

# LITERACY POLICY DOCUMENT

## MERCHANT TAYLORS' PRIMARY SCHOOL STANFIELD

### **INTRODUCTION**

This policy document is a statement of the aims, principles and strategies for the teaching and learning of Literacy at Stanfield.

It was developed during the summer of 2000 through a process of consultation with teaching staff.

This policy was reviewed in the summer of 2001 and revised in spring 2004, summer 2006 autumn 2009 and spring 2012. It was rewritten in autumn 2014 (in line with the New primary curriculum) revised in summer of 2015 and again in spring 2016.

### **RATIONALE**

English is the basic language of communication in this country and much of the western world and its mastery is a pre-requisite for educational progress.

English is important because

- It is the basic language of communication in our society
- It is the foundation for almost all learning which takes place in our school
- Its mastery empowers the learner and is essential for independent learning, the world of work and most aspects of everyday life
- It is the aim of the school to support pupils who have English as an additional language

The fundamental skills, knowledge and concepts of the subject are categorised into the following attainment targets

1. Speaking and listening
2. Reading
3. Writing
4. Spelling
5. Handwriting
6. Punctuation

Excellence in Literacy is celebrated in display and performance including:

- Display of handwritten and word processed work in class.
- Read or spoken presentations to the class or whole school at assembly time
- Performance of improvised and scripted dramatic productions
- Creative Writing weeks ~ 3 per year
- Examples of good writing are displayed in school.
- Participation in national and international competitions for poetry and writing

## **AIMS**

For the children to be able to:

- Develop the necessary skills to use the English language confidently, appropriately and accurately to the best of their ability
- Be able to speak clearly, fluently and cogently
- Be able to listen to the spoken word attentively with understanding, pleasure and empathy
- Be able to write effectively for a range of audiences and purposes using spelling, punctuation and syntax confidently

### **Speaking and Listening**

- To participate in discussions, presentations, performances, role play, improvisations and debate. Through discussions in PSHEE (CCL) to embed the importance of fundamental British values
- To include clarity in oral expression, both factual and creative
- To gain an increased sense of oral language and to build their vocabulary
- To develop listening skills through a variety of media
- To develop appreciation of poetry through performance.
- To encourage pupils to ask relevant questions to extend their understanding and knowledge
- To teach pupils to listen and respond appropriately to adults and their peers
- To participate in discussions, presentations, performances, role play, improvisations and debate
- To consider and evaluate different viewpoints, attending to and building on the contributions of others

### **Reading**

- To widen ability and experience in reading
- To engender a love of reading and an appreciation of a wide range of literature
- To read accurately, fluently and with understanding and to be able to respond to the text they have read
- To work from library and reference books as appropriate
- Enthuse and encourage pupils by inviting authors into school

### **Writing**

- To provide the ability to write in a variety of ways in response to a wide range of stimuli
- To work individually and in groups on a variety of projects as stimulated by this stimuli
- To develop competence in writing with regard to presentation and content
- To gain increasing clarity in written expression
- To increase written language for different purposes
- To link the work done in Literacy to work covered in other areas of the curriculum so that the learning that takes place is relevant and meaningful

### **Foundation Stage**

Work undertaken within the Foundation Stage is guided by the requirements and recommendations set out in the Early Years Foundation Stage document. (see attached document)

## **Attainments Key Stage 1**

By the end of Year 2 the children should be able to:

### **Speaking and listening**

- Begin to show confidence in talking and listening and sometimes show awareness of the needs of the listener by including relevant details
- Speak clearly and use a growing vocabulary when developing ideas
- Listen carefully and respond appropriately to what others say
- Begin to be aware that in some situations a more formal vocabulary and tone of voice are used

### **Reading**

- Be generally accurate in reading of simple tasks
- Express opinions about important events or ideas in stories, poems and non fiction
- Use more than one strategy when reading unfamiliar words and establish meaning

### **Writing**

- Write using appropriate and interesting vocabulary and communicate meaning both in narrative and non narrative forms
- Develop ideas in a sequence of sentences using capital letters and full stops
- Spell simple monosyllabic words correctly
- Write with letters that are accurately formed and consistent in size
- Ensure all writing tasks are differentiated to allow all children to achieve at an appropriate level

## **Attainments for Key Stage 2**

By the end of Year 6 the children should be able to:

### **Speaking and listening**

- Talk and listen with confidence in an increasing range of contexts
- Develop ideas thoughtfully and describe events and convey opinions clearly
- Make contributions by asking questions that are responsive to others ideas and views
- Use appropriate standard English vocabulary and grammar
- To participate in a wide range of drama activities
- To develop appreciation of poetry through performance.

### **Reading**

- Respond to a range of texts showing understanding of significant ideas, themes, events, characters and begin to use inference and deduction
- Refer to texts when explaining ideas
- Locate and use ideas and information

### **Writing**

- Show a range of writing that is lively and thoughtful
- Sustain and develop ideas in interesting ways
- Use adventurous and effective vocabulary
- Begin to use grammatically complex sentences

- Be generally accurate with spelling including polysyllabic words that conform to regular patterns
- Use full stops, capital letters and question marks correctly
- Use punctuation within the sentence
- Show that handwriting is fluent, joined and legible

## **TEACHING AND LEARNING**

The Literacy curriculum is organised into:

- Formal learning of reading, writing, speaking and listening in periods distinctly allocated for this work
- Informal learning which goes on throughout the school day and throughout all curriculum areas
- Equal importance is given to both of these aspects of the Literacy curriculum
- Because of the Literacy learning, which goes on throughout the curriculum, it is difficult to estimate the time allocated to the teaching and learning of Literacy. A rough guide is that approximately 5 hours per week is spent on Literacy at Infant level and approximately 5 hours at junior level.

