

This Policy reflects the School's values and philosophy in relation to the teaching and learning of Literacy. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The Policy should be read in conjunction with the Literacy Framework for Teaching, which sets out in detail the rationale for teaching each area of the Literacy Curriculum and specifies the skills that will be developed for the majority of pupils in each Year Group. It has been produced for all teaching staff, non-teaching staff with classroom responsibilities, School Governors, parents, inspection teams, LA advisors and interested others. A copy of this is available to School Staff and the Governing Body.

### **Why teach Literacy?**

Literacy is an integrated and fundamental component of the whole Primary Curriculum. A good first language, education is pivotal for all learning in every curriculum area. We need communication skills to equip us for everyday life. Good communication skills are required for the most basic routines to enable us to survive and function in a civilised community.

Good language skills are also required for:

- The expression of one's own needs, feelings, emotions and spirituality; The understanding of another's needs, feelings and spirituality; Resolving misunderstandings and conflicts;
- Ascertaining information to make sense of the environment and infrastructure;
- The acquisition and sharing of knowledge and skills for personal interest and pleasure;
- The acquisition and sharing of knowledge, data and skills to improve humankind's lifestyle through scientific, medical and technological development;
- The expression of creativity through writing, poetry, singing, composing music etc.;
- Most jobs in the work place.

At Dunstone Primary School we are concerned with the development of the whole child. A child who can communicate effectively has every reason to be confident and have a healthy self-esteem.

### **What are our aims in teaching Literacy?**

Whatever each member of staffs teaching style is, we aim to encourage all pupils to:

- 1) Listen attentively, paying attention to detail, to process the information and retain aurally as much detail as they are able;
- 2) Speak confidently with intonation, clear diction, accurate grammar and style with regard for their listener / audience;
- 3) Read fluently with good comprehension, which is reflected in appropriate expression and intonation, from a wide variety of text at their own level, for pleasure and relaxation;
- 4) Develop their cognitive skills, imagination, and personal expression through a range of writing tasks using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purposes;
- 5) Make progress along the continuum to becoming a correct speller, using a neat, legible, cursive handwriting style;
- 6) Make fair critical responses about their own language work, that of their peers, and that of popular authors and poets;

7) Mature socially through working collaboratively in groups and in pairs;

8) Reach their full potential by extending their work in each of the above areas of the Language Curriculum, whilst being mindful that work is manageable so as to ensure that no pupil is stretched to such an extent that they become discouraged.

The above aims are consistent with our School's philosophy and take account of the National Curriculum Programmes of Study and End of Key Stage Level Descriptions, and also the aims of the Literacy Framework.

### **How do pupils learn?**

Literacy is concerned with acquiring and applying a set of skills and a body of knowledge about language and its use. The natural chronology for acquiring these skills is listening, then speaking, then reading, and then writing. All four skills will eventually be developing concurrently. True communication is two-way: it involves careful *listening* or *reading* skills to ascertain relevant information, and then *speaking* or *writing* skills to make an appropriate response.

Literacy in the Primary School setting extends and enhances this natural development by providing relevant activities and focused teaching to advance the acquisition of these skills. The teacher will also aim to be a good model of effective communication.

The School's policy specifies in detail the rationale of how pupils will learn the English Language. It also details the possible progression for the majority of pupils throughout the Year Groups. .

Literacy is taught through a balance of different teaching methods. Pupils will be given opportunities to learn through real experiences and practical tasks, through focused analysis of written text, published learning material, teacher prepared materials, educational visits, appropriate use of television programmes, information technology (word processing and other language based programmes) and tasks set to complete at home.

### **Equal Opportunities**

All pupils will have equal opportunity to reach their full potential across the Literacy Curriculum regardless of their race, gender, cultural background, ability or of any physical or sensory disability. Equality of opportunity is essential in this curriculum area as it provides pupils with access to other curriculum areas in the primary years and in the future.

