



Gorse Hill Primary School Literacy Policy

January 2020

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INTENT

At Gorse Hill Primary School, we believe that Literacy is a fundamental life skill. We recognise the challenges faced by many of the children in our school and believe this not only affects their progress in school but also has a profound influence upon the course of their whole lives. English skills develop children's ability to listen, speak, read and write for a wide range of purposes. By the time they leave our school we want our children to be enabled to express themselves creatively and imaginatively and become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children will gain an understanding of how language works by looking at its patterns, structures and origins. To prepare our children for their future, they must learn to use their knowledge, skills and understanding in speaking and writing across all areas of the curriculum.

SCHOOL AIMS

- ❖ *To promote and develop children's enthusiasm for Literacy and to provide them with essential life skills.*
- ❖ *To help pupils understand the written thoughts of others, that is, to help children to read fluently, with understanding and motivation towards their reading.*
- ❖ *To help children to speak clearly and write legibly using their own thoughts.*
- ❖ *To encourage children to listen attentively and with understanding, allowing children to form individual views and opinions.*
- ❖ *To fulfil the objectives set by any Government legislation, based on the needs and development of our individual children.*
- ❖ *To provide a flexible and creative curriculum in which to develop children's Literacy skills.*
- ❖ *To work in partnership with parents to develop children's Literacy skills and positive attitudes towards reading and writing.*
- ❖ *To enable children of all abilities to participate fully within a differentiated curriculum.*
- ❖ *To provide a stimulating and enriched learning environment, to support the development of Literacy skills.*

IMPACT:

By the time children leave in Year 6, we aim for a child to be able to:

- ❖ *Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.*
- ❖ *Have a love of books and read for enjoyment.*
- ❖ *Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.*
- ❖ *Understand a range of text types and genres.*
- ❖ *Be able to write in a variety of styles and forms appropriate to the situation.*
- ❖ *Be developing the powers of imagination, inventiveness and critical awareness.*
- ❖ *Have a suitable technical vocabulary to articulate their responses.*

TEACHING AND LEARNING

STATUTORY REQUIREMENTS –

Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2017).

In the Foundation Stage (Reception) children are given opportunities to:

- **Speak and listen and represent ideas in their activities;**
- **Use communication, language and literacy in every part of the curriculum;**
- **Become immersed in a language rich environment.**

At Key Stage 1 (Years 1 and 2) children are given opportunities to:

- **Learn to speak confidently and listen to what others have to say.**
- **Learn to read and write independently and with enthusiasm.**
- **Learn to use language to explore their own experiences and imaginary worlds.**

At Key Stage 2 (Years 3-6) children are given opportunities to:

- **Learn to change the way they speak and write to suit different situations, purposes and audiences.**
- **Read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them.**
- **Explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).**

IMPLEMENTATION:

The English Curriculum is delivered using the Primary National Strategy framework. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

During the daily literacy lesson in KS1 and KS2, children may experience whole class shared/modelled reading and writing, whole class or group word or sentence activity, extended writing time or guided group work. Children are taught literacy in mixed ability classes, by their own class teacher. Differentiation is planned for and appropriate challenge and support put in place, dependant on the needs of the pupils.

In KS1 and KS2, staff use 'The Learning Challenge' planning for long and medium term plans to implement the new curriculum from September 2014. Planning is done jointly within the departments. Cross-curricular links are sought out and opportunities for summative assessment are identified. Planning is monitored within the department by the Subject Leaders in PPA time.

Foundation Stage

In Reception, children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult-led and child-initiated activities. A range of texts are used in the daily mixed ability English lessons. Children have daily discrete Phonics lessons using Read Write Inc. (RWI) Individuals develop their library skills by selecting their

own books, (within their book band) to read with an adult approximately three times a week. Regular story times develop a love for books and storytelling.

Key Stage 1

In Key Stage 1, daily discrete RWI phonics lessons continue and are taught in ability groups using Read Write Inc., while children have daily mixed ability English lessons with an emphasis on real texts. Children take part in both guided and individual reading sessions and have regular story times and library visits to develop a love for reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and targeted teaching groups.