The predominant mode of working in Literacy differs for each aspect of language, although all are interrelated.

There is much co-operative group work but individual support and class teaching are used where appropriate.

**Speaking and listening** are developed through:

- Providing a range of opportunities for children to talk and listen in formal and informal settings
- The use of drama and role play to explore imagined situations
- Links between language and music exploring rhythm
- A regular story time when the teacher reads aloud to the class
- Class discussion and debate on topical or contentious issues, both parochial and worldwide
- News sharing when pupils are encouraged to speak to their assembled classmates
- Interviewing carried out as part of a topic or project
- Peer assessment

**Reading** is developed through:

- Providing a wide range of reading material and opportunities for children to select from this for information and for entertainment
- Use of a structured reading scheme to support all pupils until they are capable of independent reading
- One to one reading support for all children who have not yet reached the stage of being able to read independently
- A programme of phonics and word recognition development in the early years
- Group Reading
- Regular differentiated phonic support in EYFS and through to Y2

**Writing** is developed through:

- Providing a wide range of contexts for writing (including book making activities)
- Paying increasing attention to punctuation, grammar and spelling children become more fluent and confident
- Encouraging a process of drafting and redrafting notable through the use of computers
- Providing opportunities for collaborative writing

**Spelling** is developed through:

- The marking of work
- Regular learning of spelling lists, including high frequency words, allocated according to ability groups and through dictations, which incorporate words from lists, high frequency and extension list words
- Encouragement of dictionary work

**Handwriting** is developed through:

- Regular teaching and practice sessions from KS1 onwards to develop ability for all children to write legibly in joined style with increasing fluency and speed
- Use different forms of handwriting for different purposes (e.g. print for labelling maps and diagrams, a clear neat hand for finished work, a faster script for notes)
- Introduction of pen when children are ready

### **Strategies for the use of resources:**

Classroom resources include:

- The school reading schemes
- Group readers
- A class library containing fiction, non-fiction and poetry
- Dictionaries and thesaurus
- Textbooks, work cards and worksheets to support comprehension activities
- A selection of papers and guide lines for writing activities
- Pencils and pens
- I Pads
- Pre-recorded CDs of stories and radio broadcasts
- Televisions, video recorders and DVDs
- Class Libraries

Information Technology is a major resource, which is used in Literacy for:

- Word processing, involving the drafting and redrafting of work originated at the computer
- Desk top publishing of materials for a variety of audiences
- Information access using our stock of CD ROMs

### **SCHEMES OF WORK**

The principal schemes in use in the school are:

- COLLINS BIG CAT scheme
- Oxford Reading Tree and Floppy's Phonics
- Soundstart Reading Scheme
- GINN 360 reading scheme

- OXFORD Spell it yourself
- Stanfield Spelling books
- COLLINS PRIMARY LITERACY Y2
- FOCUS English
- Galore Park Junior English
- Haydn Richards Junior English
- GINN Key Comprehension (Juniors)
- LETTERS AND SOUNDS
- Jolly Spelling (infant department) Y2
- Jolly Grammar (infant department) Y2
- Phonics in Groups

**HOMEWORK** is used to support Literacy through

- The home school reading project
- The learning of spelling lists
- Specific tasks set by form teachers

### **INCLUSION, EQUAL OPPORTUNITIES AND DIFFERENTIATION**

- All pupils are given the opportunity to develop their understanding. There is help provided for children with specific learning difficulties from the SENCO and differentiated exercises within the classroom.
- Pupils who have English as an additional language are identified and given additional support as required
- In general, teachers plan a core activity for the majority of pupils and adjust the activity to make it appropriate for more able and less able pupils
- Additional support, targeted and open questions and differentiated activities are provided according to a pupil's needs
- All pupils will be given the opportunity for extension or reinforcement activities appropriate to their ability
- Homework tasks (e.g. spellings) are differentiated as required

### **ASSESSMENT AND RECORDING OF PUPILS' WORK**

- Pre school assessment
- EYFS Baseline Development Matters
- End of Term Assessments for Years 1 to 5
- Daily reading/shared reading
- SCHONELL spelling test
- PIRA Reading and comprehension assessment
- Dictation
- Marking written class work and homework
- Hearing children read in a one to one context
- Paired and group reading
- Small group discussions perhaps in the context of a practical task
- Short tests in which the teacher gives questions orally and pupils write the answers (such as in spelling tests and dictation exercises)
- Specific assignments for individual pupils

- Individual discussions with the teacher in which children are encouraged to appraise their own work and progress (How am I progressing? sheets)
- Peer Assessment

Records of progress in English for each child include

- A termly record of progress
- Pupils' exercise books
- of books read
- Tracking Sheets
- Creative Writing Folders (to go up through school with child)
- Each child has record of their reading in individual book and within teachers' files
- PIRA termly assessments

## **REPORTING TO PARENTS**

This is done in the autumn and spring terms through parent/teacher interviews and in the summer term through a written report.

Reporting in Literacy will focus on each child's progress in:

- Reading
- Writing
- Speaking and listening
- Spelling
- Comprehension
- Handwriting

## **THE ROLE OF THE LITERACY CO-ORDINATOR**

The role of the Literacy co-ordinator is to:

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Literacy throughout the school
- Support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities
- Monitor progress in English
- Take responsibility for the purchase and organization of central resources for Literacy
- Keep up to date with developments in Literacy education and disseminate information to colleagues as appropriate through INSET etc.
- Together with Simone Garforth plan the development of the new school library
- Running Scholastic Book club and Book Fairs
- Story Club (ST/SG)

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