



LITERACY POLICY GREAT ORTON SCHOOL

1. AIMS AND OBJECTIVES

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 Great Orton School we strive for a child to be able to:

Speaking and Listening

- speak clearly and audibly in ways which take account of their listeners.
- listen with concentration in order to be able to identify the main points of what they have heard.
- adapt their speech to a wide range of circumstances and demands.
- reflect on their own and others' contributions and the language used.
- evaluate their own and others' contributions through a range of drama activities.
- understand and use standard, grammatically correct English.
- develop effective communication skills in readiness for later life.

In the Foundation Stage (Nursery and Reception), children should be given opportunities to speak and listen and represent ideas in their activities and to use communication, language and literacy in every part of the curriculum. The children will be 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 learn to change the way they speak and write to suit different situations, purposes and audiences. 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.

Reading

- be a confident, independent reader through an appropriate focus on decoding and comprehension of texts, as well as becoming readers for pleasure and choice.
- become enthusiastic and reflective readers through contact with challenging and lengthy texts.
- recognise a wide range of different genres of texts.
- develop reading in meaningful and real to life contexts for a true purpose, across the curriculum to make links between learning.
- make links with the community through use of local libraries.
- develop the powers of imagination, inventiveness and critical awareness.

Regular shared reading takes place where pupils are encouraged to listen, discuss, re-enact and develop their own ideas in cooperation with others. We use a range of texts, in different formats, including big books, interactive texts and video. For guided reading the children are grouped by ability. They participate in shared and guided reading daily. They are also invited to read labels, displays and text books during other lessons throughout the week. The use of computers and the interactive whiteboard provide opportunities to reinforce reading skills in an enjoyable way. The pupils are encouraged to take their reading book home daily, to enable parents and carers to support their child, whilst they are learning to read. Accompanying the reading book is a Reading Record that provides an opportunity for dialogue with the pupil's teacher.

All children follow the 'Letters and Sounds' multi-sensory system of learning letter sounds. The phonics session takes place daily and children are taught at the various 'phase' levels appropriate to their ability. We use the Book Bands method of identifying the reading level of books throughout the school and also for guided reading in Key Stage 1 and 2. We have adopted the Oxford Reading Tree scheme for guided reading which also progresses through levels of difficulty, as well as having online resources that can be accessed through school and home.

Writing

- develop techniques appropriate for developing phonic and spelling strategies in reading and written work.
- write using standard English.
- write with accuracy and meaning in narrative and non-fiction genres.
- be confident with sentence and grammar structure and be able to use these with effect to become 'writers'.
- to plan, draft and edit to improve their work.
- develop 'writing for life' skills in a range of meaningful and real-life contexts.

Handwriting

- correspond letter names and phonemes to written graphemes, forming letters clearly and correctly.
- attempt joined writing when secure with phonetic awareness and writing independently.

Pupils are provided with a wide range of stimuli for producing their own writing. They are given opportunities to write for a range of purposes and audiences, adapting their language and style according to purpose. Displays on the walls support the use of relevant vocabulary and pupils are encouraged to use "talk partners" to help them in the writing process. During shared and guided writing, teachers model good practice in writing skills, grammar and conventions of writing. Pupils are given opportunities in all areas of the curriculum to write collaboratively and to produce their final drafts on the computer when suitable.

A permanent 'writing area' is made available in EYFS to give pupils the opportunity to experiment in a fun way with writing and writing materials. Emergent writing is encouraged from Foundation Stage onwards and praise and acknowledgement are given. Spellings are generated from curriculum spelling lists. Children from year2 upwards take home spellings each week to learn through the 'look, cover, write, check system' to be tested in school each week. Pupils in Key Stage 2 are encouraged to use self - evaluation and check their work independently for sense, accuracy and meaning.

We have adopted the PenPals handwriting scheme across the school. Pupils develop fluent lines of correctly orientated letters from an early age. Handwriting begins in Foundation Stage with mark- making and all pupils are given access to a wide range of pencils, pens, felt tips and crayons with which to hone their fine motor skills. Plain paper and a range of wide and narrow lined paper are used across the school to help pupils develop style and good presentation. Handwriting practice is undertaken regularly during the week. Pupils in Foundation Stage write in sand, sensory materials and in the air. Further practice of gross and fine motor skills is provided through P.E. and construction activities. All pupils are given opportunities to trace, overwrite and follow writing patterns until they are confident of writing independently.

Phonics and Spelling

- use phonic strategies from EYFS to Year 6 using 'Letters and Sounds' and 'Support for Spelling' documents.
- develop segmenting and blending skills needed for reading and writing.
- develop and apply skills using appropriate resources including, ICT and physical games.
- understand the rules and convention, the 'why' of spelling rules and patterns and be able to apply these in their own writing.
- apply skills in reading and writing opportunities across the curriculum.
- learn key spellings weekly in Key Stage One and Two.

3. TEACHING AND LEARNING STYLES

At Great Orton, we use a variety of teaching and learning styles in Literacy lessons. Our principal aim is to develop children's knowledge, skills and understanding in English. We do this through a daily lesson that has a high proportion of whole class and group

teaching. During these lessons children experience modelled, shared and guided reading and writing, sentence, grammar and word activities. This also includes cross curricular work. They have the opportunity to experience a wide range of texts and use a range of resources that are age, ability and learning style appropriate to support their work. This includes learning to use dictionaries, thesauruses, developing working walls as well as phonic resources to support spelling and phonic knowledge. Children use ICT in Literacy lessons where it enhances learning. Ongoing planned visits across the key stages are used to develop literacy skills in all areas; prior, during and after trips. Outdoor learning is integrated where appropriate, in all areas of reading, writing, and spelling, speaking and listening. The local environment is also used as a stimulus for all areas of learning within English.