Key Stage 2

In Key Stage 2, children have daily English lessons. Spelling and Grammar skills are taught both discretely and embedded within planning using Talk for Writing(Pie Corbett). Additional literacy sessions include guided reading, spelling practice (see Approach to Spelling), grammar, handwriting (see Approaches to Handwriting) and daily reading aloud of class novel, which is a text linked to their current topic learning. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; intervention programmes (e.g. Black Sheep, Nessler, Toe by Toe, Word Wasp), TA aids and differentiated class teaching.

Differentiation

There are children of differing ability in all classes at Gorse Hill Primary School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas, this may include pre-teaching sessions to allow children to access work at the same level in class. We use teaching assistants to support some children and to enable work to be matched to the needs of the individual.

APPROACHES TO SPEAKING & LISTENING:

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing. Opportunities to develop these skills include: Learning the Talk Story, talk partners, storytelling, roleplay and debating within lessons across the curriculum, class assemblies, School Council representatives and school productions.

The National Curriculum states:

‘All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to

adopt, create and sustain a range of roles, responding appropriately to others in role.'

(pages 3, 4 and 7, 2013)

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards.

Children who require extra support in speaking and listening benefit from small group sessions lead by an ELKLAN trained Teaching Assistant, EAL language assistants and draw on the expertise of a Speech and Language Therapist.

We recognise the need for all pupils to speak, read and write standard English fluently and accurately, while acknowledging that a pupil's own dialect or other language is of prime importance. All staff members are role models who promote Standard English and take care to sensitively correct children's misconceptions with language. Children are encouraged to develop effective communication skills in readiness for later life.

Vocabulary development

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.

APPROACHES TO READING

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. There is no set scheme, but teachers are expected to use the Reading Domains to plan focused guided reading session either as small groups or whole class. Resources such as Cracking Comprehension, Bug Club guided reading sets and Pie Corbett's suggested Reading Spine books can be used as a Class Book alongside Reading Domain focused questions.

From Foundation Stage up to Year 6, children have the opportunity to read 1:1 with an adult regularly; with there being a particular focus on questioning to promote an in-depth understanding of the text. Questions progress from literal to inferential as the children move up through the school. Independent reading provides time for both assessment and 1-1 teaching.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. 'Book Week' where children are immersed in storytelling, author quizzes, book discussions and the opportunity to dress up as a book character and share their favourite books. Book Weeks also include visits by published

authors, skilled story tellers from many cultures, performances by professional theatre groups, making books, using drama, dance and music to illustrate texts. Other opportunities include: Mystery Readers, Library visits, Readathons, Extreme Reading Competitions and individual class reading challenges to promote the love of reading.

Opportunities are provided for:

- *Shared reading – within literacy lessons and at other times of the day*
- *Guided reading – this often takes place outside of literacy lessons (see individual department timetables) Twice a week in KS1 and at least once a week in KS2 for each group of children.*
- *Independent reading – daily in Key Stage 2*
- *Phonics – Read Write Inc. lessons on a daily basis in Foundation and Key Stage 1, Catch-up sessions are in place in KS2 for selected children.*
- *Resources – Bug Club –by Pearson, is our main reading scheme with online resources and levelled books available for children and parents to access at home. This is supplemented by other schemes and other texts. All classes have a collection of texts for home reading (from published schemes as well as a range of significant authors), a set of dictionaries and thesaurus, interactive whiteboard, fiction and non-fiction big books.*

The Teaching of Early Reading

Pupils are taught phonic knowledge on a daily basis, from Nursery to Year 2 using Read Write Inc.(RWI). Children are assessed every half term and re-grouped according to progress they have made. At any point a RWI teacher can suggest a child can move up to the next group, which requires an additional assessment. From Year 2 upwards phonic knowledge is combined with 'Support for Spelling' program to ensure progression.

A range of reading schemes are used to support early readers as well as book banded 'real books'. From Year 1 onwards Rising Stars Reading Assessments are used. Children are placed on a book band accordingly. All children are regularly assessed to monitor progression. Bug Club is set up and available for all children to access at home and during sessions within the school timetable.

