



Alderman Pounder Infant and Nursery School

Literacy Policy

Document Owner: Literacy Subject Leaders

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REVISION HISTORY

Version	Revision Date	Next review due	Summary of Changes (and author)
1.0	Autumn 2013	Autumn 2014	Policy revised (Julie Hemsley)
1.1	Autumn 2014	Autumn 2016	Policy revised in light of new curriculum (Tracey Hall, Gill McBrien)
1.2	Spring 2016	Autumn 2017	Policy revised in light of AwL (Tracey Hall, Eleanor Goulbourn)
1.3	Spring 2017	Spring 2019	Updated to incorporate aspects of curriculum policy (subject leaders)

Statement of Intent

We will ensure we assess each pupil's learning needs, continuously building on pupils' achievement and attainment to ensure they are supported and challenged to achieve their full potential. We will provide a high quality Communication, Language and Literacy Curriculum to ensure our children experience exciting and engaging opportunities to learn and develop their skills.

Aims

We as staff acknowledge the importance of Literacy. We recognise that Literacy is a core subject in the National Curriculum and a pre-requisite for educational and social progress. Its mastery empowers the learner to communicate effectively and imaginatively and is essential for independent learning. It is the foundation for almost all the learning which takes place in our school.

We aim to develop children's abilities within an integrated programme of speaking and listening, reading and writing. Children will be given opportunities to interrelate the requirements of Literacy within a broad and balanced approach to the teaching of Literacy across the curriculum, with opportunities to consolidate and practise taught literacy skills.

Our aims in teaching Literacy are that all children will:

- develop a love of Literacy through the spoken and written word
- develop the necessary skills to use the English language confidently, appropriately and accurately to the best of their ability
- be able to speak clearly and fluently
- be able to listen to the spoken word attentively with understanding
- be able to read a range of materials, for pleasure and information, with increasing fluency and understanding
- be able to write independently for a range of audiences and purposes, with increasing accuracy in spelling, grammar and punctuation and begin to produce clear and legible joined-up writing
- to gain and use a suitable technical vocabulary through which to understand and discuss their own and others reading and writing

Planning

Communication and Language is a prime area of the EYFS curriculum. Literacy forms a specific area across the whole school.

Planning in Literacy is a process in which all teachers are involved and is developed through collaboration between staff to ensure balance and progression across year groups. It encompasses long, medium and short term planning. It involves ongoing as well as cross curricular work. To ensure that communication, language and literacy is at the heart of all subject areas, meaningful opportunities for speaking and listening, reading and writing are purposely planned.

The learning journey for Literacy is used to create termly and weekly plans by individual teachers in collaboration with others. These identify teaching objectives and cater for the specific needs of children within their own class whilst adhering to the progression laid down in the learning journey.

Planning for Literacy is monitored by the Literacy leaders in accordance with the subject monitoring cycle and also by the Head Teacher.

Staff meetings are used to discuss the teaching of Literacy and its curriculum, ensuring consistency of approach, standards and expectations.

Lesson observations are also carried out by the Head Teacher/Deputy Head Teacher and the Literacy leaders to ensure quality in learning and teaching.

Teaching and Learning

The emphasis in our teaching of Literacy is on building upon, and having a respect for the child's home experience and language, developing and extending this in school in partnership with home. We aim to facilitate learning by offering adults as positive role models in reading, writing, speaking and listening and by allowing children to acquire a vocabulary for talking about language.

The Literacy Curriculum contains the following attainment targets:

- Reading (phonics / word reading / comprehension)
- Writing (transcription/ spelling / composition / vocabulary/grammar & punctuation/ handwriting)
- Communication and Language (speaking and responding/ listening and attention / group discussion and interaction/understanding)

Our lesson objectives give literacy teaching focus and direction and aim for high levels of motivation and active engagement for children.

A wide range of teaching strategies are deployed in order to achieve this:

- direction
- demonstration
- modelling
- scaffolding
- explanation to clarify and discuss
- questioning to probe understanding and cause children to reflect on, refine and extend their ideas
- initiating and guiding exploration
- investigating ideas

Throughout school children are given opportunities for speaking and listening and representing ideas in their activities. They are encouraged to use communication, language and literacy in every part of their curriculum.

Reading

In order to read with fluency and accuracy our children are encouraged to explore, develop and orchestrate a full range of reading cues (phonic, graphic, syntactic and contextual) through a variety of opportunities and experiences. Our main goal is to develop an individual's reading skills.

