



## ***Literacy Policy***

*This policy reflects the school's aims and objectives in relation to the teaching and learning of English. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Early Years Foundation Stage framework and the National Curriculum. These set out the rationale for teaching each area of the English Curriculum and specify the skills that will be developed for the majority of pupils in each year group. This policy refers to Read, Write, Inc as our chosen programme and as such, should be read in conjunction with School Policy on the Teaching of Phonics.*

### ***Aims***

*We aim to encourage all pupils to:*

- ◆ *be competent in the arts of speaking and listening, making formal presentations, demonstrating to each other and participating in debate*
- ◆ *Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- ◆ *develop their cognitive skills, imagination and personal expression through a range of writing tasks using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purpose;*
- ◆ *make progress to becoming a correct speller, using neat legible joined handwriting;*
- ◆ *read easily, fluently and with good understanding*
- ◆ *develop the habit of reading widely and often, for both pleasure and information*
- ◆ *acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language*
- ◆ *appreciate our rich and varied literary heritage*
- ◆ *write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences*
- ◆ *make fair critical responses about their own literacy work, that of their peers and that of popular authors and poets;*
- ◆ *reach their full potential by extending their work in each of the above areas of the curriculum.*

*The above aims are consistent with our school's aims and take account of the Early Years Foundation Stage Framework, the 2014 National Curriculum Programmes of Study, Read, Write Inc and Chris Quigley Essentials Curriculum.*

### **Teaching**

*A range of teaching approaches are used in school.*

*In the Foundation Stage teaching is either whole class, individual or small group. In addition, the children learn through directed and self initiated play.*

*In KS1 and for some pupils in KS2, they are assessed and placed in smaller teaching groups to meet the group's needs for Read, Write, Inc Phonics teaching. English lessons are 60 minutes long with additional time planned each day for phonics/spellings, reading, grammar and handwriting activities. Extended writing sessions take place each Friday and also within foundation subjects at appropriate stages. Teaching can be individual, small group or whole class depending on the area of study.*

*Guided Reading sessions take place outside the Literacy session at a time suited to each class' timetable. Read, Write, Inc Phonic Programme work is taught throughout Early Years and Key Stage 1 and to pupils who need extra support in Key stage 2.*

*For handwriting we use Nexus 'Pegs to Paper' and associated resources including triangular pencils and pens throughout school. Pupils use pen from Year 3.*

*This structure is a guideline / frame only. Classroom practitioners may adapt the framework to suit the demands of the particular teaching focus, especially when engaging in cross curricular tasks and / or extended writing.*

### **Foundation Stage**

*Teachers in the Foundation Stage follow the Communication and Language strand and Literacy strand of the Early Years*

*Foundation Stage (EYFS) Framework 2013.*

*By the end of the Foundation Stage children should:*

*Listen attentively in a range of situations.*

*Listen to stories, anticipate key events and respond with relevant comments, questions or actions.*

*Give attention to what other say and respond appropriately, while engaged in another activity.*

*Follow instructions involving several ideas or actions.*

*Answer 'how' and 'why' questions about their experiences and in response to stories or events.*

*Express themselves effectively, showing awareness of the listeners' needs.*

*Use past, present and future forms accurately when talking about events.*

*Develop their own narratives and explanations by connecting ideas or events.*

*Read and understand simple sentences.*

*Use phonic knowledge to decode regular words and read them aloud accurately.*

*Read some common irregular words.*

*Demonstrate understanding when talking with others about what they have read.*

*Use phonic knowledge to write words in ways which match their spoken sounds.*

*Write some irregular common words.*

*Write simple sentences which can be read by themselves and others.*

*Spell some words correctly and other in a phonetically plausible way.*

*(EYFS profile 2013)*

### **Primary English Curriculum**

*The English programme of study (2014) is based on 4 areas:*

*Spoken language*

*Reading*

*Writing*

*Spelling, grammar, punctuation and vocabulary*

*The 2014 National Curriculum is divided into 3 Key stages: Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6).*

*By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The 2014 National Curriculum, gives detailed guidance of what should be taught at each Key stage under the following headings.*

*Spoken language*

*Reading - word reading, comprehension*

*Writing – transcription, spelling, handwriting and presentation, composition*

*Grammar and punctuation*

*Pupils start on the Read, Write, Inc Phonics programme from Reception, working through at their own level and pace within Year 1 and into Year 2. Within Year 2, we aim for pupils to have achieved the standards within the Phonics Programme and move on to the Language and Literacy programme. Some pupils may still work on the Phonics programme within Year 2 and into Key Stage 2 if this is relevant to their learning.*

*In Year 2 and throughout Key stage 2, pupils work on Read, Write, Inc Language and Literacy programmes as the main focus within daily Literacy lessons.*