In KS1, children take home a banded book which is appropriate to their level of ability. Children choose their books from a wide selection of schemes and real books. In Key Stage 2, children take home a banded book which is appropriate to their level of ability. Some exceptions may be made for unmotivated, uninspired readers. In this case, teacher judgement applies and within reason, the child may choose another book they wish to read. Further monitoring takes place. Those children still learning to read use Read Write Inc. home books and worksheets. Lower attaining and SEN children have access to specialised Low Level; High Interest books that help with their decoding skills to encourage recognition of a vast bank of vocabulary. Children are expected to progress to a 'free reader' status so they are able to read any book from their classroom or school library.

Each child is given a book bag in Reception and a school planner that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. Information is given on how to support their child in reading on the school website, curriculum letters, parent information evenings, workshops and parents' evenings.

As children progress through the school, they become more independent in recording what they have read in their reading records.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers. Parents are invited in once a term for 'Reading Breakfasts' where they have the opportunity to share a book with their children, from a wide selection, and have a drink and croissant with support from teacher. Also, we encourage family members to come in as a 'Mystery Reader' for any class(though most popular in EYFS-Y3) and share their favourite book with the class.

APPROACHES TO WRITING

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. To support our teaching of writing we use the English National Curriculum Framework (July 2013). All teachers have had training and on-going support with Talk for Writing(Pie Corbett) as a whole school. Many resources have been purchased to further add to our bank of strategies to use when teaching Literacy. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions each week, which can be in any subject across the curriculum.

Talk for Writing- Pie Corbett

As a response to some poor progress in writing across the school and in an effort to close the gaps for boys and EAL children at our school, we have adopted Talk for Writing(T4W) as the approach in all classes. This requires children in all classes to use the T4W format at least once per half term and produce at least 2 'Hot Task' writing per half term.

Process:

- ❖ Introduce writing genre and children produce a 'Cold Write' – indicated in books with a blue sticker
- ❖ Teachers use the Cold Write to identify key features the children need to learn to progress
- ❖ Teachers then produce or find a short Model Text (no more than 350 words) that addresses areas identified in the Cold Task with a clearly identifiable, transferable plot pattern for the children to base their own writing on
- ❖ The text is shared orally with the children and a pictorial Story Map and actions are created to help them learn the text off by heart.
- ❖ Children then 'Read the Text as Writer' and identify key features used in the text and the effect they have on the reader.
- ❖ Next, the children Box up the story and identify key plot points based on the model text. The children use this to create an Imitation text that is very similar to the original text

- ❖ A Tool Kit is constructed, with the children, to help them write effectively and use examples from the model text so that they can refer to this and adapt ideas in their own writing
- ❖ There is ‘Shared Writing’ with an adult demonstrating how to construct, adapt and improve and pointing out features used.
- ❖ This is followed by Innovation and Short Burst writing- focusing on areas identified in the Cold Task- to create sections that can be used in their final independent ‘Hot Task’ (identified by red stickers) piece of writing.
- ❖ Children can use the techniques from the writing process e.g. create a story map; use boxing up; use toolkits to write an independent piece of the same genre.
- ❖ Children are assessed using Target Tracker Statements and this is used to help identify next steps for the following pieces of writing

All year groups create Long Term Plan that identifies which type of writing and what model texts they will use. They also choose a Class Book per term from Pie Corbett’s Reading Spine suggestions for each Year Group – sections of which can also be used to help with the writing process. All classes must choose a selection of Pie Corbett’s Story Plots in Narrative writing to avoid repetition choosing from:

- Wishing Tales
- Warning Tales
- Conquering the Monster
- Finding Tales
- Journey Tales
- Losing Tales
- Rags to Riches Tale
- Tale of Fear
- Meeting Tale
- Character Flaw
- Poetry – ideally using examples from The Works KS1 And The Works KS2

Non-fiction:

- Instructions
- Explanation
- Recount
- Information (non-chronological report)
- Discussion
- Persuasion

Across the school, our writing:

- *Has a purpose and audience for each piece of writing is decided from the outset.*

