



St Mary's Catholic Primary and Nursery School

LITERACY POLICY

Inspiring children to love learning''

St. Mary's Catholic Primary School and Nursery values all children for their unique gifts and talents.

Each child is encouraged to reach his or her full potential, academically, socially and spiritually.

Children are nurtured and supported as they grow to become curious, confident and independent learners, who work hard and aim high.

Introduction

Literacy is a fundamental life skill; it develops the children's ability to communicate effectively - to listen, speak, read and write for a wide range of purposes.

Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts.

Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding across a range of different situations.

St Mary's Primary School works to ensure that all children develop the ability to communicate effectively and that any barriers to learning are swiftly identified and steps taken to remove them.

Aims

1. To enable children to use and understand language as speakers, readers and writers
2. To encourage children to be competent, confident and independent in the use of language.

3. To provide the opportunity to monitor and assess the language development of each child.
4. To develop children's awareness of different audiences and purposes for speaking and writing.
5. To enable children to use the English language in all areas of the curriculum.
6. To encourage a whole school approach to language.
7. To identify as soon as possible any children having special educational needs so that barriers to learning can be overcome.

Planning

A long term plan of year group topics has been established which ensures comprehensive curriculum coverage. Units of work have been adapted to meet the needs of the children at St Mary's Primary School to provide an exciting and relevant curriculum. The units are structured to form a long term plan with an appropriate balance of fiction and non-fiction work units which are broken down in to medium and short term planning . Weekly planning covers skills required to successfully complete an extended piece of writing that week. It should also encompass objectives informed by the evaluating and marking of the children's previous work.

Teaching and Learning

The curriculum is delivered by class teachers. In all classes children are taught in ability groups and learning is differentiated in order to give appropriate levels of work to each ability group. Where appropriate these groups/individual children are supported by Teaching Assistants. Collaborative learning styles and mixed ability activities are also used. In EYFS and Year 1 continuous provision is used.

Each class from Year 1 upwards has a Literacy Writing Wall. This is a working wall and is used as a key part of teaching a genre or skill of writing.

EYFS

The Early Years Foundation Stage curriculum is followed to ensure continuity & progression from entering Nursery, moving on to Reception Class & then through to the English National Curriculum in KS1 & KS2.

The Early Years Foundation Stage Curriculum is divided into prime & specific areas of learning & development. 'Communication & Language' is one of 3 prime areas that are fundamental to, & support the development, in all other areas. 'Communication & Language' is made up of the following 3 aspects: listening & attention, understanding & speaking. 'Literacy' is one of 4 specific areas which include essential skills & knowledge. They grow out of the prime areas & provide important contexts for learning. 'Literacy' is made up of the following 2 aspects: reading & writing. Pupil provision is related to attainment, not age. In EYFS all aspects of Literacy are taught. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction. In Reception children will experience some aspects of the adult led literacy lessons alongside continuous provision.

SPEAKING AND LISTENING

Aim

• To develop as fully as possible each child's competence, confidence and enjoyment in speaking and listening. Speaking and listening activities are embedded throughout the curriculum through specific speaking, group discussion and listening tasks. Throughout the school day children are involved in: -

- Listening to talk
- Asking and answering questions
- Play where fictional roles are explored
- Small group story reading
- Small group oracy support activities
- Using spoken language to get things done
- Adjusting what they say depending on others' response
- Use in other areas of the curriculum

The curriculum ensures clear focus for teaching and suggests a variety of contexts, purpose and audiences. It ensures that opportunities for drama and group discussion are carefully planned and integrated into other activities. Curriculum targets apply to both groups and individuals and allow teachers to match tasks to children's abilities.

In addition there are weekly 'circle time' discussions. This 'circle time' also takes account of 'School Council' business and promotes confidence in speaking and listening. The children also take part in assemblies, Christmas and end of year productions, masses, debates and year 6 children participate in 'Speech Day', which provide opportunities for public speaking.

In order to achieve our aims we provide: -

- Provide a stimulating environment, which arouses children's interest and curiosity.
- Provide good role models
- Listen carefully and with respect and interest to what the children say
- Extend their range by encouragement, explanation and interpretation
- Give all children equal opportunities to develop their oracy.

READING

Key Stage 1

Aim

To develop each child's ability to read, understand and respond to all types of writing.

The children are encouraged to acquire a love of books and to develop a respect for them. We aim to use books to stimulate the child's imagination. Children are introduced to the conventions of books, left to right, regarding the illustrations as an integral part of the story, turning the pages singly etc.

Children build a sight vocabulary from the structured scheme whilst concurrently following the Letters and Sounds programme. The sight vocabulary is extended so that as they encounter the scheme book, most words are already known and they experience success and pleasure.

ICT is used to support reading – online books and phonic resource programmes.

Each child takes home a scheme book every day with a reading record. The children share their books with an appropriate adult in school at least once a week. The adult asks questions relevant to the interest of the child and encourages predictions. The children are encouraged to decode unknown words using appropriate strategies.

Guided reading takes place at least four times a week. Children are grouped according to ability; each group has at least one guided session per week with either the teacher or teaching assistant.

