

# BYRON COURT PRIMARY SCHOOL LITERACY POLICY

## 1.0 INTRODUCTION

1.1 At Byron Court Primary School we believe that Literacy is a fundamental life skill. Literacy develops children's ability to listen, speak, read and write for a wide range of purposes.

1.2 Children are enabled to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts.

1.3 Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

## 2.0 AIMS

2.1 To enable children to speak clearly and audibly and to take account of their listeners, adapting their speech to a wide range of circumstances and demands.

2.2 To teach children effective communication, both verbal and non-verbal, through a variety of drama activities, including the communication of their ideas, views and feelings.

2.3 To encourage children to listen with concentration and to respond orally to different stimuli.

2.4 To develop children's interests in books and reading for enjoyment, so they are able to talk about their preferences and opinions.

2.5 To develop confident and reflective readers, through contact with challenging and engaging texts.

2.6 To encourage children to have an interest in words, their meanings, developing a growing vocabulary in spoken and written forms.

2.7 To know, understand and be able to write a range of genres within non-fiction, fiction and poetry.

2.8 To have fluent and legible handwriting.

2.9 To plan, draft, revise and edit their written work.

## 3.0 SUBJECT ORGANISATION

3.1 The English Curriculum is delivered using the National Curriculum Framework. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

3.2 During the daily Literacy lesson in KS1 and KS2, children 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

# BYRON COURT PRIMARY SCHOOL LITERACY POLICY

classes by their class teacher. Differentiation is planned for and appropriate challenge and support put in place, dependant on the needs of the pupils.

## 4.0 APPROACHES TO SPEAKING AND LISTENING

4.1 Throughout the school (including EYFS) in all English lessons Pie Corbett's 'Talk For Writing' approach is used as an initial oral experience of the text type enabling children to 'talk the text' using appropriate key vocabulary and writing style. In the Foundation Stage the main focus of this will be storytelling. In Key Stage One and Two the approach is used for both fiction and non-fiction writing.

Pupils have the opportunity to:

- Learn and re-tell stories orally.
- Respond to stories, poems and rhymes.
- Participate in discussions and debates with and to different audiences (e.g. talking partners, group and class discussions/debates).
- Respond orally to different stimuli (e.g. radio, television, visiting speakers, music).
- Discuss and evaluate their own work with peers and adults.
- Be involved in a wide range of drama activities to explore and deepen understanding including: role-play, hot seating, freeze framing and spontaneous or prepared improvisation of scripted texts.

## 5.0 APPROACHES TO READING

5.1 Reading will be taught discretely, as well as in conjunction with other subjects. Literacy resources will be organised effectively to develop a stimulating and literate environment throughout the school.

Pupils have the opportunity to:

- Practise phonics: Letters and Sounds lessons are taught on a daily basis in Foundation and Key Stage 1.
- Take part in shared reading activities.
- Take part in regular Guided Reading sessions being listened to by their teacher in the classroom at least once per week, Foundation Stage children will start this in the Spring Term.
- Benefit from extra support during one to one reading sessions – this often takes place outside of Literacy lessons and develops children's skills in decoding and / or comprehension.
- Borrow books from the school library.
- Independently read - choosing books from the class library including published schemes as well as a range of books written by significant authors.
- Take home books from a collection of texts for reading homework. Parents and other family members helping children with their reading is encouraged.

## 6.0 APPROACHES TO WRITING

6.1 Children are taught writing skills in daily literacy lessons underpinned by the Primary National Framework but encompassed into Pie Corbett's 'Talk for Writing' pedagogy.

