

Grand Avenue Primary and Nursery School

A Policy for Literacy

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Statement

At Grand Avenue we strive for children to become fully literate and to develop a life-long love of the English language, both spoken and written. In Key Stages 1 and 2 we teach according to the English National Curriculum as a basis for our planning. In the Foundation Stage the Early Learning Goals are used as set out in the EYFS curriculum guidance.

Aims

The Literacy Curriculum encompasses Reading, Writing, Spelling and Phonics. It also requires that children are confident and fluent when speaking in a range of contexts. Through careful planning, teaching and monitoring, by the age of 11 we aim for each child to:

- Be able to read and write with confidence, fluency and understanding
- Be able to use a full range of reading clues: phonic, graphic, syntactic and contextual
- Be able to monitor their reading and correct their mistakes
- Be able to understand the sound and spelling system and use this to read and spell accurately
- Display fluent and legible handwriting which is correctly and consistently formed
- Have an interest in words, their meanings and a growing vocabulary
- Recognise, understand and be able to write in a wide range of fiction and non-fiction genres
- Understand and be familiar with the structure of narratives with an idea of setting, character and plot
- Plan, draft, revise, edit, refine and present their own writing with regard to audience and purpose
- Have a suitable technical vocabulary with which to understand and discuss their reading and writing
- Be interested in books, read for pleasure and information with good comprehension and are able to evaluate and justify their preferences
- Develop their imagination, inventiveness and critical awareness
- Speak clearly, with confidence, showing good understanding of audience and purpose
- Learn, by heart, extracts from poetry and texts

SEN/More Able/EAL

We ensure that:

- Differentiated activities are planned into units of work to support less able and extend more able children and support EAL.

- Children with learning difficulties are diagnosed and provision is made for individual needs.
- Where necessary outside agencies are involved (SEN policy).
- Adult support is used in school to support groups/individual children.

Provision is made for children with Special Education Needs in line with the SEN policy. The class teacher, in conjunction with the SEN Co-ordinator, examines the needs of each child and plans accordingly. Please see SEN policy.

Provision is made for children who show high ability in line with the More Able Pupils policy. The class teacher, in conjunction with the More Able Co-ordinator, examines the needs of each child and plans accordingly. Please see More Able Pupils policy.

Provision is made for children who have English as an Additional Language in line with the EAL policy. The class teacher, in conjunction with the EAL Co-ordinator, examines the needs of each child and plans accordingly. Please see EAL policy.

The Role of the Co-ordinator

The Literacy Co-ordinator(s) will:

- Create, review and monitor the Literacy Policy, especially with regard to national and local agendas
- Keep up to date with current developments and initiatives
- Support staff in the planning and delivery of the Literacy Curriculum
- Observe Literacy lessons, carry out learning walks and feedback to staff
- Attend relevant courses and disseminate information in school
- Manage, update, order and monitor resources
- Monitor planning to ensure continuity, coverage and progression
- Deliver INSET
- Ensure moderation of assessments takes place between year groups and across key stages
- Analyse the SATs papers each year and report findings to SLT regarding strengths and areas for development

The Role of the Governors

Governors will:

- Become familiar with the key issues surrounding the teaching of Literacy
- Be familiar with the Literacy Policy
- Review the policy at appropriate time
- Support the implementation of the policy
- Visit school to observe the teaching of Literacy
- Ensure budgetary provision

The Role of the Class Teacher

The class teacher will:

- Plan and teach the lesson covering the year group expectations of the Literacy National Curriculum, during daily lessons, and monitor coverage and progression using the Literacy skills ladders

- Plan differentiated activities to meet the needs of all pupils including SEN, More Able and children who have English as an additional language
- Record each child's progress in reading and writing as set out in Assessment Policy
- Plan activities to meet the requirements for transcription, composition and for word reading and comprehension - to include learning by heart and performing
- Set Literacy Targets for each child as set out in the Assessment Policy
- Mark Literacy work regularly using developmental marking and ensure children respond to feedback
- Inform parents of their child's progress in Literacy
- Undertake moderation exercises with year group partners to ensure consistency of approach to levelling in conjunction with the National Curriculum
- Provide examples of children's work to be monitored by SLT on termly basis
- Alert the SENCO to any child showing severe learning difficulties which cannot be managed through differentiation within the classroom
- Alert the More Able Co-ordinator to any child showing exceptional high ability which cannot be managed through differentiation within the classroom
- Alert the EAL Co-ordinator to the needs of the children in the class for whom English is an additional language

Organisation and Time Allocation

In Key Stage 1 and 2 Literacy is taught as a discrete daily subjects. A balance between word reading, comprehension, handwriting/transcription, composition, grammar and punctuation and spelling/phonics is planned.