There are children of differing ability in all classes. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the individual child. We achieve this through a range of strategies including, differentiation through levels of support, outcome and task. We will deploy staff for one to one and small group tuition and intervention opportunities at the point of need and make use of modelled and guided work to lead into independent work.

4. THE FOUNDATION STAGE

We teach Literacy in the EYFS as an integral part of the school's work. The format for the daily lesson is similar to that used in the rest of the school although timings will vary and lessons will build up to more formal teaching time. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals which underpin 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 practice and extend 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. Phonic strategies for reading and writing are taught through 'Letters and Sounds' every day. The children build up to a weekly guided reading session through the year.

5. CROSS CURRICULAR APPROACHES

The skills that children develop in Literacy are linked to and applied in every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school. Children's writing is displayed within the school across a variety of subjects and learning areas.

- **Mathematics**

Literacy contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 use stories and rhymes that rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the

mathematics involved. Children of all ages are expected to explain and present their work, and communicate mathematically through the developing use of precise mathematical language. Handwriting skills are used to form numerals accurately.

- **Information and Communication Technology (ICT)**

The use of ICT enables children to use and apply their developing skills in Literacy in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. They use online programmes such as 'Purple Mash' to explore genres and different purposes for writing. Older children use the Internet when searching for information about a different part of the world, or when using desktop publishing to design a class poster. Children use the planning and proofing tools in a word processor when checking their draft work. We have subscribed to IXL which provides individualised learning opportunities for literacy that can be accessed independently both at home and in school. We encourage all children to use ICT as a resource for learning, whenever they feel it is appropriate.

- **Personal, social and health education (PSHE) and Citizenship**

Literacy contributes to the teaching of PSHE and citizenship. We encourage younger children to take part in class and group discussions on topical issues. Older children research and debate topical problems and events. They discuss lifestyle choices and meet and talk with many visitors who come to the school. Activities within and outside of the school encourage children to work together and respect each other's views. The teaching of Literacy develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literacy heritage and texts from other cultures.

6. STATUTORY REQUIREMENTS AND PLANNING

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document and in the Communication and Language and Literacy sections of the Early Years Foundation Stage (September 2014).

Class teachers complete long, medium and weekly planning for Literacy. The texts and objectives covered each half term are 'topic' driven and link to the requirements set out in the National Curriculum. A long term genre overview has been developed and is used to ensure coverage, breadth and depth of all objectives. Weekly plans are available on the staff server and the subject leader monitors planning of teaching and learning on a regular basis.

Termly plans are available on the school website.

7. THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision. This policy will be reviewed every three years or in the light of changes to legal requirements.

8. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy. Teachers assess in the short-term to mark children's work each day against their learning objectives. This includes marking and feedback to the child about their learning and progress through the use of individual target setting to scaffold and challenge learning as well as observations within Foundation Stage to lead towards the end assessment of the Foundation Stage profile.

In addition to this, teachers will plan to assess and level one piece of work done independently each half term and phonics assessments will take place every half term. Termly assessments are made against National Curriculum level descriptors for each child and collated on Tapestry. Towards the end of the school year, teachers make assessments to show progress against school and national targets. Teachers set targets for the next school year and these are shared with parents during the Autumn term parents' meetings. Children undertake national tests at the end of Year 1 (Phonics Screening), the end of Year 2 and Year 6.

9. 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 children will be identified and suitable learning challenges provided.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors including, classroom organisation, teaching materials, teaching style and differentiation, so that we can take some additional or different action to enable the child to learn more effectively. This may include small group intervention on a regular basis or one to one support. Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. We enable children to have access to the full range of activities involved with learning in this area. This includes catering for the needs of children with EAL, assessing and targeting their individual learning styles and priorities. Children are encouraged to communicate in their home language and celebrate this and their culture.

Teachers provide help with communication and literacy through

- Using texts that children can read and understand
- Using visual and written materials in different formats
- Using ICT and other technological aids
- Using alternative communication, such as Makaton

High achieving pupils combine rapid progress through the planned work with more demanding work related to topics which have already been encountered. All curriculum

materials and resources are designed to encourage pupils to be polite and develop respect towards others, irrespective of gender, race, culture or ability.

10. ROLE OF 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
- provision of Literacy (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff

The work of the subject leader also involves supporting colleagues in the teaching of Literacy, being informed about current developments in the subject. The named governor responsible for Literacy meets regularly with the subject leader to review progress against the termly action plans.

11. PARENTAL INVOLVEMENT

Parents can support pupils by reading with children and using the Reading Record to communicate progress to the teacher and to encourage the child.

12. GOVERNORS

At Great Orton Primary School we have an identified governor for literacy who is invited to attend relevant school INSET.

The literacy governor visits the school termly to talk with the subject leader and when possible, observes some daily lessons.

The literacy governor reports back to the curriculum committee on a regular basis.

12. CONCLUSION

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment and Record Keeping

Marking policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

Adopted by The Governing Body on 21st May 2018

ChairL Thorp.....

Headteacher ...J Robertson.....