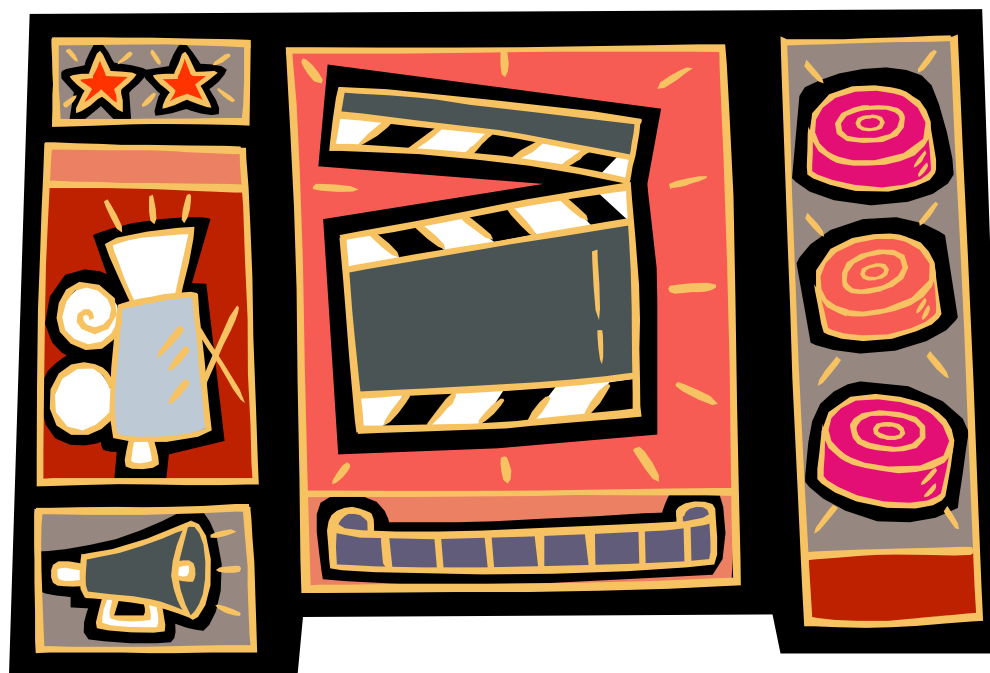


St. Andrew's CEVC Primary School, Great Yeldham

# Literacy Policy



Reviewed Spring Term 2011  
(Co-ordinated by Geoff Hart)

St. Andrew's CEVC Primary School  
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## **Rationale**

At St. Andrew's CEVC Primary School Literacy is taught, of course, as a core curriculum subject. However, the key skills of speaking and listening, reading and writing are practised and extended throughout the day in a wide range of cross-curricular contexts. Since children enter school with differing levels of linguistic skill and experience there is a commitment of personalising each child's learning so that their ability to use English confidently and flexibly is steadily developed throughout their primary years.

## **Aims**

We aim to develop in all the children:

- A positive attitude towards all aspects of Literacy.
- The ability to communicate and respond effectively.
- The competence to produce work of high quality.
- As much independence and confidence as possible.
- A keen awareness of audience in all areas of Literacy, across the range of Literacy skills.
- Persistence and stamina.
- The confidence to tackle and solve problems through the application of knowledge and the use of skills.

## **Objectives**

- To provide a stimulating environment in which all the skills of English can thrive.
- To develop trusting relationships in the classroom so that the children can express and explore half-formed thoughts without the fear of negative criticism.
- To follow the guidelines of the National Curriculum 2000, Primary National Strategy (PNS) for Literacy and Excellence and Enjoyment.
- To motivate children by drawing on their experiences and perceptions.
- To develop the use of Visual Literacy in order to maximise engagement.
- To use a variety of techniques, including drama, to expand the range of opportunities for expression and interaction in English.
- To encourage an atmosphere of trust and supportiveness in which children can take creative and intellectual risks.

