



Providing the keys to success for every child

Whole School Policy on:

LITERACY

Version 2

Head Teacher: Mr M Cowell

Kent County Council

Document Title:	Policy – Literacy
Document Number:	PBPS-P-LIT-2013-09 v2
Prepared by:	Mrs L Cooper
Governing Body Acceptance Date:	10 October 2013
Date for Next Review:	Summer Term 6, 2015



Contents

1	Mission Statement	1
2	Aims.....	1
3	Statutory Requirements.....	1
4	Subject Organisation	2
5	Approaches to Speaking and Listening	2
6	Approaches to Reading	3
7	Approaches to Writing	3
8	Cross-Curricular Literacy Opportunities	4
9	The Use of ICT.....	4
10	Assessment and Target Setting	5
11	Inclusion	5
12	Equal Opportunities.....	5
13	Parental Involvement.....	6
14	Role of the Subject Leader	6
15	Policy Review.....	6



1 Mission Statement

Children at Palm Bay primary school have a

Positive

Attitude where

Learning

Matters

They have a sense of

Belonging and

Ambition

Your child counts!

2 Aims

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

At Palm Bay school we strive for children to be 'Primary Literate Pupils'

We aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a 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
- develop the powers of imagination, inventiveness and critical awareness
- have a suitable technical vocabulary to articulate their responses

3 Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2000) and in the Communication, Language and Literacy section of the Curriculum Guidance for the Foundation Stage (2000).



In the Foundation Stage (Nursery and Reception) 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 (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should write to suit different situations, purposes and audiences in a range of genres. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

4 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.

Work in literacy is differentiated by the class teacher where they feel it is appropriate, in order for every child to access the curriculum, at a level suited to their ability.

When planning, teachers use an agreed planning format to ensure continuity throughout the school. There is a separate format for yearly planning, medium-term planning and planning for a unit.

5 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.

Literacy units are delivered using the structure of the integrated teaching sequence (ITS). During the initial stages of this teaching sequence there are vast opportunities for children to prepare for writing and gather ideas, through a range of speaking and listening activities, including, drama and discussion.



6 Approaches to Reading

Reading skills are developed in a number of ways.

Shared reading that immerses children in the pattern of story and features of text types using a shared text. 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. Children may also be read part of an ongoing class novel each day.

Guided reading is a carefully structured group activity involving groups of approximately six children. Every class does guided reading every day. The text to be shared is carefully selected by the class teacher to provide appropriate challenge and meet planned outcomes. Each group reads with the teacher once a week and on the other 4 days they complete a range of other reading based activities.

Independent reading All children have the opportunity in the school day to read a book of their choice; independently and in a quiet environment. Teachers also aim to hear each child read independently as often as possible and this task is also undertaken by teaching assistants and parent helpers.

Home reading All children are expected to take home a reading book and to read for a short while each night, to an adult, as part of their homework. Parents are encouraged to record their comments and observations in a home-school reading record.

Phonics Reading is taught through enabling children to hear and read the different sounds in words. We use a programme called Sounds Write to deliver phonics which encapsulates the reading review recommendations led by Jim Rose in the Rose report. Phonics is taught explicitly, everyday in Foundation stage and KS1 and where necessary in KS2.

7 Approaches to Writing

We believe that writing should be a creative/developmental process both at a functional and at an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. Immersion in reading, talk and preparation for writing is essential to the writing development process. We use the following approaches to teach writing.

Shared writing that is modelled by the teacher with contributions from the children.

Guided writing takes place in small groups with a teaching focus using targets and writing already modelled. Each group regularly writes with the support of the teacher.

Modelled writing with the teacher as the expert demonstrating the writing process. The teacher articulates the process and emphasises specific teaching points related to the lesson objectives.



Emergent writing occurs with the very youngest children who may yet have to learn the formal conventions of writing. They will be encouraged to develop a joy for writing as a means of communicating thoughts and ideas. Emergent writing allows children the feeling of being a real writer and is seen as a vital element in the development of positive attitudes towards writing. We use the Write Dance programme to develop children's mark making skills in preparation for writing.

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 an audience. Independent writing is supported through the use of dictionaries, word banks and writing frames.

Spelling Dedicated time is allocated for teaching and investigating spelling. Sounds Write as mentioned previously, but also the objectives presented in The Support for Spelling document and our school SPaG scheme of work, are followed as a progressive approach to spelling. Alongside these, individual spelling logs are used. Children are encouraged to practise their spellings each week as homework. Spelling at the point of writing is supported through the use of dictionaries, word banks and writing frames.

Grammar This includes grammatical awareness, sentence construction, punctuation and the higher skills of grammar. The rules of grammar are taught explicitly and as part of the main literacy session, following the SPaG scheme of work.

Handwriting and letter formation is explicitly taught throughout the school. The children have a separate handwriting book. A recent move towards cursive handwriting means that Foundation stage and KS1 now learn to write cursively, with this method being rolled out to KS2 next academic year. Good presentation is emphasised at all times and through all forms of writing.

8 Cross-Curricular Literacy Opportunities

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.

9 The Use of ICT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate. All classes have an interactive whiteboard and computer and the computer suite provides each child with access to their own computer. We now have a set of tablets that can be used in class to support all



curriculum areas. There is a range of literacy software on the computers for teachers and children to use. (Also see ICT policy.)

10 Assessment and Target Setting

Children's progress in reading, writing and speaking and listening will be assessed by teachers each term and recorded electronically on a central database.

Children's reading is assessed on an ongoing basis using the APP reading tracking sheets that are used whilst hearing children read. Children in KS2 are also given a reading test twice a year to track and monitor progress and to highlight children who may need targeted support. Year 1 children are given a phonic check reading test.

Writing is assessed every term using the APP materials to give children a level for their writing and to highlight what their next steps should be. We then moderate these levels as a whole staff to ensure continuity of levelling.

At the end of each academic year children in KS2 are given the optional SATs tests to measure the progress they have made over the year.

All work is marked by the class teacher as a means of assessment and feedback given to the children. When marking work, care is taken, to ensure that comments are developmental and that children are aware of what they need to do next to progress and move to the next stage. The bookmarks attached to their Creative Writing books show when targets have been set and achieved and are presented in child friendly speak so that pupils can see what they have achieved and what their next steps are. All assessments are used to inform planning and to target teaching to the needs of the children as well as to track progress (See also the marking and assessment policies).

11 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 and talented children will be identified and suitable learning challenges provided (See also AEN and G&T policies).

12 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.



13 Parental Involvement

Parents can support their child by reading with them regularly, helping children to learn their spellings and supporting them with their homework.

14 Role of the Subject Leader

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating Literacy:

- pupil progress
- lesson observations and book scrutiny
- provision of Literacy
- the quality of the Learning Environment
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up- to- date with recent Literacy developments
- Modelling good practice

15 Policy Review

This Policy is to be updated by the Literacy Coordinator and presented to the Governing Body for review bi-annually (odd years) in Term 6, or whenever a significant change is deemed necessary.

The next review of this policy is due: Summer Term 6, 2015.