Reading is developed through:

- providing a wide range of material (including multi media) and opportunities for children to select from this for pleasure and for information
- helping children understand how texts work
- reading support for each child (the frequency of which will be determined by the child's level of development)
- structured banding of reading books to enable children to progress through levels suited to their own individual needs
- a progressive programme of phonics and word recognition in accordance with the Primary Framework for Literacy

- shared and guided reading sessions using a wide range of genres
- home-school reading link
- ensuring that all children are immersed in an environment rich in print
- reading aloud to children
- reading and reciting poetry with expression
- intervention groups

Writing (including spelling)

We encourage children to write frequently and purposefully, praising them for trying and being positive about what they have done. The children are encouraged to use a line through a mistake for any confusing ideas or spellings rather than rub or cross out. This enables us as teachers to focus on children's misconceptions and use them as future teaching points to move children's writing on.

Writing is developed through:

- providing a wide range of contexts for writing based on first hand experiences
- informal independent writing using role play and writing areas
- enabling children to become familiar with some of the ways in which fiction and non-fiction is structured
- shared compositions when the teacher acts as scribe for individual children or class groups. Writing conventions are pointed out, discussed and modelled
- providing opportunities for collaborative writing
- encouraging the use of planning for writing and beginning to redraft work especially when using the computer
- guided writing opportunities
- Best Write sessions and VCOP
- isolated SPaG lessons (across KS1)

Spelling forms an integral part of our school's Literacy policy. Our aim is to help children develop from invented spelling towards conventional accuracy and recognise that children must be allowed to develop at their own pace, but we should be ready to build on their increasing skills as writers.

We believe it is important for children to see spelling as degrees of correctness rather than mistakes. Children are encouraged to read through their work checking for spelling errors within their writing.

Spelling is developed through:

- structured and progressive phonics lessons
- looking at words and print around school to discuss the spelling of words
- the use of various strategies to find out how to spell a word
- say, look, cover, write, check when learning words to ensure that children do not depend solely on the phonemes of words
- studying word families
- interactive computer games to practise and consolidate skills

Communication and Language

We believe it is important to help children develop language for communication and agree that if effective learning is to take place children must be given frequent opportunities to discuss their experiences and learning with others. We also recognise

the importance of active listening as a valuable skill for life. Both speaking and listening are vital for all children especially those who are acquiring spoken and written language.

Communication and Language is developed through:

- providing varied opportunities for the children to interact with each other and with more experienced language users in formal and informal settings
- the use of drama, role play and hot seating
- the sharing of games
- songs, music and instruments
- the use of ICT
- the use of puppets
- educational visits and special visitors in school
- sharing books, stories, rhymes and poetry
- class discussion and sharing time
- the developing roles within the school council meetings
- Family box talks / Teddy talks

Special Needs

The early identification of children's learning needs is considered to be paramount in supporting children with difficulties.

Children with learning difficulties will be identified by the teacher, who will complete an IEP (Individual Education Plan). This will enable specific learning targets to be set and reviewed. Designated TAs will liaise closely with class teachers to discuss strategies for meeting these targets. Parents will be kept informed and encouraged to assist in helping their children.

Numerous interventions have been developed to enable specific targeted teaching, meeting the needs identified as needing additional SEN support.

Equal Opportunities

We ensure equal access to the Literacy curriculum for all children irrespective of race, gender or disability. All children cover the content made statutory by the programmes of study within the National Curriculum. We ensure that the children access the curriculum at the appropriate level, thus ensuring progression and differentiation. In addition to this we ensure that suitable resources and learning environments are available to enable children to access their required learning.

Recording and Reporting

Feedback to children about their own progress in Literacy is achieved through discussion and through marking work relating to the set learning objective from the lesson.

Self-assessment is encouraged in writing.

Formative assessment is used to guide the progress of individuals in Literacy. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is most likely to be carried out informally by teachers in the course of their teaching.

Records of progress in Literacy are kept for each child in accordance with the school's agreed assessment strategies. The progress of individuals and groups of pupils is tracked through pupil progress meetings.

Reporting to parents is done through consultations termly and annually through a written report. Assessment is reported across school using the following terms:

In FS: below age related expectations (ELG), at age related expectations and exceeding age related expectations.

In KS1: working below age related expectations, working towards age related expectations, working at age related expectations and working at greater depth.

Formal summative assessment is carried out in the Foundation Stage in the form of the Foundation Stage Profile. At the end of Key Stage 1 SATs and the SPaG test are used to inform teacher assessment. Y1 phonics screening is carried out in the Summer term.

Homework is used to support Literacy through the use of the home- school reading link. Dialogue between teacher and carer is recorded in the home-school reading diary.

Partnership with Parents

We value the support of all our parents and appreciate the role that they have in helping their child further develop their literacy skills outside of school. To this end we offer a Loving Literacy information evening in the autumn term. This is designed for all parents, from those with children in nursery through to year 2, to help them appreciate literacy in the world around them. Practical advice is given to support learning at home and information sheets about aspects of literacy are available to take home.