

St. John the
Baptist
RC Primary School



Literacy Policy

Mission Statement

As a school we are committed to the welfare of the individual child - spiritually, socially, morally, psychologically, physically as well as academically. As a Catholic School we are responsible for teaching the whole child in the Word of Christ as told in the gospels.

Aims

- To develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing;
- To give pupils 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:
- To deliver the statutory National Literacy Curriculum 2014 in a fun and engaging way which enables all children to succeed and develop skills for life.
- To provide children with the necessary skills to become competent, creative and efficient users of the English Language to prepare them for secondary school and to enable them to become successful in their later lives;
- To provide children with successful Literacy role models to increase aspiration;
- To provide children with meaningful, engaging contexts for reading and writing.

Subject Organisation

The English Curriculum is delivered according to the statutory requirements of the National Curriculum 2014. This ensures appropriate coverage and the development of skills throughout school, building upon work from class to class, year on year. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age. More detailed short term planning is planned in response to the needs of the children within each class on a weekly basis which outlines all objectives to be covered within the unit of work and a daily 'I can' statement for the children to work towards. The Literacy teaching sequences are used to provide a comprehensive coverage of all literary genres and a broad range of engaging texts.

Literacy is taught daily across the school, with discrete phonics lessons being taught in Foundation and Key Stage 1, and discrete spellings lessons across Key Stage 2. The school uses the Letters and Sounds Programme for phonics and No-Nonsense Spelling scheme for spelling at Key Stage 2.

All children receive regular grammar and punctuation teaching within the literacy lessons supported by the sentence toolkit which is used throughout the school. Work is differentiated in all year groups and targeted support offered to all children. Children work in flexible target groups according to need and identified by each class teacher. Phonics lessons in KS1 are also taught in fluid target groups. Within the target groups children work in a variety of ways, either in ability groups, mixed groups or pairs depending on the task given and the skill being taught.

Reading is taught through daily guided reading sessions where children will be involved in book reading and talk with at least once a week a guided reading session with the class teacher.

ICT is used across the curriculum to support and develop literacy through the use of electronic media and ICT resources are accessed where appropriate.

Approaches to Speaking and Listening

The aim of the new National Curriculum 2014 is for children to become confident verbal communicators. Children are given a variety of experiences of speaking and listening such as role-play, hot seating, class discussions, public speaking and performance, reflection time and circle time in many different contexts. Listening and understanding, vocabulary, speech sounds, sentence building and grammar, storytelling and social interaction are all part of ensuring children meet their national expectations for their age group.

Approaches to Reading

We aim to provide a text-rich environment for all of our children which appeals to their interests. Along with a guided reading session with the Class teacher once a week, children will also be given the opportunity to read with an adult in school at least once a week. There is a dedicated story-time daily in class where children will hear a class book read to them. Children are encouraged to borrow books from the library as well as reading their coloured book band reading book at home. Children are also encouraged to read books from home as well as different text types; fiction, non-fiction, poetry, comics and magazines.

Children are taught to read using the school's coloured book band scheme where books are chosen according to the child's individual reading and comprehension ability. When they become fluent readers they will choose books to read independently.

Guided reading and independent reading takes place outside of the daily literacy lesson whilst shared reading takes place within it. Guided reading will cover all of the reading assessment foci for the year so that children are able to answer a variety of question types such as inference, deduction and information retrieval.

Children are encouraged to share books as well as to read quietly by themselves. All children have reading diaries which parents are encouraged to use at home. It is our policy at St Johns that children read aloud to an adult for at least five minutes a night in order to improve their reading skills and understanding. Older pupils may record their own reading activities. Comprehension is an integral part of the curriculum, to support reading comprehension assessments and target setting. Parents are encouraged to support the development of reading comprehension by asking questions of the children when reading at home to see whether they've understood what they have read.

Where children are struggling to progress with reading they will be heard to read more frequently within school and may receive additional support in the form of interventions.

Approaches to writing: Spelling, Handwriting, Grammar and Composition

Spelling is taught as a separate twenty minute session daily through phonics in EYFS and Year 1, and follows the National Curriculum requirements from Year 2 to Year 6. Children have regular short lessons which encourage them to investigate patterns, follow morphological rules and familiarise themselves with common exceptions. From Year 2-Year 6 the No-Nonsense Spelling Programme is used to support the teaching of spelling and provides a rich variety of spelling activities and engaging resources.

Children are encouraged to write from Foundation Stage using an appropriate posture and pencil grip. From Year 1 children are being taught correct letter formation and to join their handwriting as soon as they are able. We follow the Nelson handwriting scheme. Children are expected to use their handwriting skills across the curriculum and our class teachers ensure presentation is of high importance. When children are consistently and fluently joining their writing across the curriculum to a high standard they will be able to obtain a Pen Licence which enables them to write with a handwriting pen.

Cross-Curricular Writing

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. The Literacy Co-ordinator performs regular work scrutinies throughout all subjects to ensure that the volume of cross-curricular writing remains high and that standards are consistent throughout subjects and year groups.

Role of Teacher

In order to meet the literacy targets of the National Curriculum 2014 it is the role of the teacher to:

- Plan appropriate lessons using the teaching sequences to address learning to suit the needs of the class/year groups and individual children's learning needs.
- Targets displayed and used within each class.
- Regular conferencing with pupils about their targets and achievements.
- Modelling and sharing of good practice,
- Marking of work showing next steps (per marking policy).
- Displaying of children's work
- Provision of support for children with literacy difficulties.
- Setting of homework in the forms of reading and writing.
- Use of the sentence Toolkit for punctuation and grammar.
- Use of guided reading record sheets to inform reading assessments.

Role of the Literacy Co-ordinator

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

- **Monitoring and evaluating Literacy:**
 - Pupil progress
 - Provision of Literacy
 - The quality of the Learning Environment
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD Purchasing and organising resources
- Keeping up to date with recent Literacy developments

- Reporting to *Governors* termly on the progress of literacy provision.

A named member of the school's governing body is briefed to oversee the teaching of Literacy. *Governors* meet with the Literacy Leader to review progress termly and receive a commentary which reports on:

- Recent development work
- Performance analysis in relation to the School Development Plan
- Pupil outcomes in relation to development priorities and their impact upon teaching and learning
- Future developments in accordance with the School Development Plan

Monitoring, assessment and review

There are several different ways that Literacy is monitored, assessed and reviewed:

- Formal observations
- Book scrutinies
- Planning scrutinies
- Productivity assessment
- 'Blinks'
- Learning walks
- Marking (In line with Marking Policy)
- Assessing writing across the curriculum
- Levelling pupil's work once a term
- Formal termly assessments
- End of key stage assessments
- School Pupil Tracking system

Evidence to inform the assessment and monitoring is:

- Children's records (My plans, provision maps)
- Peer and self-assessment
- Teacher assessment
- Guided reading assessment sheets
- Age related targets and progress toward these
- Pupil progress meetings

Inclusion

We aim to provide for all children so that they achieve as highly as they can in Literacy 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. Under-achieving pupils are identified on the class provision maps and have IEPs where needed. Work is further differentiated, where possible, to reflect the targets given on the individual IEP. A record of children with IEPs and a register of gifted and talented children is kept by the Special Educational Needs Coordinator (SENCO).

