**Literacy Policy for Linby-cum-Papplewick C. of E. Primary School**

Introduction

“Literacy skills are essential to attainment in school and to fulfilling potential opportunities throughout life.”

We believe that all children are entitled to develop their skills of communication and self- expression. We believe that Literacy is a fundamental life skill. The development of strong and effective communication should underpin all our teaching and learning throughout our broad and balanced curriculum. Furthermore, we believe that children will be empowered to create positive relationships, through their interactions with others.

Aims:

* To teach children to communicate effectively, both verbally and non-verbally.
* To enable children to speak with confidence and clarity.
* To encourage children to listen with concentration.
* To teach children how to express their ideas, views and feelings and to respect and value the ideas, views and feelings of others.
* To foster a love of books, words and literature.
* To create enthusiastic and reflective readers.
* To develop their powers of imagination and creativity.
* To teach children to read and write with confidence, fluency and understanding.
* To teach synthetic phonics so that children understand the sound spelling system and use it to read and spell accurately.
* To teach cursive letter formation so that the children develop fluent and legible handwriting.
* To teach children to speak, read and then write in a variety of genres in fiction, non-fiction and poetry.
* To teach children how to edit, improve and refine their ideas using the plan, draft, read and edit model.

Curriculum Planning

Literacy is a core subject in the National Curriculum.

Long Term Planning

The **National Literacy Strategy** details what is covered. The Foundation Stage uses the **Development Matters Guidance in the Early Years Foundation Stage** (EYFS) to work towards the Early Learning Goals.

Medium Term Planning

At Linby School there are 4 classes with each class being made up of two year groups. As a result, each teacher develops a two year rolling plan, to ensure good coverage of the content, for each specific year group. These plans ensure an appropriate balance and distribution of work across each unit covering a range of genres. However, they are flexible enough to be able to be adapted, so that they closely match the needs of each cohort being taught.

 In addition there is always an attempt to match the literacy text to the wider curriculum, so that teaching time is used effectively for curriculum delivery and so that teaching is in a holistic context and delivered with integrity. Although this is not always possible we believe that learning is most effective when links can be made and children can write from first hand, relevant and engaging experiences. For example, teaching children how to write instructions works well after they have had an opportunity to plant seeds and then tell a partner what to do as they plant theirs. Similarly, after riding bikes in the outdoor area, then observing what happens when a pedal is pushed down, it is easy to create simple explanation texts that build on topic work on pushes and pulls.

Short Term Planning

Each teacher develops their own weekly planning which details the content and the differentiated activities and support, where appropriate. There is a close relationship between teacher assessment against the learning outcomes and the next step in the planning of the learning journey.

Phonics and Spelling Planning

Planning has been developed by the Foundation stage/Year 1 Teacher, to ensure good coverage of **Letters and Sounds** Phases 2-5.

Whilst the **Support for Spelling** document details what we teach from Yr2-Yr6 (See Appendix)

Children in KS 1 have a twenty minute phonic or spelling lesson each day.

This pattern is replicated in lower Key Stage 2, and the children higher up the school, who require additional support.

Guided Reading Planning

When teachers plan for Guided Reading they use:

* The **Benchmark** reading assessments to select suitable book banded texts for each group
* The seven AFs from the **APP** materials to develop book talk and deeper understanding of the text.
* The prepared bank of questions which match the AF (Assessment Focus)
* (see appendix A)

Handwriting Planning

Teachers plan for handwriting using the progression in the **Handwriting Policy**. (See Appendix)

Teaching and Learning

At Linby we use a variety of teaching and learning styles in our Literacy lessons so that we can meet the needs of all our children.

 As our priority is to develop a love of books, words and literature, lessons should be lively, fun and engaging, where children have an opportunity to play with words and ideas and have their contributions valued.

 There should, as a result, be time to share and reflect on outcomes and ideas in small groups, larger groups, with talk partners and individually with the teacher or Teaching Assistant, so that reflection and improvement become an essential part of the creative experience.

 We seek to provide suitable learning opportunities for all children, by matching the challenge of the task to the ability of the child. Peer teaching is one of the tools that can be used to develop and deepen understanding and accelerate learning.

 All Staff should have high expectations so that all children are enabled to progress well. Teaching Assistants support all ability groups, and offer individual or small group support, under the direction of the class teacher.

 ICT is used to enhance literacy teaching. Shared texts can be read using the Smart board and Multimodal texts can be accessed from the internet, whilst shared texts can be created using the Smart Notebook software. Children requiring additional support with phonics or spelling can use Word Shark and practise their work on phonemes using the Letters and Sounds activities on the web site. Children creating text use Clicker or Microsoft Office Word to publish their work. Digital cameras and camcorders are used to promote speaking and listening and prepare children for writing.

 Children are given opportunities to use and apply their learning to other areas of the curriculum.

Speaking and Listening

This strand is so essential to all literacy teaching and has a big impact on the future attainment of the children. It is important that children are given good teaching so that these skills can be taught discretely not only in literacy lessons but throughout the wider curriculum.

Examples of activities used to promote good speaking and listening:

* Circle games -copy my sound, respond to my sound, turn taking
* Identify instrument, object or voice
* Copy, join in or continue rhythms
* Identify environmental or animal sounds using CD or games
* Storytelling activities – retell, create, act out
* Hot seat activities
* Shopping games (also develop memory)
* Drama activities – retell, narrate, create, respond
* Presentations
* Poetry reading and performing
* Freeze frame
* Debating
* Planning, predicting and investigating
* Reading aloud
* Role play
* School Council
* Describing observations

Reading

In Key Stage 1 the children are taught **systematic synthetic phonics**, in a daily twenty minute lesson, to ensure that all children can decode text. Whilst there is close attention paid to comprehension through Storytime, Shared and Guided Group Reading sessions.