# BYRON COURT PRIMARY SCHOOL LITERACY POLICY

Pupils have the opportunity to:

- Use stimulus /experiences within and outside of the classroom to compose pieces of writing.
- Read examples of exemplar writing in various forms and, using a WMG, recognise the criteria for such writing.
- Practise the writing process in Modelled, Shared, Guided and Independent Writing.
- Be able to choose form and content to suit purpose and audience.
- Write at length at least once a week; all appropriate genres are covered during the key stages.
- Realise their individual writing targets, which are set from their written task at the beginning of the unit (cold task) and reviewed at the end (hot task). These are updated at the start of every unit and are based according to individual needs.
- Check their own work independently or with a partner.
- Be given detailed written feedback including highlighted achievements and next steps (and if necessary, verbal feedback). Children from Year 2 then edit their work using purple pencil.
- Be aware of the need to write legibly and use layout and space effectively to aid the reader. Handwriting licences are given out to children during achievement assemblies who write in neat cursive script.
- Have a dedicated literacy display area. This 'Working Wall' is frequently updated; it shows the stages of the unit and acts as a tool for the children to use as an aid to their learning.

## **7.0 CROSS-CURRICULAR LITERACY OPPORTUNITIES**

7.1 Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through Literacy lessons to other areas of the curriculum.

## **8.0 THE ROLE OF THE TEACHING AND LEARNING LEADER**

8.1 To secure high level of teaching.

8.2 To take responsibility for the development and monitoring of the curriculum provision.

8.3 To liaise with class teachers, Inclusion team, Assessment and Subject Leader.

8.4 To support staff in their professional development.

8.5 To conduct rigorous monitoring of the standards of teaching and learning.

8.6 To report to the Senior Leadership Team on any issues related to Teaching and Learning.

## **9.0 THE ROLE OF THE FACULTY LEADER**

9.1 To ensure good quality resources are available.

9.2 To ensure curriculum coverage, continuity and progress for all pupils.

9.3 To provide support and training.

# BYRON COURT PRIMARY SCHOOL LITERACY POLICY

9.4 To monitor planning and assessment.

9.5 To monitor pupils' work.

## **10.0 THE ROLE OF THE TEACHER**

10.1 To have excellent subject knowledge and provide quality teaching that shows an understanding of progression and the different styles of learning.

10.2 To promote spontaneity, good humour and enjoyment for learning.

10.3 To ensure that motivation and enhanced self-esteem are fundamental outcomes of the learning journey.

10.4 To create a stimulating environment and atmosphere where learners feel challenged.

10.5 To provide opportunities for learners to become absorbed in the learning experiences.

10.6 To be aware of learners' current capabilities so they know what constitutes a challenge and set appropriate whole school and individual targets.

10.7 To plan for learning based on informed assessment about the learner.

10.8 To plan for cross-curricular learning that enables the development of skills, the extension of knowledge and the expansion of understanding in meaningful contexts.

10.9 To recognise and reward good questions as well as good answers, providing time and space for learners to raise exploratory questions; make use of an extended learning environment.

10.10 To encourage learners to have high expectations of themselves.

10.11 To follow the Pie Corbett 'Talk for Writing' pedagogy.

## **11.0 THE ROLE OF THE TA**

11.1 To support the class teacher.

11.2 To be aware of the needs of all pupils who are being supported.

11.3 To work together with the class teacher to create a positive learning experience.

## **12.0 IMPLEMENTATION**

12:1 The whole school community will have an on-going responsibility for this.

12.2 The SLT and Literacy and Language Faculty team will carry out rigorous monitoring and evaluations.

# BYRON COURT PRIMARY SCHOOL LITERACY POLICY

12.3 The Senior Leadership Team will have a strategic overview of development and will ensure systems and procedures are in place to meet future requirements in all aspects of the learning environment.

## **13.0 MONITORING AND EVALUATION.**

13.1 Assessment of pupil progress will be made by the class teacher.

13.2 Assessment data will be collected and analysed by Head Teacher, Deputy Head, Inclusion team, Teaching & Learning and Assessment Leaders. This information will be shared with the class teacher.

13.3 Children already identified as having Special Needs will be monitored closely as will those identified as vulnerable to underachievement. Information will be shared, as appropriate, with the Inclusion team and additional support will be deployed where available.

13.4 Planning will be monitored by Leadership Team and Faculty leader.

13.5 The Leadership Team and Faculty Leader will monitor pupil's books.

13.6 Standards of Teaching and Learning will be monitored by the Teaching and Learning Leader and the Leadership Team.

## **14.0 REVIEW**

14.1 Date of policy - Spring 2016

14.2 Review – Spring 2019