A 'Class Reader' is also used to encourage children's enjoyment of literature. This is read regularly.

Reading Comprehension activities are planned for weekly within the Literacy basic skills session or lesson. The Letters and Sounds phonics programme is introduced in EYFS and continued throughout the Foundation Stage and Key Stage 1 and into Key Stage 2 as necessary. It focuses on phoneme / grapheme recognition and the strategies of blending to read and segmenting to spell. Children in KS1 are grouped according to phonic ability and receive 5 sessions of 20 minutes of focussed teaching, learning and assessment. Regular assessment ensures children who are not working at an appropriate level access intervention groups for regular pre and post teaching of the required phase.

Key Stage 2

Aim

- For the children to be able to read for pleasure, information and with comprehension.

The graded reading scheme(Accelerated reader) is continued at Key Stage2. A full range of reading genre is offered. Children take home a scheme book daily and are heard read in school at least once a week.

Guided reading continues as in Key Stage 1. The 'Class Reader' is also continued into Key Stage 2.

Reading comprehension continues to be taught weekly and may cover a wide range of activities including answering questions related to the text, picture, comprehensions and rewriting text from a different viewpoint.

Children have a reading journal . Children are also encouraged to read books from the individual class libraries. Both oral and written book reviews are undertaken to encourage a desire to widen their reading experience. Children are also encouraged to record when they have read in their own reading record books.

As the children progress, they are encouraged to widen their use of books for reading for information, developing specific skills:

Looking up and locating information

Skimming

Scanning

Making notes

ICT is also used to support reading and comprehension through a range of interactive texts.

Reading for comprehension involves work based on the ability to recognise and recall:-

1. Literal -

- Facts
- Main ideas
- Sequence of events
- Comparisons and contrasts
- Character statements and reasons

2. Organisational –

- Analyse, synthesise and organise ideas and information explicitly stated in the text.
- Explain why a writer has chosen to organise a text in a particular way.

3. Inferential –

Ability to use ideas and information stated in the text with own intuition and personal experience as a basis for conjecture and hypothesis. It demands thinking and imagination that go beyond the printed page.

4. Evaluate –

Make an evaluative judgement. Explain why a writer has chosen to use a specific word or phrase and the impact the word or phrase has on the reader.

5. Appreciative –

Be emotionally and aesthetically sensitive to the text. To relate the text to its social, cultural and historical traditions.

To achieve our aim at both Key Stages we need to:-

- Expose the children to a stimulating range of books and texts, fiction / non-fiction / poetry / play scripts.
- Provide a range of reading experiences, individual reading / shared reading /guided reading / class reading / class stories and poetry / use of school and class libraries.

- Involve parents as much as possible.
- Ensure reading is structured and enjoyable.
- Use record keeping and assessment to monitor progress.
- Provide support for children with Special Educational Needs as appropriate.
- Provide stimulating texts which are age related with appropriate graduated vocabulary.
- Encourage independence through the development of a variety of skills.

WRITING

Aims

- To develop the child's growing ability to construct and convey meaning in written language.
- To teach the children the skills of handwriting, producing clear, consistent, well-formed handwriting.

Extended writing activities should take place fortnightly for KS1 and weekly for KS2. Weekly planning should show a progression of skills for the weekly writing genre which culminates in an extended piece of independent writing in which children can apply their new learning.

A long term plan for grammar, punctuation and spelling has been developed and shared with staff to ensure progression of skills throughout the school.

The Library is open to each class in KS2. Children may borrow "own choice" books to take home.

Key Stage 1

Writing will sometimes be factual, sometimes imaginative and sometimes based on own experiences.

Writing will be cross curricular and used to write recounts and reports of investigations and trips or visitors to school. Children's work is discussed and used to draw attention to purpose, style, presentation, grammar, punctuation and spelling.

Key Stage 2

The children extend their experiences in writing to write in various ways for different purposes and audiences.

Fiction:

- Stories
- Diaries
- Play scripts
- Letters

Non-fiction

- Reports
- Recounts
- Explanations
- Instructions / Lists
- Arguments / Persuasive
- Letters

Having experienced these different types of writing we hope that children will:-

1. Derive an interest and pleasure from writing
2. Express their feelings in writing.
3. Show logical thought in planning and editing.
4. Be able to direct and instruct through writing.
5. Write for a clear purpose.
6. Write for a variety of audiences.
7. Transmit information.
8. Write coherently.
9. Write imaginatively.

To achieve this we need to:-

- Provide a variety of stimuli including Real Writing
- Provide a range of examples of different types of writing.
- Give feedback, support and encouragement.
- Provide a variety of materials.
- Ensure that necessary skills are in place.
- Use record keeping and assessment to monitor progress and set targets.
- Encourage independence and confidence through the development of skills and experiences.
- Display children's written work around school

Marking

The marking scheme is used to promote understanding of what is correct, related to the objective. Children understand that comments written in purple are in line with the objective of the writing, the text type and their own targets. Green comments are used to explain specific areas for development. Codes are used to indicate the level of support a child has received. Self and Peer assessment should be evident in the books.

