



C of E Primary School

Literacy Policy **February 2011**

“The value of Literacy in the curriculum? What can I say? Without Literacy, nothing. And without good Literacy, nothing very well.”
(Anne Fine, Author. *National Curriculum for Literacy, 1999*)

Aims

At Surrey Hills C of E Primary School we aim to provide a quality of teaching that will give all children the skills, confidence and breadth of experience to enable them to become proficient as speakers, listeners, readers and writers of the Literacy Language.

We set high standards in Literacy teaching, recognising its importance in the curriculum, forming the basis for communicating and learning in all subjects. Speaking and listening, reading and writing are integrated into all areas of the curriculum.

This policy is in line with the school aims, its Learning and Teaching Policy and its Policy on Equal Opportunities.

Objectives

Our objectives for teaching each area of the Literacy curriculum are stated below, but also refer to the Guidelines where the objectives are defined in more detail.

National Curriculum Requirements Key Stage 1/ Key Stage 2

Literacy is contained in three Attainment Targets:

En 1 Speaking and Listening (including Drama)

En 2 Reading

En 3 Writing (including spelling and handwriting, composition, planning/drafting and grammar)

The Literacy Strategy (2006) establishes clear links from the Foundation stage curriculum to the National curriculum.

Arrangements for the Co-ordination of Provision

The Literacy Co-ordinator liaises with the Head Teacher and teachers to oversee:

- the day to day operation of the School's Literacy Policy
- assessment co-ordination
- the maintenance of effective record keeping
- the maintenance and organisation of reading books and assessing provision of materials.

Speaking and Listening

During the Foundation Stage (Reception class) children are offered experiences for speaking and listening which include:

- using language to imagine and recreate roles and experiences
- attentive listening and responses
- interacting with adults and peers through a "play" approach to learning.

At Key Stages 1 and 2:

Children learn to speak clearly, thinking about the needs of their listeners. Pupils are encouraged to be thoughtful and understanding listeners. They use language to explore their own experiences and imaginary worlds. They work in pairs, small groups and as a class, joining in discussions and making relevant points. They also learn how to listen carefully to what other people are saying, so they can remember the main points. They learn to use language in imaginative ways and express their ideas and feelings when working in role and drama activities, circle times and class or school productions.

Reading

During the Foundation stage (Reception class) children are offered experiences of reading which include;

- sharing stories, rhymes poems and other texts
- hearing and recognising in print initial, final and medial sounds
- building up the recognition of some common words
- taking library and reading books home.

At Key Stages 1 and 2:

Children's interest and pleasure in reading is developed as they learn to read confidently and independently. Initially the focus is on phonics; blending and segmenting words and sentences using the 'Letters and Sounds' programme. This links into an understanding of how these fit into whole texts. The meaning of

text is discussed. Children are encouraged to evaluate and express opinions. We offer a variety of genre to read including fiction, non-fiction and poetry.

Pupils have opportunities to read individually, in pairs, in small groups or as a class. Guided reading sessions occur twice weekly from Year 1 upwards. Year 1 pupils read individually to class teacher and all pupils take reading books home. Pupils are encouraged to use the school library and have regular library sessions. Pupils may use interactive whiteboard programmes or other ICT including CDs and 'listening posts' to support their reading. They are encouraged to use the library for pleasure and for finding non-fiction information for research tasks.

Writing

During the Foundation stage (Reception class) children are offered experiences of writing which include;

- differentiating between print and pictures
- making the connections between speech and writing
- recognising the symbolic nature of writing, the sound, name and order of letters and how to write them correctly
- writing for a variety of purposes.

At Key Stages 1 and 2

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Children are encouraged to write for themselves from the very beginning as emergent writers. They are encouraged and expected to read their own writing. Written work is valued through sharing it with both adults and peers and through displays, book making and the celebrating of success in 'good work' assemblies. As children start to see the value of writing so their enjoyment increases. They learn to communicate meaning in narrative and non-fiction texts as well as to spell and punctuate correctly. From the end of their reception year and continuing throughout the school children are taught the cursive script to join letters. Starting in Year 1, children participate in regular spelling tests and dictation sessions. Children are encouraged to write for a variety of reasons and audiences. Children learn best when they understand the learning objective and 'success criteria' and when they can share that learning with parents and carers through appropriate homework and school events such as the annual 'book week'.

Resources

Each class has a wide range of appropriate books, materials and equipment available for the children within it. 'Big books' are also stored centrally. The 'reading books' sent home are evaluated and updated as necessary and the school library used regularly by all pupils.

Each class is equipped with a 'listening station'/computer speakers and other appropriate material.

We follow the 'Letters and Sounds' phonic scheme beginning in the Foundation stage alongside a progressive interactive programme. This scheme will feed through the school as the children move into Key Stages 1 and 2.

Resources are regularly being assessed as part of an on-going review of the Literacy Curriculum.

Assessment

1. Assessment is carried out in line with the school's Assessment Policy and the Assessment and Tracking Planner.

2. Writing assessment is carried out each term and the results used to inform next step planning. Work for each level is collected at regular intervals and filed as bench marks for whole school agreement trialling. Children's individual writing targets are discussed with the child and updated at regular intervals.

3. Benchmarking assessments are carried out regularly for each child. Reading assessments may also be completed that are based on the Surrey County Councils Agreement Trialling Booklet or through the use of old SATs¹ comprehension material.