### **Special Educational Needs**

Some pupils experience learning difficulties which affect their progress in literacy. Class teachers are responsible for trying to pinpoint any difficulties, so that through early intervention, these pupils can be helped. Where pupils are shown to be experiencing difficulties and under-achieving over a period of time, there is a set procedure to be followed by class teachers.

In consultation with SENCO a child may be placed on the SEN register and an IEP produced. A copy of this will be held by the SENCO who will be responsible for ensuring that the performance of these pupils is monitored, and that appropriate strategies are being implemented to help them develop their literacy skills. Children whose difficulties continue for a longer period will have their IEP reviewed with a view to involving outside agencies as appropriate. Our emphasis will always be to provide support and help for these pupils as soon as practicable, rather than on keeping excessive records of their lack of progress. Class teachers will ensure that suitable work is set in class for these pupils through appropriate differentiation and quality first teaching.

It is our policy to concentrate on pupils' abilities and needs, not on their disabilities and handicaps. This emphasis aims to change feelings of disaffection, underachievement and low self-esteem. Everything should be done to

avoid highlighting the disabilities of any particular child. Pupils of low ability will need constant reassurance and patience to help improve their confidence.

## **Planning Literacy**

There will be medium term overviews which identify the parts of the Scheme of Work the Class Teacher intends to cover. There will be weekly plans (short term) which detail activities and learning objectives for the week's lessons.

Effective planning ensures:

- that there are achievable learning objectives for all of the pupils.
- that work is matched to pupils' abilities and experience.
- that the teaching is differentiated by task(s) or outcome (see note below);
- that the teacher's time is employed effectively throughout the lesson;
- that there is progression and continuity related to previous learning, not previous teaching.
- balanced coverage of the Scheme of Work throughout the year
- that pupils are appropriately grouped, e.g. in ability or mixed ability groups/pairs for collaborative activities, or individually for independent work.

As a school, we have adopted a topic based curriculum, with good literacy skills being intrinsic to children being able to access all areas of the curriculum. Whilst Literacy is taught as a discreet subject, and this is made apparent on class timetables, it is woven throughout all areas of learning.

## **Developing and Monitoring Literacy**

The Literacy Co-ordinator is responsible for the development and monitoring of Literacy. She is responsible for updating the School's Policy and the School's Literacy Development Plan, together with ensuring that all children are making suitable progress, with intervention identified for those not making expected levels of progress.

As well as being used for pupil assessment, annual standardised test results for writing skills, spelling, reading - sight vocabulary and reading -comprehension will be used to monitor the school's overall literacy standards.

## **Resources and Accommodation**

Library books are classified by the Dewey system.

A selection of fiction and non-fiction books of an appropriate interest and difficulty level will be kept in individual classrooms.

Guided reading books will be kept in the central store and will be clearly coded with appropriate labels to make it easier for teachers to select the appropriate level.

Big Books are stored outside KS1 classrooms and next to the Foundation Class and are colour coded into levels.

Each year group is supplied with appropriate teaching resources as well as there being a central store for resources.

## **Home School Reading**

Every child has a reading book they take home and parents are encouraged to listen to their child read and sign the reading diary. The school's reading books are banded according to the Book Band system.

## **Information Technology**

From Reception, all pupils will have opportunities to develop word processing skills using a variety of software. Pupils need to appreciate the true benefits and full facilities of word processing. Pupils should learn to plan, draft, revise, and present their work on screen, saving their files between sessions, if necessary. Word processing can take some of the tedium out of writing. (See Information Technology Policy for more details).

## **Assessment and Record Keeping**

The school has adopted the 'Big Write' scheme, and this takes place approximately every 3 weeks within each class, with work marked by peers and the class teacher. Children take ownership for their own learning and see where they need to improve their writing.

Across each year group a selection of children of varying abilities are selected for APP moderation purposes. Due to our topic based approach to learning, evidence for APP can be taken from all curriculum areas.

Assessments in reading and writing are put onto the school tracking system every other term (December, March, July), and these are monitored by the subject leader.