Handwriting

Aim

- To produce clear, well formed, legible writing that is consistent and neat in appearance.

Teachers have high expectations in the presentation of work in all areas of the curriculum. There should be a handwriting lesson twice a week in KS2 (3 times a week in KS1- 15 mins) in handwriting books which focuses on a particular join or spelling pattern.

A teacher or teaching assistant should demonstrate the correct letter formation and the children should practise it. The adult should monitor the formation of the letters. As children master joining and correct formation, the focus should be on writing neatly, consistently and at a reasonable speed. Handwriting should be linked to phonics and curriculum words wherever possible. We use Letter join to teaching our cursive handwriting.

Children should begin to join in as early as the last term in Reception(when ready) and should join consistently from Year 3 onwards. Pens should be given in Key Stage 2 when a consistent style is

achieved, with the expectation that all children should use pens from Year 5 onwards. This should be used consistently in all curriculum areas except Numeracy.

Handwriting intervention groups can be accessed for those children who require further support. Once children master joined handwriting, they should use it in every piece of work.

Spelling

Initially children are encouraged to write individual letters and attempt spelling phonetically. From Year 1 more formal spelling begins with the first one hundred and two hundred words from Letters and Sounds reading and spelling lists. In KS2, curriculum spelling lists, Support for Spelling and spelling rules are used in classes and small groups. Children are encouraged to look for patterns in words and for word families.

The children are given spellings to learn which follow a spelling pattern. The use of dictionaries is taught and encouraged and has been built into the redrafted literacy units of work. The children learn to self-correct when re-drafting their writing. Spellings will be given for homework weekly and tested in class regularly. Literacy lessons; these may cover the spellings given for homework, key words, topic or science vocabulary or common errors made by children.

RECORDING AND ASSESSMENT

Continuous assessments of reading and writing progress are made throughout the year with the use of extended pieces of writing.

All children have their targets for writing. These are in the Literacy book and are assessed regularly. Children are given time weekly to work on their targets in their literacy books.

Reading

Reading APPs are used to track the progress of all children in Guided Reading sessions. This assessment information is used to inform planning, identify targets and the levels the children are working at.

A reading diary is used to pass information between home and school. A reading record is kept by each class teacher.

Spelling

Formal spelling tests are carried out from Year 1 to Year 6 on a termly basis. Spelling lists appropriate to the child's level and ability are given out regularly and children are tested regularly.

Writing

At the end of the each term a selection of pieces of work from different text types for each child are used in conjunction with the writing expectations for their year group. The work chosen for each child must include completely independent pieces of writing as well as those where support was given.

Special Educational Needs

Where barriers to learning are identified, the class teacher will work closely with the SENCO and the Literacy Co-ordinator, to ensure that difficulties are swiftly addressed as quickly as possible and a programme of learning is put into place to remove the barriers. If appropriate to their needs, the targeted children may access intervention groups including phonics, oracy work, handwriting and

grammar work. If the child is on the Special Educational needs register they will have an Individual Provision plan with SMART targets.

Gifted and Talented

Children showing particular strengths and talents in any aspects of Literacy will be identified by the class teacher. Weekly planning, completed in consultation with the Literacy Coordinator will address the child's needs.

Inclusion and 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.

The Role of ICT

ICT is used to support our teaching and to motivate children's learning. The interactive whiteboards are used for writing information and for sharing texts, pictures, other children work and video clips. The wide variety of programmes we have available are also used to extend and reinforce children learning. The use of video and digital cameras is also becoming very much part of our curriculum.

Home / school links

St Mary's Primary School values the relationship with parents in supporting their children's Literacy skills. Parents are involved in their children's learning by:

- Providing regular parent's evenings which give them verbal information on their child's progress and their targets for the future.
- Sending reading books and home/school record books to monitor progress at home and school.
- Providing meetings when appropriate to inform parents on how we teach reading/writing/phonics and how they can help.

Roles and Responsibilities of the Subject Leader

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

- Monitoring and evaluating Literacy
- Regular lesson observations are made on all class teachers to ensure they are carrying out the aims of the Literacy curriculum.
- A regular work scrutiny of children's books/work, planning and marking is carried out.
- Pupil progress meetings
- Provision of Literacy (including Intervention and Support programmes)
- The quality of the Learning Environment;
- Analysing data and tracking pupil progress and attainment
- Supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent Literacy developments
- Informing Senior Management, phase leaders and governors of Literacy issues
- Regular reports are made to the governors on the progress of English.
- This policy will be reviewed every year or in the light of changes to legal requirements.

Management Information

Communication with staff is made through staff inset days, SLT meetings, weekly staff meetings and individual meetings with staff. Staff will report back on courses to whole staff, phases or individuals, as appropriate.

Resources are located either in classroom or in communal areas. Resources are updated yearly after the Literacy coordinator and all the staff carry out a full audit.

Headteacher – J. Price _____

Chair of Governors – A. Lambe _____

Literacy Subject Leader – H. Whiteford & J. Price _____

January 2018

Review date – January 2020