## **Children's Experiences**

### **Speaking and Listening**

Most children will be able to talk by the time that they come to school. It is essential that these skills are developed so that children are able to express themselves

confidently, clearly and fluently using a variety of vocabulary. Talk is valuable in the development of a range of skills and a good starting point for reading and writing. It is also necessary in developing social skills. However, the children must become aware of the times when it is necessary not to talk but to listen instead. This is an acquired skill which is absolutely essential in a learning situation. At St Andrew's many listening situations are provided so that this skill can be developed. Speaking and listening opportunities are provided in Literacy sessions and across the curriculum.

## **Reading**

Learning to read is a very complex process which continues for many years. It involves acquisition of many skills in addition to the mere decoding of text.

Reading should always be a pleasurable experience and should be for a variety of purposes. A range of books is available in the school and a variety of methods are used in the learning process. Not every child will be successful using one method so more than one approach will need to be explored. The school has a library and pupils are given the opportunity to choose books that interest them.

## **Writing**

Children are given many opportunities to write throughout the day. Writing involves the development and deployment of many skills and must always be as purposeful as possible: "...to write effectively across the curriculum in different genres." The pupil will be required to vary the way he/she writes for the purpose he/she is writing or for whom he/she is writing. Writing includes having and using a wide vocabulary and knowing the rules and conventions of grammar, spelling and punctuation. A clear, neat style of handwriting, needs to be developed. Careful presentation is important, in order to engage the reader, and this is why the children are encouraged to think about the layout of their work, margins and decoration.

## **Spelling and Handwriting**

Spelling is taught in Literacy lessons following the year group objectives in the PNS. In KS1, Letters and Sounds and the PNS are used for reception, year 1 and year 2 key words, to teach phonic awareness and develop spelling strategies. Cripps, a handwriting scheme is also used to promote spelling. KS2 use the PNS word bank and activities are taught in the Literacy lessons to develop pupils' spelling. The system of Look, Say, Cover, Write and Check is used in both Key Stages to support spelling. Some pupils have individual spelling lists/words which support their individual needs and targets. These children are targeted and given small group or 1:1 support to develop their spellings.

The cursive handwriting style is taught in KS1. The aim is to ensure all pupils are joining their letters by the end of year 2. This is then consolidated in year 3.

(For more detailed information consult the separate spelling and handwriting and presentation policies).

## **The School Provision**

The school will provide the following:

- a scheme of work that follows the PNS for Literacy;
- a daily Literacy lesson;
- Letter and Sounds, phonics programme;
- 'Catch Up' as reading intervention;
- Charles Cripps handwriting scheme;
- Opportunities to write across the curriculum using and applying skills and understanding developed in Literacy lessons.

## **Organisation**

All teaching staff are responsible for the teaching of Literacy to their own class. Learning Support Assistants carry out learning activities, directed by the class teachers, with small groups or individuals. Classes are of mixed ability, with some overlapping age groups. The length of lesson will vary, according, to the guidance laid down in the PNS for each year group. Opportunities for writing across the curriculum are also provided.

## **Management**

The head teacher will have overall management of the Literacy curriculum in consultation with the Literacy leader and other members of staff.

The Literacy governor will be informed and kept up-to-date on a regular basis.

Layered curricular targets which are set by the school and agreed by the class teacher each term are used to inform planning.

## **Equal Opportunities**

All pupils will be provided with learning experiences which enable them to experience success, gain confidence and acquire competence.

