

Weobley Primary School



A Whole School Policy for Literacy

Policy Reviewed	
Date	By whom
Oct 2002	Headteacher
Oct 2007	Co-ordinator
Jan 2009	Co-ordinator
Sept 2010	Co-ordinator
Sept 2013	Co-ordinator
Oct 2014	Co-ordinator
Feb 2016	Co-ordinator

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Weobley Primary School ~Literacy Policy

This document is a statement of aims, principles and strategies for the teaching and learning of Literacy at Weobley Primary School.

It was developed during the academic year 2014-2015 through a process of consultation with staff and governors.

This policy will be reviewed according to the emerging needs of our school.

Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At School we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant through-out school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.'
(p10 National Curriculum)

We are an inclusive school, we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support, small groups and cross-phase work to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13)

Planning:

English is a core subject in the National Curriculum. We use the new curriculum (2013/2014) as a basis for implementing the statutory requirements of the programme for study for English.

We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The National Curriculum details what we teach in the long term. Our yearly teaching programme identifies the key objectives in English that we teach to each year; these are then adapted to suit the needs of individual classes.

Our medium-term plans, which we also base on the National Curriculum, give details of the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. (The subject leader is responsible for reviewing these plans).

Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. It also gives details of what each child or group of children will be learning ensuring that all needs are addressed. The class teacher keeps these individual plans, and often discusses them on an informal basis with the subject leader.

**Subject
Organisation:**

Foundation Stage

In Foundation stage children have daily discreet phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

Key Stage 1

In Key Stage 1 daily discreet phonics lessons (Read, Write Inc) which continue and are taught in ability groups, while children have daily mixed ability Literacy lessons with an emphasis on

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real texts. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes (e.g. ELS) and differentiated class teaching and extended Read Write Inc sessions.

Key Stage 2

In Key Stage 2 Children have daily Literacy Lessons including grammar for writing. Additional literacy sessions include guided reading, handwriting, class novel which is read at the Teacher's discretion at a time throughout the day and spelling. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes (e.g. ALS) and differentiated class teaching.

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 to develop these skills include: class assemblies, talk partners, drama and performances including our Christmas Concert and a performance at the end of the year! Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate.

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to model our own language to the children which encourages Standard English both in speaking and writing.

Reading:

The 2014 Curriculum divides reading skills into two dimensions:

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- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Daily discreet phonics lessons in FS and KS1 enable children to decode efficiently. This is continued into KS2 where necessary.

A range of reading schemes are used to support early readers as well as book banded books used for guided reading. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. 'World Book Day'.

Children in the Foundation Stage classes take home a book from school where parents are encouraged to read the book with their child and then record what book they have read and how they have got on. This encourages teacher - parent communication. In KS1 children take home a levelled book according to their ability. In addition to this children have the opportunity to choose a book from the school library. Each child has a home school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. Parents

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are encouraged to support their child's reading by letters which are sent home as well as discussions with the class Teachers.

In Key Stage 2 children choose books to take home and read. Those children who still require a more structured approach to reading have access to the 'Oxford Reading Tree' series of books to help these children to continue to grow in confidence as readers with a text that appears appropriate for their age group.

We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage children become more independent in recording what they have read in their reading journals.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers. To ensure this we follow Pie Corbett's recommended reading spine.

Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to

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success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Our aims and connected provision

- We teach grammar as a separate lesson where necessary
- We correct grammatical error orally/ written work (where appropriate)
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice
- We encourage and promote 'talk for writing'
- We provide writing frames to support the least confident
- We provide time for planning, editing and revising
- We mark extended pieces of work in-depth and set targets with the pupil
- We use checklists for pupils to self assess or peer assess, when appropriate so they can evaluate effectively
- We encourage joined handwriting to support spelling and speed
- We use drama and hot-seating to help pupils to think about another point of view
- Support for pupils with learning and motor difficulties
- Meetings with parents to help them support their child.

Cross Curricular:

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum, with a particular focus in our school of writing through all subject areas where the same standard of writing is expected as seen in Literacy books.

Use of ICT:

We recognise the important role ICT has to play in our school in the development of Literacy skills. ICT is used on a daily basis to enhance the teaching of literacy and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy. The use of ICT is cross - curricular.

Assessment:

Teachers assess children's work in English in three phases. The short term assessment that teachers make as part of every lesson help them to adjust their daily plans. They match these short term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work.

Teachers use medium term assessments to measure progress against the key objectives, and help them plan for the next unit of work. Children's work is assessed according to levels of Attainment found in the Assessing Pupil Progress (APP) documentation.

Teachers make formal assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long term assessments they are able to set targets for the next school year, and to summarise the progress of each child.

These long term assessments are based on end of year tests and teacher assessments (APP). Children in year 1 now take a national phonics test at the end of the year. Children undertake the national SATS tests at the end of Year 2 and Year 6. And the optional national tests at the end of years 3, 4 and 5. Teachers also make annual assessments of children's progress based on the objectives of the National Curriculum.

The subject leader keeps samples of children's work. These demonstrate what the expected level of achievement is in English in each year of the school. Teachers meet regularly to

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review individual examples of work against national exemplification material produced by the QDCA and the DFE.

Inclusion:

We aim to provide for all the 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.

Equal Opportunities:

Weobley Primary School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

Professional Development:

- The Literacy Co-ordinator attends termly training within county and reports back to all staff
- The local cluster has an English group which meets termly
- Staff are expected to attend relevant courses during the school year
- Moderation takes place in house, within the cluster and with support from county

Parental Involvement:

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and

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understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them.

There are opportunities each term when parents can discuss their child's progress with their teacher. Parents are encouraged to read both with and to their children at home in order to promote reading. There are also workshops for parents to attend throughout the year on various aspects of the literacy curriculum, ranging from phonics to grammar and understanding the curriculum levels.