- *Writing is displayed and celebrated all over the school.*
- *We provide stimulating first-hand experiences, e.g. trips, storytellers and drama.*
- *Writing is taught as a carefully sequenced activity using T4W and RWI.*
- *Teachers provide regular helpful feedback through marking using pink and green highlighters: ‘Pink to make you think’ and ‘Green is great’*
- *Time is planned into lessons for children to respond to literacy marking and feedback.*
- *Writing is, in the main, linked to class topics to promote engagement.*
- *We ensure progression in complexity of tasks and expectations year on year.*
- *We build stamina for writing by providing opportunities to write independently and for extended periods.*
- *Editing and reviewing form a large part of lesson time – with age-appropriate strategies for purple-pen response marking used across the school.*
- *Peer marking is encouraged as an additional way for children to respond to writing*

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by drama techniques and film clips using resources from sources such as Into Film; Literacy Shed and LitFilmFest. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use ICT for their writing.

Opportunities are provided for:

- *Emergent writing in Foundation Stage and Key Stage 1 through directed teaching activities or as a result of continuous provision in class*
- *Shared Writing – within the literacy lesson*
- *Guided Writing/Independent Writing - within the literacy lesson or other areas of learning*
- *Extended writing - within the literacy lesson*
- *Blog and competition writing for Book Week; National Literacy Trust etc.*
- *Handwriting – practised regularly within the literacy lesson*
- *Writing to be stimulated by experiences outside the classroom or as a result of a visitor to school or literacy consultant.*

APPROACHES TO GRAMMAR AND SPELLING:

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014). It details the expectations for the teaching of grammar and the terminology (from the NC glossary) which must be used by each year group. It offers a guide for identifying the key objectives and skills which must be taught each year. Grammar is timetabled to be taught discreetly for at least one session a week in KS2. In KS1 specific sessions each week are dedicated to the teaching of grammar in RWI sessions. Of course, grammar skills are also embedded within Literacy lessons as part of the T4W writing process.

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning.

Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's creativity. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words:

- In KS1 RWI is used to teach spellings using RWI phonics and a range of mnemonics and strategies taught to help children apply this in their writing.
- Children in EYFS and KS1 have short, focused RWI phonics sessions every day which build slowly from learning single letter sounds to digraphs (two letter sounds such as 'sh' and 'oa') and split digraphs (the impact of magic 'e' on earlier vowels as in 'hop' to 'hope').
- This knowledge is applied in children's reading and writing.
- Children learn sounds, actions and letters through games and activities that support sounding out, segmenting and blending.
- Children having a go at writing by sounding out words and recording the sounds they hear.
- A 'sound table' for young children to add things to beginning with the sound of the day or week.
- From Year 1, children applying phonic knowledge to read real and 'alien' words.
- From Year 1, children are actively encouraged and taught to proof-read their writing for spelling errors.
- Throughout KS2, a spelling rule or new letter sounds are introduced weekly and relevant spellings are taught, e.g. through mnemonics, word sorting and spelling games.
- Key word banks, high frequency words, dictionaries and word pattern visuals scaffold children as necessary.
- When writing, children are encouraged to 'wiggle' underline words they are not sure of to check in a word bank or dictionary to avoid interrupting the flow of their writing.
- Where additional spelling support is needed, children work in small groups with an adult to re-inforce spelling patterns, alongside their whole-class word lists.
- Every child has a purple journal where new words and grammar notes are recorded and these can be referred to at any point in the writing process.

APPROACHES TO HANDWRITING:

Handwriting begins in the EYFS with mark-making and patterns. All pupils are given access to a wide range of writing tools and mediums to practise the early fine motor skills. The needs of left-handed children, or those with physical difficulties are also taken into consideration and where necessary accommodated with resources or specific intervention.

Pupils are encouraged to develop fluent lines of correctly orientated letters from an early age and emergent writing is encouraged. We believe that discrete handwriting sessions where children's formation and pencil grip can be readily overseen should take place at least once a week and more frequently in the foundation stage. Correct posture and positioning of paper or books are also emphasised during these sessions. Letter formation and handwriting is taught and modelled using a range of resources.

