

Uley CEVC Primary School

Literacy Policy

Summer 2011

Literacy Policy

MISSION STATEMENT

Uley is a Voluntary Controlled Primary School whose focus is on each individual, acknowledging both their Rights and Responsibilities.

Christian values drive all aspects of school life, curriculum and ethos. Academic rigour is valued at all stages, with the classroom focus on challenge, engagement and achievement.

Learning is celebrated in all its forms and everyone is equally valued and respected in a caring and secure environment.

In partnership with parents and the wider community, the children grow and develop as we prepare them to meet the challenges of education, work and life.

PREAMBLE

We believe that through speaking and listening, reading, writing and drama children develop their powers of imagination and invention, enabling them to express themselves creatively and imaginatively.

Literacy is defined as the united skills and knowledge of reading, writing and oral language. In order for children to become literate they must understand that the written word is a representation of the spoken word, and that both have a variety of forms related to purpose.

At Uley Primary School, by the age of 11, we **expect** children to be able to:

- Read, write and speak with confidence, fluency and understanding;
- Have an interest in books and read for enjoyment;
- Become enthusiastic and critical readers of stories, poetry and drama, non-fiction and media texts;
- Have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms;
- Understand the connections between the spoken and written word;
- Discuss reading and writing comprehensively, expressing opinions, explaining techniques and justifying preferences about a wide range of fiction and non-fiction texts using appropriate technical vocabulary.

Around the school children will be seen:

- Discussing aspects of literacy learning;
- Interacting with each other and the teacher, contributing to discussions, offering positive criticisms leading to the improvement of reading and writing;
- Evaluating their own and others' contributions through a range of drama activities, across the curriculum;
- Working with a sense of urgency, being part of a well-paced learning environment and showing the need to make progress;
- Being ambitious and having high expectations for personal success.

Teachers will:

- Have a clear understanding of the objectives being taught and share this with the children.
- Plan and deliver well-paced lessons which drive learning forward, using Primary Framework for Literacy as their basis.
- Pass on their optimism and high expectations for success to the children.
- Use a range of teaching strategies as appropriate, including:
 - Direction
 - Demonstration
 - Modeling
 - Scaffolding
 - Explanation
 - Targeted questioning
 - Initiating and guiding exploration
 - Discussing challenging ideas generated by the children
- Listen and respond to children in a sensitive and supporting manner, discussing and evaluating children's successes.
- Consider the opportunities for developing literacy skills across the curriculum.
- Be mindful of the literacy needs of the child in all subject areas, and differentiate questions and activities as appropriate to allow all children access.
- Mark work against the objectives using positive comments and next step(s) for improvement, in accordance with our marking policy.
- Set short and achievable individual/group/class writing targets as appropriate to enable children to make rapid progress and feel a sense of achievement in their writing.

CONTRIBUTION OF ENGLISH TO TEACHING IN OTHER CURRICULUM AREAS

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, drama, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

ROLE OF THE CO-ORDINATOR

It is expected that the Literacy co-ordinator will fulfil the following roles:

- Support colleagues in planning, teaching and assessing Literacy.
- Keep colleagues informed of any changes in practice, providing sign posting training where appropriate.
- Monitor the planning and teaching of Literacy throughout the school
- Ensure that resources are appropriate, available and of good quality.
- Liaise with the headteacher, leadership group and SENCO regarding relevant issues.

PLANNING

Year 1 to 6:

Class teachers use medium term plans from the Primary Framework for Literacy site as their basis and adapt as appropriate.

All class teachers are responsible for weekly planning based on these medium term plans. They will:

- Provide a balance and variety of content and organisational learning opportunities within the classroom.
- Assess and plan for the specific needs of children within their own class, whilst adhering to the progression laid down in the Primary Framework.

LITERACY WITHIN THE FOUNDATION STAGE

Literacy in the Foundation Stage is taught as an integral part of the children's work. The children have experience of aspects of literacy everyday, e.g. phonics, shared text work, writing, etc. As the Reception class is part of the Foundation Stage of the National Curriculum, literacy aspects of the children's work are related to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for the children. All the children are given the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and exchange their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations. By the summer term many Reception pupils begin to follow the National Curriculum.

ICT WITHIN LITERACY

ICT (Interactive Whiteboards, laptops, CD-ROMs, the Internet, microphones, Flip video cameras, digital cameras. etc) is an integral part of Literacy and is used in direct teaching where appropriate. Children may also use ICT to enhance their learning in the group/independent session of the Literacy lesson.

