



Jesus said 'I have come so that you might have life - life in all its fullness' St John's gospel Chapter 10, verse 10

Brill Church of England School Literacy Policy

<u>Policy Reviewed</u>	<u>Sept '18</u>				
<u>Policy Owner</u>	<u>L. Wilkinson</u>				
<u>Signed Headteacher</u>					
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1. AIMS

We aim to develop pupils' abilities within an integrated program of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

We aim that pupils will leave year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to articulate their responses.

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2000) leading to the New Curriculum (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

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 an environment rich in print and opportunities to communicate.

At Key Stage One (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas.

At Key Stage Two (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

3. SUBJECT ORGANISATION

Foundation Stage

In Foundation stage children have daily discreet phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

Key Stage 1

In Key Stage 1 daily discreet phonics lessons (Letters and Sounds) which continue and are taught in ability groups, while children have daily mixed ability Literacy lessons with an emphasis on real texts. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

Key Stage 2

In Key Stage 2 Children have daily Literacy Lessons including grammar for writing. Additional literacy sessions include guided reading and handwriting. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

4. APPROACHES TO SPEAKING AND LISTENING

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 are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: class assemblies, talk partners, drama and performances including our Christmas Nativity and a year 5 and 6 performance at the end of the year.

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. It is our school policy to model our own language to the children which encourages Standard English both in speaking and writing.

5. 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. Independent reading provides time for both assessment and 1-1 teaching. Daily discreet phonics lessons in FS and KS1 enable children to decode efficiently. This is continued into KS2 where necessary.

A range of reading schemes are used to support early readers as well as book banded 'real books' used for guided reading. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults.

Children in the Foundation Stage classes take home a book from school where parents are encouraged to read the book with their child and then record what book they have read and how they have got on. This encourages teacher - parent communication. In KS1 children take home a levelled book according to their ability.

In Key Stage 2 children choose books to take home and read from the school library. Those children who still require a more structured approach to reading have access to appropriately banded books or the library starter section of the library. There is an assessment done at the beginning of the year which provides us with the age which the children are reading at as well as the appropriate colour bands. Children are then encouraged to select books which interest them. We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage children become more independent in recording what they have read in their reading journals.

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.

6. APPROACHES TO WRITING AND SPELLING

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 our own school assessment criteria which has been adapted from the Ros Wilson criteria. 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 at the end of each unit.

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. 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.

We have our own developed Handwriting Scheme in school to help children develop fluent, clear and legible joined up writing. Children work hard to achieve a pen licence in Year 2 and 3, this encourages them to take care in their presentation and pride in their work.

We teach spelling patterns class sessions in years 1 -6. This is interactive and provides full coverage of the national curriculum for spelling. Spellings are given from this program, and from the National Curriculum class lists, as part of each child's weekly homework.

7. 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, with a particular focus in our school of writing through all subject areas where the same standard of writing is expected as seen in Literacy books.

8. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy.

9. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

10. EQUAL OPPORTUNITIES

Brill school has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

11. ROLE OF SUBJECT LEADER

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

- monitoring and evaluating Literacy:-
 - pupil progress
 - provision of Literacy
 - the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent Literacy developments.