## **Planning**

*It is the responsibility of the class teacher to plan work for their pupils in the year group that they teach.*

*Planning is based on*

*EYFS Framework*

*National Curriculum*

*Chris Quigley Essentials Curriculum*

*Read, Write, Inc.*

*Planning is taken from Read, Write Inc. Scheme for Phonics and Language and Literacy. Teaching staff oversee all planning for all groups which is annotated to make relevant to groups' needs.*

*English is taught both as a discrete subject and cross curricular. English is at the heart of curriculum planning so that subject matter from other curriculum areas is available as content or stimulus for speaking, listening, reading and writing. All curriculum areas will involve some aspects of English.*

## **Assessment and Record Keeping**

*Effective assessment involves careful observation, analysis and review by practitioners of each child's knowledge, skills and understanding, in order to track their progress and make informed decisions about planning for the next steps of learning.*

*Assessment is on a continuous basis, taking into account the children's work throughout the year. Attainment and progress is tracked termly using Chris Quigley Milestones:*

**Basic:** *Following instructions, modelling, explaining, acquiring, refining, high level support*

**Advancing:** *Decision making, reminding, guiding, applying, practising, medium level of support*

**Deep:** *Multi-steps – more than one outcome, justification, coaching, probing, deepening, extending, low level of support.*

**Milestone 1:** *Year 1 and 2*

**Milestone 2:** *Year 3 and 4*

**Milestone 3:** *Year 5 and 6*

*This assessment system shows both the breadth and depth of learning and is used to track children's progress and attainment.*

*Work is monitored by the class teacher, Headteacher / English Subject Leader to assist in planning for future work to meet the needs of the children*

*A scrutiny of the work of all groups is carried out across the school with feedback given to individual teachers and assistants.*

*Read, Write, Inc assessment activities are used on a daily, weekly and termly basis.*

*As well as the end of Key Stage testing the school uses the Year 3, 4 and 5 optional SATs materials.*

*Reading ages in Key Stage 2 are tracked using Salford Reading Test.*

*Entry to Nursery Profile is based on the Development Matters in EYFS*

*The staff carry out termly writing moderation activities.*

### **Reporting**

*All parents receive an annual written report on which there is a summary of their child's effort and progress in reading and writing over the year. This is led by the children who identify their own successes and challenges throughout the year. At the end of KS1 and KS2, each pupil's level of achievement against national standards is included as part of their annual written report.*

*All children are given individual targets during their Assertive Mentoring sessions held once a term and these are shared with parents.*

### **Homework**

*All children in KS1 and KS2 are expected to read each evening and to make a comment in their reading record book. Each week children have spellings to learn and will have additional literacy homework.*

### **Special Educational Needs and Disability**

*All children receive high quality inclusive teaching. Where possible, we aim to fully include SEND pupils in the daily Literacy lessons so that they benefit from quality first teaching as well as high levels of individual support and participating with other children in demonstrating and explaining their methods. There are high expectations for all pupils. Resources are provided to encourage children to learn independently and support their learning. Specialist resources are also used, where appropriate. When planning, teachers will address the child's needs through simplified, extended or modified tasks. Support staff are deployed effectively to support, extend and challenge children in their learning*

*Some pupils experience learning difficulties, which affect their progress in English. Class teachers are responsible for trying to pinpoint any difficulties, so that through early intervention these pupils can be helped. Where pupils are shown to be experiencing difficulties and*

*under-achieving over a period of time, class teachers monitor problems closely. Parents/Carers are consulted and, if possible, support given with advice on reading at home and learning key words.*

*Pupils with special educational needs should have full access to the English curriculum. For children with Education Health and Care Plans, staff need to consider provision and classroom support for English activities.*

*Within the framework of the National Curriculum, children of all ages and abilities are catered for.*

### ***Gifted and Talented***

*Teachers' planning is differentiated and provides challenge for more able pupils. Having determined the pupils' needs, by monitoring and assessing their work, we plan for differentiation, varying our expectations and outcomes with the abilities of the children, thus ensuring steady progress is made. Activities are structured to ensure success for all children, allowing more able children to undertake work of a more challenging nature where appropriate.*

### ***Equal Opportunities***

*At Laurel Avenue Community Primary School, we are committed to equality of opportunity. All pupils will have equal opportunity to reach their full potential across the English Curriculum regardless of their race, gender, cultural background, religion or belief, ability, physical or sensory disability, sexual orientation or identity. Equality of opportunity is essential in this curriculum area as it provides pupils with access to other curriculum areas in the primary years and in the future.*

*Signed: G Davison*

*Coordinator*

*Date: June 2017*

*Signed: N Dixon*

*Chair of Learning, Teaching and Achievement Committee*

*Date: June 2017*

*Date of Policy: June 2017*

*Date of Review: June 2020*