Every opportunity is made to ensure equal opportunity for all children, irrespective of ability, race, culture and gender. It is important that the materials used give a balanced view of events and people. Books used for the teaching of reading should also reflect the interests of the children. (See Equal Opportunities policy)

## **Barriers to Learning and Participation (BLP)**

The Literacy curriculum should fulfil the needs of all pupils. Children with Individual Education programmes (IEP) will have their targets identified and supported and where necessary with additional adult help, if available. The work will be

differentiated according to the needs of the child. Every child must be able to make progress, however small, and have a positive attitude towards his/her work. (See BLP policy)

## Implementation

All teachers complete, medium (half-termly) and short term (weekly) planning, which are linked to the school's cross-curricular 'Themed Approach' two year Long Term Curriculum Planning (LTCP). Class teachers refer to the LTCP to identify learning objectives for the class. Examples of all aspects of Literacy should be displayed, not only in the classrooms, but around the school.

Homework is set for each year group in accordance with the school homework policy.

## Assessment, Recording and Reporting

Assessment opportunities are an integral part of Literacy teaching.

**Formative assessment** is ongoing and involves the children. **Summative assessment** will take place through Foundation Stage Profiling and end of Key Stage tests. The QCA guidance on standards will provide exemplifications of standards in Literacy and ensures consistency in class teacher assessment. All pupils have individual targets in their Literacy books which relate to the layered curricular targets. These individual targets are annotated and discussed with each pupil when achieved. Pupils then know when they have achieved these targets and are informed of the 'next step'. Peer Assessment as defined in the 'Assessment for Learning' process is an integral part of the school's assessment procedure. Pupils mark against the agreed 'success criteria' and support the development of their peers.

Each half-term a piece of levelled writing is put into children's record of progress book. This provides evidence for 'next step' targets and supports Target Tracker levelling. Target Tracker is used to monitor and record pupil's progress against their individual targets. Pupils are expected to make 2/3 of a levels progress in reading and writing each year.

Reports informing parents of their child's most recently achieved levels are provided each term. They are intended to provide a discussion point at parents evening. Annual reports are written by class teachers, identifying achievements in line with the NC level descriptors, with general targets being set. Termly parent/teacher consultations are arranged, where achievements can be reported to parents/carers.

Marking should be diagnostic and supportive and in line with the school's marking policy, especially in respect to 'Assessment for Learning'. Year group targets are displayed in classrooms along with 'success criteria'.

## **Cross-Curricular Links**

Wherever possible Literacy skills should be exploited in other areas of the curriculum. Examples are writing a report or recording an experiment in Science, reading a diary in History, or describing the three stages of a river in Geography. The LTCP 'Themed Approach Curriculum' supports cross-curricular learning and teaching.

## **Resources**

Resources are available in each of the classrooms and in the Library to promote the development of skills, knowledge and understanding in Literacy. The Literacy Subject Leader will assist members of staff with the resources which are needed. A wide range of fiction and non-fiction 'Big Books' for both Key Stages are available in the library. There are also DVDs for Visual Literacy.

Each class has access to a set of laptops which are timetabled for use across the school and used for Literacy and cross-curricular activities. Children use the computers to draft and re-draft writing, search for information and all other tasks related to Literacy. Each classroom has an Interactive Smartboard, software to support year groups, internet access and 'Espresso' all of which support cross-curricular learning and teaching.

## **Monitoring and Evaluation**

The head teacher has overall responsibility for monitoring and evaluating the curriculum, in consultation with the Literacy Subject Leader and other staff. Lesson observations, pupil interviews, book scrutiny, scrutiny of MTP and STP are carried out by the Literacy Subject Leader on a half-termly basis and according to the Literacy monitoring programme. Feedback and discussion supports further actions, where necessary. The LEA is involved in the monitoring process.

## Associated Documents

- DfE
- PNS Frameworks
- Excellence and Enjoyment
- National Curriculum 2000
- Quality of Learning and Teaching Policy.
- BLP policy
- Marking policy
- Spelling Policy
- Handwriting and Presentaion Policy
- Homework policy
- Equal Opportunities Policy
- LTCP 'Themed Approach'.

Reviewed by G Hart **January 2011**

Shared with staff **February 2011**

Shared with Governors **March 2011**

Review date **January 2014**