ENTITLEMENT/EQUAL OPPORTUNITIES

All pupils are encouraged to realise their full potential in Literacy, regardless of race, gender, religion or disability. The school will ensure that:

- All children cover the content made statutory by the programmes of study within the National Curriculum.
- Children will access the curriculum at the appropriate level, thus ensuring progression and differentiation.
- Suitable resources and learning environments will be available to enable access to the learning required.

SEN

- Differentiated activities will be provided to support less able and extend more able pupils.
- Children with learning difficulties will be identified and provision will be made for their particular needs.
- Where necessary, outside agencies may be involved
- Parents will be kept informed and encouraged to assist in helping their children.
- Teaching assistants are used to support groups and/or individual children.

- The needs of children with IEPs are met using both class support and withdrawal where appropriate.
- Gifted and talented children will be identified and provision will be made for their needs within the classroom.

ENGLISH AS AN ADDITIONAL LANGUAGE

At Uley Primary School we are committed to ensuring that all children are able to access the curriculum, regardless of language diversity. Children who have English as an additional language will be identified and tracked using the school's mapping provision and are assessed using EAL Step Descriptors each term and the Salford Reading test results annually. Extra support will be provided where appropriate; sources of support may include external agencies, teaching assistants, learning mentor or LEA.

RESOURCES

Resources are allocated to year groups and are based in classrooms to ensure that new and exciting texts can always be accessed each year. Resources include Big Books, CD-ROMs, Digitexts, sets of smaller books, dictionaries and thesauruses.

READING SCHEMES

During Reception, children learn to read using schemes such as Jolly Phonics, Jelly & Bean, Ginn, Rigby Star and Oxford Reading Tree.

As they travel on their journey to becoming independent and enthusiastic readers the children have access to a full range of texts which are carefully colour-coded to match the progression in the relevant schemes.

All children are encouraged to take home a reading book to share with parents or to read on their own – for our fully independent readers these books may not adhere to a particular scheme and may be a book borrowed from our library.

LIBRARY

When our library becomes established we aim to give children the opportunity to take library books home (KS2) or use the library as a quiet class / large group research or reading time. The lending of the library books will be managed by a designated person – all teachers and children in our school have access to the library and are able to borrow books.

HOMEWORK

Literacy homework will be set in accordance with our homework policy. Work will be sent home appropriate to children's needs and to enhance classwork. It is suggested that the nature of the homework be practical or of the "non-marking" variety (e.g. reading practice, word/punctuation investigations,

collecting vocabulary to bring to discussions). However, teachers set homework at their own discretion and if the homework does require marking then it will be marked.

PARENTS

Parents are actively encouraged to participate in their child's education by supporting them in a positive way – both generally (e.g. regular reading with their child at home, etc) and specifically (e.g. homework tasks).

Writing portfolios and targets are shared with parents twice annually at parents' evenings and next steps for reading, writing, speaking and listening are indicated on children's end of year reports. Information to help parents with their child's learning will be included in class letter sent out termly.

ASSESSMENT, RECORDING AND MODERATION

Formative assessment, carried out by the class teacher, is an integral part of teaching and is used on a daily/weekly basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what a child has already achieved and moving them on to the next stage of learning.

Each class teacher keeps records of ongoing assessments in Speaking and Listening and in Reading using APP documents. These are working documents used in day to day teaching and learning.

In addition, we will conduct a whole school leveled writing task three times a year. These pieces (or at least two latest pieces) will be kept and added to a portfolio of their work. These pieces of work are completed three times annually and assessed using Level descriptors or adapted descriptor by the co-ordinator. Staff take part in writing moderation meetings four times a year to ensure that assessment is consistent throughout the school. Since we are a one form entry school, we ensure that formal end of key stage assessments in Y2 and Y6 are compiled in conjunction with the co-ordinator to ensure judgments are shared and not made entirely in isolation. Use of other local school moderation may also be appropriate. At least one writing task must be cross-curricular in nature, in line with Key Stage 1 teacher assessment guidelines. Either these assessments or classwork may then be used to set individual/group/class writing targets as appropriate – these portfolios are then passed on to the next class teacher.

All assessments are then used to formally update the school's tracking system for Reading and Writing. The data is also recorded in SIMMS, enabling the co-ordinator and other members of the senior management team to monitor progress, including gender and ethnicity data. Children are targeted to make good progress (4 APS in KS2 and 5 APS in Y1 and Y2) and are carefully tracked throughout the year. Speaking and Listening levels are recorded in SIMS.

This policy should be viewed in conjunction with the school's policies on Handwriting and Spelling.

Reviewed: Aut 2011.