The national expectation at the end of year 6 is that children will join their handwriting. Staff use resources from Teach Handwriting.co.uk and Collins Primary to teach individual letter joins with the leader feeder cursive style. This begins in Reception with discrete lessons following a clear scheme of progression. As the children move up through the school they are encouraged to think carefully about the presentation of their work and to develop clear, legible and fluent handwriting.



ASSESSMENT:

Teachers assess children's work in English in three phases. The formative assessments that teachers make as part of every lesson helps teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. These are detailed evaluations, which are annotated on the Power of Reading plans daily and used to inform future planning.

Teachers use formative and summative assessments to measure progress against the key objectives, and to help them plan for the next unit of work – see T4W process. These assessments are also used to evaluate progress against school and national targets. They are reported back to and discussed with parents.

Writing is assessed against success criteria created by the class teacher; tailored to that particular genre based on their Cold Write. When a child has completed a unit of work, they write up their final piece in neat (from Year 2 onwards) and it is marked with a red dot to indicate all editing has been completed. Teachers assess the evidence collected against the National Curriculum objectives and this is used to assess the children using Target Tracker at least once per half term. In literacy books, topic books and science books, where writing is undertaken, each child in KS1 up to LKS2 (year 3) will be given an LC where the objectives for the lesson are clearly defined. It is a daily ritual that the children stick these in at the start of a writing lesson.

At the end of each half term, assessments of Reading and GaPS are conducted using Rising Stars and there is teacher assessment for writing, speaking and listening which are recorded onto Target Tracker.

Children undertake the national tests at the end of Year 2 and Year 6.

Key Stage 1 and 2

Each pupil has a child friendly version of writing and reading targets in their school planners and update termly targets in class at the back of their books. This provides pupils and parents with a clear picture of both long term and short-term targets in both reading and writing.

A school wide marking scheme involves the use of pink and green highlighters combined with verbal feedback and Whole-Class Feedback Sheets

Pupil's progress is assessed and monitored each half term and where pupils have not made sufficient progress interventions are put into place to ensure that gaps in learning are closed. At the end of each academic year all pupils from Year 1 upwards carry out a formal assessment (statutory and optional) which inform teacher assessment.

Nursery and Reception

Objectives are taken from the revised EYFS guidance and focus predominantly on the areas of 'Communication and Language' and 'Literacy' which encompasses both reading and writing. Children are assessed in the nursery against their age-related expectations (ARE) (emergent, expected or exceeding) and where necessary those exceeding their age-related expectation are encouraged to work towards the 'Early Learning Goals'(ELG). In Reception children are assessed against the ELG.'

INCLUSION

We provide a broad and balanced curriculum where teaching and learning are matched to the needs of all individuals and where all pupils can access the curriculum. Where pupils do not make good progress, interventions are put into place to ensure that gaps in learning are addressed. Where pupils show a talent in Literacy, they are provided with additional support in order to ensure their learning moves forward. Gifted children will be identified and added to the Gifted and Talented Register.

- Children with identified SEND in English receive tailored support from SEND TAs.
- Children who are identified as having additional needs with reading, receive extra support from TAs.
- More able children in English are identified and challenged appropriately.

In line with our Equal Opportunities and Inclusion Policies and our Disability Equality Scheme, we are committed to providing a teaching environment conducive to children reaching their full potential. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

INTERVENTION PROGRAMMES

In Key Stage The school follows the 'Read, Write, Inc: Spelling' program which enables the children to recap on the previous year's spelling patterns and then introduces new patterns and sight words. This program is in line with the National Curriculum for spelling. Identified children receive extra spelling and phonics support from SEND TAs

In Key Stage 2 pupils that have been identified as requiring additional support are provided with up to 2 additional literacy sessions a week. Other schemes such as Spelling Wasp are used, and the sessions are taught by teaching assistants.

1:1 tuition in literacy is currently offered to selected Y6 pupils. They receive 10 hours additional support (funded through pupil premium and the school's budget). This is also being continued with selected children in Y5 and Y2/3.

CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Extended writing is expected to be produced in Topic and Science; to showcase the children's transferrable literacy skills.

Mathematics

English 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 KS1 are immersed in stories and rhymes that rely on counting and sequencing. Children in KS2 are encouraged to read and interpret problems in order to identify the mathematics involved. They communicate mathematically through the developing use of precise mathematical language. Mastery skills can be acquired by a child's ability to reason and justify their understanding of mathematical concepts. Every class teacher strives to achieve this by supporting children's developing explanations.

Personal, Social, Citizenship and Health Education

Literacy contributes to the teaching of PSHCE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older pupils also research and debate topical issues and events and discuss lifestyle choices. Planned activities within the classroom also encourage children to work together and to respect each other's views. The pupils offer 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 that of others from a range of diverse cultures.

THE USE OF ICT

We recognise the important role ICT has to play in our school in the development of Literacy skills. We also recognise the importance of being cine-literate in the 21st Century – many year groups study a film as their 'text' at least once a year. ICT is used on a daily basis to enhance the teaching of literacy and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy.

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate.

Bug Club is also being used as an online scheme with resources that can be used in class for guided reading sessions, grammar, punctuation and spelling, phonics resources and games.

PARENTAL INVOLVEMENT

Parents are encouraged to support their child's learning in many ways.

- *Termly meetings are held for parents in the Foundation Stage to explain our approach to the teaching of reading and writing.*
- *Throughout the school parents' evenings/ open evenings are held termly to discuss individual progress and targets for the future.*
- *The School planners are used throughout the school to aid communication between home and school.*
- *Regular reading homework is set throughout the school – timings are age dependent*

- *We promote events at the local library to encourage parents to make use of this valuable resource.*
- *Parents are invited in for Reading Breakfasts; as Mystery Readers and to Class assemblies highlighting learning taking place in class.*
- *Parents are also invited to comment on regular Blog posts via the school website.*
- *Parents are also seen as important partners in the process of developing children's literacy skills providing valuable support at home in helping children to become readers and writers through homework tasks.*
- *They also offer a useful audience for children in their development as speakers, listeners, readers and writers as the children move through the school and are expected to participate in weekly Talk Homework discussions, which could be conducted in their native language.*

ROLE OF GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our Literacy Governor Mrs. Caroline Wade.

This policy will be reviewed every three years or in the light of changes to legal requirements.

ROLE OF SUBJECT LEADER:

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

Monitoring and evaluating Literacy:-

- *Quality of teaching and learning in literacy through a range of observations; book scrutiny; Learning Walks and review of planning etc.*
- *pupil progress – Review levels from Rising Stars Reading and GaPS assessment and Target Tracker for writing - termly*
- *provision of Literacy (including Intervention and Support programmes)*
- *the quality of the Learning Environment – Learning Walks - annually*
- *the quality of marking and feedback – Book Scrutiny - termly*
- *the deployment and provision of support staff – Providing support and advice for support staff and teachers*
- *Taking the lead in policy development – attending training; keeping up to date with any changes in policy or DofE guidelines*
- *Auditing and supporting colleagues in their CPD – arranging and delivering training as needed as part of a Staff Development Plan and offering support when needed*
- *Purchasing and organising resources – analysing value for money and cost effectiveness of different options and requests from staff – annually*
- *Keeping up to date with recent Literacy developments – subscribing to updates from DofE and attending TTSA meetings regularly*
- *Providing feedback to school stakeholders including parents and governors – end of year report and participation in School Improvement Plans*
- *Being an exemplar classroom practitioner in the teaching of literacy*

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 Policy

Marking and Feedback policy

Special Educational Needs Policy

Gifted and talented Policy

ICT Policy

Equal Opportunities Policy

Inclusion Policy

Monitoring & Review of this Policy:

This policy implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the Literacy Subject Leader, on behalf of the Head Teacher and Governors.

Completed: January 2020

Formally ratified by governors:

Signed by:

Subject Leader: _____

Headteacher: _____

Chair of Governors: _____

Date: _____

Policy Review Date Scheduled: Spring 2023