

Dove Federation

Policy for Literacy - September 2017

Introduction

Literacy is a core subject in the National Curriculum. We as a federation consider literacy skills to be essential to attainment in any school subject as well as being the foundation on which we are able to build on in order to wholly fulfil our academic and personal potential. Literacy is a fundamental life skill, which we give the utmost importance.

Aims and Objectives of Literacy

- To ensure that all children have access to the programmes of study of the National Curriculum or Early Years Foundation Stage (EYFS) appropriate to their level of attainment.
- Use a creative learning environment to stimulate speaking and listening.
- To enable children to speak clearly, audibly, precisely and confidently on a range of topics
- To develop concentration skills so that children can listen attentively
- To give opportunities for children to participate in school performances to different audiences and to see other performances of plays and musicals either on or off site
- For all children to have an enjoyment and appreciation of reading a wide range of books, including a variety of text types, for both meaning and pleasure
- To develop skills which enable children to express their ideas effectively and imaginatively in their writing
- For children to understand, use and apply Phonics and different spelling patterns and strategies to enhance their independent writing
- To develop a clear, legible handwriting style

Curriculum Planning

In our Early Years class, curriculum planning is taken from The Statutory Framework for the Early Years and *Development Matters in the Early Years Foundation Stage*. The focus at this stage is to develop children's communication and language skills through continuous confidence building activities and repetition of tasks. Children listen to a range of stories, poems and rhymes and begin to participate in drama activities to show their understanding. They are encouraged to enjoy and gain an appreciation of books, learning to read and spell through a combination of *Jolly Phonics* and the *Letters and Sounds* Programmes. The children are supported to develop their fine motor skills to establish good pencil grip control and start to mark make.

In Key Stage One (KS1) and Key Stage Two (KS2) the curriculum planning is based on the New National Curriculum programme of study statements, which must be covered at least once in each key stage and through topic work

Speaking and Listening:

Children will learn how to speak fluently and confidently on a range of contexts, adapting their speech according to purpose and different audiences. They will be encouraged to listen, understand and respond appropriately to each other. This will be achieved by the children having frequent opportunities to speak effectively as members of a group and participating in a range of drama activities including: Talk for Writing and Collective Worship , evaluating their own and others' performances. Speaking and listening skills will be developed across the curriculum, not just in literacy lessons.

To help us achieve our aims we shall use different techniques including:

- Hot seating
- A range of ICT equipment e.g, microphones and audio equipment to record conversations, discussions, interviews and listening to favourite songs or stories
- Speaking to the whole school in Collective Worship or the class in lesson time
- Demonstration
- Imaginative play
- Role play areas
- Characterisation
- Narration
- High level questioning
- Reading aloud
- Group activities
- Circle time
- Songs, stories and poem sharing
- Guided Reading
- Drama
- Presenting work to different audiences
- Homework encouraging discussions between parents and children
- Theatre groups visiting the school
- Out of school trips for all EYFS, KS1 and KS2 children
- 'Play in a Day' for KS1 and KS2
- KS1 Christmas Performance
- KS2 Summer Production

Assessment - At the end of each term all teaching staff will record the children's current attainment through teacher assessment against the National Curriculum level descriptions, thus ensuring progress is regularly recorded and monitored.

Reporting - The subject leader will assess data through Pupil Asset to track children's progress and will ensure coverage of skills across the whole curriculum, through the monitoring of children's work, through observations and the analysis of results.

Reading:

Children will be encouraged to read a wide range of suitably challenging books. This should include both reading for pleasure and also educational purposes in order to become proficient readers. We aim to develop the children's ability to read with fluency, accuracy and understanding, whilst fostering a comprehension and appreciation for fiction and non-fiction

texts. Reading will initially be taught through *Jolly Phonics* and *Letters and Sounds* sessions, moving on to one to one reading, shared reading and guided reading. Teachers will encourage discussion about characters, setting and plot with children using decoding, deciphering and inference skills, all of which are taught alongside. Children will be encouraged to make use of all appropriate reading strategies to help them read independently and with understanding. They will be given opportunities to read to a variety of audiences.