 Children are taught phonics as a year group, with children receiving additional support to reinforce learning, as necessary. Tricky words that are hard to decode are taught as sight vocabulary through Power point presentations and games. Children in KS 1 take key words home to practise with their parents. Some children will need to continue to practise their phonics beyond KS1 and small groups have Teaching Assistant support to enable them to do this.

 Each week teachers plan Guided Reading sessions which are delivered by either the teacher or a Teaching Assistant. In the Foundation Stage children will be involved in focussed reading group activities from Autumn 2.The children will largely, though not exclusively, be grouped by ability. The size of the grouping is flexible as some children may benefit from a very small group or individual planned support. The expectations are that all children should be actively participating in each session and that the text chosen should be sufficiently challenging.

 Teachers in KS 1 use **Book Introduction** to introduce unfamiliar books to the group so that children are encouraged to engage with the book and make connections. **Praise and Prompt** are used at the end of reading to focus the next steps of learning.

Examples of reading:

* Class Story
* Shared reading of Big Book, or text in the Literacy hour
* Guided Group Reading
* Partner Reading once a week across the school
* KS1- book browsing at register time
* KS2- daily independent, sustained reading in class
* Reading activities during Literacy hour e.g. read and sequence text
* Cross curricular reading activities
* Daily one to one reading for children working below age related expectations
* Word shark
* Acceleread/Accelerwrite
* Key word games
* Topic word games and activities
* Story time or shared class book
* Book Fair and World Book Day celebrations

Home School Reading

Children are encouraged to read at home every day and enjoy sharing books with their families. Parents are invited to record their child’s progress within a ‘Keeping InTouch’ book and rewards are given for regularly reading at home.

Assessment of Reading

* Daily teacher observations- formative assessment to inform planning and provision
* Foundation Stage Learning Journeys
* Home school communication – KIT books for Keeping In Touch
* Guided Reading observations
* **Letters and Sounds** assessments at the end of each phase
* **ELS** Records
* **KS1 Key Words** – assessment
* **Year 1** –Phonics Screening
* **Benchmark –** at least 3 times a year until children reach white band, to track progress
* End of KS **SATs –** and optional **SATs** reading comprehensions for year 4 and 5
* **Salford** Reading test to track progress of key groups of children
* **Acceleread/Accelerwrite** reading intervention as appropriate
* **Five Minute Box** reading support as appropriate
* **Toe by Toe** reading support as appropriate

Writing

Children are taught writing skills in daily literacy lessons and have opportunities to practise these skills across a range of subjects planned by the class teacher.

 Writing units are usually planned so that the children build up their knowledge of the text type across a series of lessons. The planning structure will often be like this:

* Do and talk or watch and talk or create and talk
* Read text type
* Identify features of the text type
* Identify significant vocabulary e.g. time connectives
* Create lists of topic words or other significant vocabulary
* Teacher models writing or class involved in creating a shared text
* Planning ahead of writing – can be through talk
* Writing frames to scaffold planning may be used
* Talk through plan to peer or adult – refine and improve ideas
* Write independently, with a partner, small group or with adult support
* Read through writing
* Assess with adult against success criteria or own learning target as appropriate – this should be as close to completing task as possible and may be a read through using the **Praise and Prompt** model.

Sometimes this may lead to redrafting or editing.

* Self assessment or peer assessment to find best part, word, sentence, opening or suggest one improvement.

Assessment of Writing

* Foundation Stage Learning Journeys
* KS1 High Frequency spellings
* Children have group writing targets and may have individual targets too, that are not always, but generally recorded in their writing books as marking comments or future targets. Children are expected to take responsibility for making recommended changes and implementing the next steps in all their writing. This is monitored by the teacher so that appropriate learning targets are given.
* Each term an unaided piece of writing is done for each child from Y1 to Y6. This is generally in October, February and June. The writing is moderated by the teaching staff during staff meeting time and National Curriculum levels are agreed. Each child has a writing folder, the work then goes into the writing folder so that progress can be tracked.
* End of KS **SATs** are used to support teacher assessments. The literacy coordinator then collates the tracking data for each year group to assess the progress of each cohort.

Roles and Responsibilities

Head and Governing body

* To allocate funding for resources to support the teaching of literacy.
* To monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
* To ensure Staff Development and Performance Management policies promote good quality teaching.
* To ensure the effective implementation of the statutory National Curriculum for English.

The Literacy Co-ordinator

* To effectively manage any funding for literacy.
* To maintain the availability of resources.
* To identify, with the Head, any individual or staff needs for professional development
* To monitor, with the Head, through work scrutiny, planning scrutiny, lesson observations
* To impact raising standards of attainment in Literacy across the school.
* To maintain an overview of developments within the subject.
* To coordinate moderation exercises.

Class Teachers

* To implement the National Curriculum for English
* To make effective use of assessment for learning within Literacy.
* To ensure work is differentiated to enable all children to reach their full potential.

Teaching Assistants

* To support class teachers in the effective implementation of Literacy learning and teaching.

Parents and Carers

We value the importance of Parental Partnership in raising standards in Literacy. We communicate:

* Informally on a daily basis as appropriate or necessary
* Using KIT books –to keep in touch on a daily basis
* Inviting parents to a Class welcome meeting at the beginning of the Autumn Term
* Sending out Interim Reports in the Autumn Term
* Inviting parents to Individual Parents meetings in the Spring Term
* Sending an annual written report in the Summer Term

Review

This policy was written April 2013 and will be reviewed annually.