phonics sessions are split into 4 phonics groups each with their own learning leader. For those children who require additional support, there is a daily nurture group to cater for their individual needs.
- 6.3 Writing lessons follow the same organisation – 4 groups according to the ages and stages of the individual child. We aim to expose the children to a variety of text types and writing styles.

The children have daily writing opportunities within their continuous provision – giving them plenty of opportunities to develop their writing skills independently. We provide fine motor nurture groups for those children who require help with pencil grip and pencil control.

- 6.4 Each piece of independent writing is assessed by staff and moderated regularly in line with the EYFS and with the help of the most up to date exemplification document. Examples of work for each age and stage can be found in our own exemplification file to show our understanding of each age and stage in writing development. Photographs of work are taken as part of each child's learning journey.

7 Contribution of English in other Curriculum areas

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

7.2 Mathematics

The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in the Foundation Stage and Key Stage 1 experience stories and rhymes that involve counting and sequencing. They focus on new mathematical vocabulary according to the topic.

Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

7.3 Spiritual, moral, social and cultural development

English contributes to all these areas:

- The children can offer critical responses to the moral questions they meet in their work.

- Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and with texts from a diverse range of cultures.
- The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

7.4 Computing

Computing is used to enhance teaching and motivate learning. It is used at whole-class, group and independent level. The interactive whiteboard supports whole-class shared reading and writing as well as allowing accessibility to visual literacy such as film and enlarged images.

A range of computing software available in school gives children more flexibility in presenting findings and outcomes such as through the use of multimedia presentations, word processors or visualisers.

Hardware and other equipment such as digital cameras and camcorders are used to promote speaking and listening and to engage children with the writing process.

8 English and inclusion

8.1 At Parkstone Primary we teach English to all children, whatever their ability. It is part of the school Curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties and those learning English as an additional language, as well as providing appropriate, challenging planned work for those children who are Gifted and Talented. Work in English takes into account the targets set for each child.

8.2 Racial Equality & Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Parkstone Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

9 Assessment for learning

9.1 We assess children's work in reading, writing and grammar half termly. Children complete summative assessments in GPS and reading which feed into the teacher assessments submitted by staff alongside FLiC judgments. All teacher assessments are moderated for accuracy termly by the SLT in moderation meetings.

9.2 We make short-term assessments which we use to help inform future short-term planning. These are closely matched to the teaching objectives and will often be made from day to day observation and use of assessment by adults and children.

9.3 At all points after teacher assessments have been made, judgements on progress are made. Attainment and progress in English is compared to national data and

children's own end of year targets. We can then set targets for the next school year and make a summary of each child's progress before discussing it with parents and collating it in the child's end of year report. Pupil progress meetings are held termly with all teachers to discuss strategies to support children who are not on track to meet their end of year targets.

9.4 We formally assess children's reading and writing levels five times a year and put strategies in place to support children where necessary. We make these assessments with the help of on-going Teacher Assessment use of summative testing and the end of Key Stage SATs tests (Year 2 and 6).

9.5 The NC2014, makes it clear that assessments no longer need to be made in terms of levels and so as a school we use a range of assessment tools to support teachers with their judgments.

Staff use FLiC while marking children's work to assess whether the children have met the learning objective for that particular lesson. FLiC is colour coded- red means the child has not accessed the learning objective at all; yellow means they are developing; green means the child is 'on-track' to meet the objective by the end of the year and blue means that child is secure.

All children have target sheets in the front of their guided reading response books as well as their literacy books. Teachers are expected to mark off the objectives reached on these sheets weekly.

10 Resources

10.1 There is a wide range of resources to support the teaching of Literacy across the school. All classrooms have dictionaries and Y2 – 6 have thesauruses. All classrooms have a selection of fiction and non-fiction texts, which are all colour banded (apart from Y6) so that the children are able to gain constant access to relevant and appropriate reading materials.

10.2 Access to the Internet is also available in classrooms through the use of laptops and PCs. The library contains a range of books to support children's individual research and is open to parents and children weekly so that they are able to borrow books to read together at home.

11 Roles and Responsibilities

11.1 Head Teacher and Governing Body

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching

11.2 English Subject leader

- To have an impact on raising standards of attainment for Literacy across the whole school.
- Ensure the effective implementation of the Statutory National Curriculum for English.
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.
- To maintain the availability of high quality resources.
- To maintain an overview of current trends and developments within the subject.
- To ensure, together with the Head Teacher, a rigorous and effective programme of lesson observation and monitoring.
- To ensure a regular and effective programme of analysis of planning and children's work sample monitoring is in place- SLT book scrutinities
- To ensure there is regular reviewing and monitoring of the individual targets
- To effectively manage any funding designated to Literacy.

11.3 Class Teachers

- Ensure the effective implementation of the Statutory National Curriculum for English.
- Adapt and use the Primary Framework for Literacy NC2014 across the whole school so that it meets the needs of our children
- Make effective use of Assessment for learning within Literacy.
- Ensure work is presented in a way to enable all children to reach their full potential, particularly ensuring the correct challenge and support is in place.
- Set relevant and purposeful homework. (See Homework policy for further details)

11.4 Teaching Assistants

- To support the class teacher in the effective implementation of English.

12 Parents / Carers

12.1 We believe that parents have a fundamental role to play in helping children to learn. We do all that we can to inform parents about what and how their children are learning by:

- holding parents' evenings to discuss children's progress
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning explaining to parents how they can support their children with homework
- holding workshop mornings to explain relevant developments in their child's education and allow them to work alongside of their child in the classroom
- inviting parents in for termly 'Stay and read' sessions.
- providing parents with age related information where possible ie age specific reading diaries with the relevant word and spelling knowledge clearly shared.

12.2 We believe that parents have the responsibility to support their children and the school in implementing school policies.

12.3 We would like parents to:

- do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible
- support their child in achieving a minimum of 3 reads a week.

- support their child with learning their weekly spellings.
- ensure that their child is equipped for school for taking part in activities
- inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general
- fulfill the requirements set out in the home/school agreement

This policy will be reviewed every two years.