To help us achieve our aims we shall use different techniques including;

- Encouraging one to one reading of books on the reading scheme at home with parents
- Big books
- Group reading
- Shared reading
- Comprehension tasks
- Daily phonics / spelling sessions
- Library visits
- Visiting authors
- 'Free reader status'
- Demonstration
- Intervention including Further Literacy Support (FLS) and Early Literacy Support (ELS)
- Phonics workshops for parents
- Reading cafes
- Liaise with the local library and encourage children to join
- Visits from the Book Fair
- Regular trips to the school library
- Visits to the school from published authors
- ICT
- Pupil premium children will have regular reading opportunities in school

Assessment - At the end of each term all teaching staff will record the children's current attainment through teacher assessment against the National Curriculum level descriptions, thus ensuring progress is regularly recorded and monitored. Children's reading ages will be assessed using the *Salford Reading Test* on a termly basis. The class teacher will record how often children are changing their reading books and that these are at an appropriate level.

Reporting - The subject leader will assess data from Pupil Asset on the children's progress and will ensure coverage of skills across the whole curriculum, through the monitoring of plans, through observations and the analysis of results.

Writing:

Children will learn how to present, develop and expand their ideas through Talk for Writing. Their writing experiences will offer an appropriate degree of challenge. The tasks will always be meaningful and relevant, creating a sense of purpose, excitement and passion for writing. Children will use their writing skills across the whole topic based curriculum, so will have the chance to write for different purposes and audiences. Teachers will aim to increase the children's awareness of writing by ensuring they understand why we write and the structure and content necessary for each style. Teachers shall encourage children to use effective vocabulary and a range of punctuation. When children are working on writing tasks they will be reminded to use the phonics and spelling skills already taught. Children will learn how to edit and improve

their own writing, with all of the writing processes being modelled by the teachers. Starting in EYFS, all children will be taught how to form their letters correctly. When this is fully established they will learn how to join up their handwriting in a fluent style.

To help us achieve our aims we shall use different techniques including;

- Demonstration
- Hot and Cold tasks
- Shared writing
- Guided writing
- Independent writing
- 'Writing wall'/Working Wall
- Celebratory displays
- Dictionaries given as prizes to Y6 children
- School Writing Week
- ICT
- Phonics / spelling games
- Flashcards
- Word banks/mats

Assessment - Children will independently undertake a 'cold task' to inform planning and a 'hot task' to assess writing at the end of each half term. Results will then determine any intervention programmes necessary and inform the children's next steps for learning. At the end of each term all teaching staff will record the children's current attainment through teacher assessment against the National Curriculum level descriptions, thus ensuring progress is regularly recorded and monitored. Children in KS1 will be tested on their phonics knowledge every term and all children in KS1 and KS2 shall undertake weekly spelling tests.

Reporting - The subject leader will request regular feedback from the class teacher on the children's progress and will ensure coverage of skills across the whole curriculum, through the monitoring of plans, through observations and the analysis of results. The Literacy Coordinators and allocated Governor will monitor literacy provision and standards on an annual basis.

Teaching and Learning

Each class takes part in daily literacy lessons, with the knowledge, skills and understanding requirements taken from the National Curriculum for Key Stage One and Two or from *Development Matters in the Early Years Foundation Stage*. As a school we aim to apply a topic based approach to our curriculum. As a result the breadths of study required by the National Curriculum are delivered in an extremely creative way, linking directly to each class topic. Some aspects, for example, guided reading, spelling, handwriting and phonics sessions may be taught as discrete lessons to ensure high quality learning.

Literacy lessons usually begin with a whole class teaching session, where the learning intentions and outcomes for the session are shared. The remainder of the session may involve group work matched according to ability, activities to be completed in pairs or individual work to be completed independently or with guidance. Learning will then be summarised and reviewed as the lessons draws to a close. Adult support is available in each class with particular interventions for children with Special Educational Needs in accordance with the *Special Educational Needs Code of Practice*.

Marking

Teachers are responsible for ensuring regular verbal feedback or written marking in accordance with the federation's marking policy, with constructive advice given to identify areas of development. Peer marking, self- marking and success criteria are used regularly.

Cross Curricular Literacy Opportunities

Consideration should be given wherever possible for planning tasks that lend themselves to literacy within other learning areas. This can also include attending out of school learning opportunities.

Literacy and Inclusion

Literacy tasks will be suitably differentiated to ensure that each child is able to work at a level which is challenging yet achievable and enables progress to be made.

Home School Links

We strongly believe as a school that by working together and building strong relationships with parents that our children's progress and development in literacy will be exceptional. It is only by school and parents working together that children can reach their true potential. Progress discussions may be verbal or in written form. Reading diaries, homework and spellings are sent home on a weekly basis and parents are always welcome at celebration and class assemblies which are centred on topic work.

Policy Review Date: September 2018

Mrs Nelson/Mrs Hopkins
Literacy Coordinators

Mr Dekker
Head teacher

Mr Cross
Chair of Governors