4. Throughout the Reception year the Foundation Stage curriculum is taught and the EYFS Profile completed. This covers all aspects of literacy including language for communication and thinking, linking sounds and letters, reading and writing. Assessments are based on ability to communicate to both peers and adults, linking sounds to letters and building up simple words, understanding the language patterns in stories, reading common words and writing using effective control and correct formation. This information is reported to parents at the end of the year.

5. End of Key Stage 1 Teacher Assessment Tasks and Tests are administered in May. Levels in reading, writing and spelling are assessed by the appropriate criteria. Levels are reported to parents via Parent Interviews, Reports and End of Key Stage 1 Certificates.

6. Year 3 Screening is carried out in the Autumn Term and is completed using PIPS², QCDA³ Year 3 SATs are used to support Teacher Assessment in the Summer Term.

7. QCDA Year 4 SATs are used to support Teacher Assessment in the Summer Term

¹ SATs – Standard Assessment Tasks

² PIPS - Progression in Primary Schools

³ QCDA - Qualifications and Curriculum Development Agency

8. On-going class records for each child are kept. Teachers complete these by work sampling, testing phonic knowledge and the spelling and reading of high frequency words as listed in the Literacy Strategy, and through observations.

The most useful form of assessment is the ongoing observation by the teacher and for this reason we aim to hear each child read as often as possible; individually in the Foundation stage and in small guided groups in Key Stages 1 and 2.

Whilst observing the children read the teacher monitors each child's development assessing their attitude and motivation, together with the skills they are using. We continually assess and track the progress of each child in reading in order to plan an appropriate programme for their reading development.

9. Home/School reading records and books are used as an informal record which is shared with the parent. From the outset parents are informed of the need to be positive and encouraging as confidence building plays an important part in the early stages.

Planning

For a vigorous, exciting and productive curriculum, teachers will target certain aspects of Literacy for attention as outlined in the Foundation stage curriculum and the Literacy Strategy guidelines.

On-going evaluation assists planning and the development of the curriculum. Teachers plan for a year, (long term), half term (medium term) and for each week (short term).

Differentiated tasks and opportunities are provided for all children as appropriate.

Literacy is taught daily both discretely and within a cross curricular approach.

ICT

Opportunities for ICT are integrated into planning as appropriate. All classes have a bank of materials to support Literacy.

Equal Opportunities

The ethos of the school promotes a commitment to a broad and balanced curriculum for all.

Inclusion and Special Educational Needs

Teachers are aware of their responsibilities for SEN children, the more able pupils and those who are 'gifted or talented' they plan the curriculum with differentiated learning activities according to their needs.

Refer to the Gifted and talented, SEN/Inclusion policies.

Parents in Partnership

Literacy is an area of the curriculum where parents support is invaluable. We send reading books home with the children to read with a parent. The extra practise and benefit of a one to one reading time greatly assists the child's progress. Parents also help with group reading sessions in Key Stages 1 and 2. Spelling patterns are taught weekly and the pattern for the week is set as a homework task with encouraged to support their child.

We value the support parents give and endeavour to keep them fully informed in their child's progress.

Progress is reported to parents via parent evenings each term and a written report at the end of each academic year.

Parents are invited into school at regular intervals to enjoy school productions, plays and festivals. This allows children to perform to an audience.

We aim to display children's written work attractively for parents and visitors to see when they come into school. This helps to build the child's self – esteem, set high standards and celebrate success.

We seek parental support by:

- inviting them to attend a reading workshop and give them an Early Reading Booklet when their child starts school
- sending home Reading Logs to parents explaining our aims and classroom practice
- helping the child to establish good reading habits, valuing books and using a school book bag to take good care of our books
- reading with their child as often as possible and encouraging their child and responding/commenting in their reading record book
- guidance for parents is sent home as each child progresses through the colour coded reading bands
- attending language/reading evening workshops etc, especially in light of National curriculum updates
- communicating with the class teacher when appropriate, using the reading record book or by talking to her
- inviting parents into the classroom to join in with sound games, auditory discrimination activities or hear children read under the guidance of the teacher

- as the children develop through the school, parents are invited to help with guided reading
- encouraging the Year 3 children to complete their 'Passport to reading' which ensures children experience a wide range of text
- encouraging children in KS2 to regularly read a variety of genres of texts at home . Reading diaries may be annotated by parents however children are encouraged to record their own reading in a reading diary
- helping and overseeing Literacy homework tasks, such as spellings, handwriting and comprehension.

Links with Other Schools

At Surrey Hills School we have a valuable link for INSET and joint inter - school sessions e.g. to enjoy a visiting theatre group together or joint INSET training which would otherwise be prohibitive because of the cost.

We liaise closely and have termly links with the feeder playgroups and nursery school to share a common approach to early language development.

Staff Development

Staff are encouraged to attend appropriate County and out of County Courses to keep them informed about new initiatives in Literacy. In particular, the Literacy Co-ordinator passes on new initiatives to colleagues and Governors at Staff Meetings throughout the year.

Support Services and Outside Agencies

We have developed good links with Support Services and especially the Language and Learning Support Service.

Governors Responsibilities

Governors will work alongside the co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.

Review

The Literacy Policy is reviewed on a regular basis as part of our ongoing Curriculum Monitoring programme, unless National initiatives deem it necessary to review it earlier.