Word Reading

Apply phonic knowledge and a range of reading skills to decode words until automatic decoding has become embedded and reading has become fluent (by the end of Key Stage 1)

Apply their growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words that they meet (by the end of Key Stage 2)

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding
Maintain positive attitudes to reading and understanding of what they read

Handwriting/Transcription

Use phonics to inform spelling and apply spelling rules in independent writing and simple sentences dictated by the teacher, including common exception words, GPCs and taught punctuation

Form lower case letters of the correct size, relative to one another

Join letters appropriately

Write capital letters of the correct size, orientation and relationship to one another and to lower case letters

Use appropriate spacing between words (Key Stage 1)

Write accurately, legibly, fluently and with increasing speed (Key Stage 2)

Composition

Develop positive attitude towards stamina for writing

Plan ideas before beginning to write

Make simple additions, revisions and corrections to their own writing

Read aloud what they have written, with the appropriate indentation to make the meaning clear, proof reading for appropriate grammar and punctuation (Key Stage 1)

Plan writing using appropriate methods

Draft write, edit and refine selecting appropriate grammar and vocabulary and use an increasing range of devices to build cohesion (Key Stage 2)

Literacy skills, taught during Literacy sessions, are then practised through other subject areas e.g. Science, Geography, History, Exploring Cultures. This will involve the rehearsal of specific sentence level skills (e.g. relative clauses) and/or the rehearsal of writing in previously taught genres (e.g. a diary written by an evacuee). This writing is known as free writing. Other taught Literacy skills of reading, spelling and handwriting are also practised through other curriculum areas (see year group planning).

In the Foundation Stage children are taught the Literacy skills of reading and writing (known as Communication, Language and Literacy development or CLLD) in a discrete manner but there are many opportunities for practising these skills through the other areas of the curriculum. The children have access to writing materials in all areas of the curriculum and are encouraged to write as often as possible. Reading and writing activities are always given a purpose.

Reading

Reading is taught outside Literacy. Guided reading sessions are timetabled daily for years 1-4 and 3 times a week for years 5 and 6. During the guided reading session the teacher reads with a focus group encouraging group discussion about a text. This allows each child reading time with an adult at least once a week and aids the teacher's assessment of a child's reading and comprehension skills. During the guided reading session the other children work on a timetabled carousel of activities that may include: practising spellings, free writing, editing and redrafting work, comprehension, motor skills work (KS1) and reading with a Teaching Assistant.

Children's individual reading progress is carefully planned and monitored. One Reading Scheme is not used, rather a variety of texts are graded according to the National Book Band classification and colour coded accordingly. Each child is given a reading diary in which to record the date and book read. Class teachers are required to monitor carefully the frequency with which children read and the type of literature experienced. From Reception to Year 4 during reading activities teachers record and sign the reading diary, commenting on the child's ability or 'next steps'. From year 5 it becomes the child's responsibility to complete the reading diary, with the teacher signing and commenting on a regular basis. At least once a term a reading assessment is undertaken to ensure the child is experiencing books at the appropriate level. Children also choose a book from the school library to take home. This is a book of the child's choice and may be one that needs to be read to them by

an adult. At Key Stage 2 children are encouraged to have two books at a time, one guided by a teacher and the other free choice to encourage reading for pleasure.

To develop our pupils as readers we:

- Teach reading accurately and fluently using a range of strategies.
- Help understanding and respond to what they read using inference and deduction where appropriate.
- Encourage reading of a wide range of genres of both fiction and non fiction books
- Promote the enjoyment of reading
- Teach to seek information and learn from the written word.

The materials we provide will be of high quality and differentiated to cater for the individual needs of the children in our school. They will be chosen to promote positive role models, and will include dual language books.

Writing

To develop our pupils as writers we:

- Plan in specific word and sentence level objectives that fit with the needs of the class using the writing skills progression ladder.
- Teach children to write effectively for a range of purposes and a range of readers, adapting their vocabulary and style as appropriate.
- Encourage children to write with interest, commitment and enjoyment.
- Show children how to write in a variety of forms using opportunities for modeled, shared and guided writing.
- Encourage children to create the success criteria from what they have learnt of the text type.
- Show children how to evaluate and improve their own writing against the success criteria through teacher, self and peer assessment
- Show children how to use punctuation to make meaning clear to their reader.
- Give children the knowledge and the strategies to become confident and accurate spellers.
- Teach children a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.

Teacher expectations are high. Children are given opportunities to evaluate and reflect on their own work in order that they may develop their own sense of achievement. Teachers give clear feedback to children so they know if they have achieved their target and discuss their next steps.

Speaking and Listening Skills

To develop our pupils as speakers and listeners we:

- Provide opportunities for pupils to express their ideas to a range of audiences.
- Provide opportunities for pupils to take part in group discussion and drama activities.
- Encourage pupils to listen and respond appropriately to others.
- Encourage and guide pupils in adapting their speech to different situations.
- Provide opportunities for pupils to evaluate and reflect on their own speech.
- Encourage pupils to use the vocabulary and grammar of standard English whenever appropriate.

Handwriting

Children are taught a cursive style of writing during the Foundation stage.

Children are expected to use a cursive style of handwriting at all times. Pupils write in pencil until they earn their pen licence with the expectation that all children will be writing in pen by Year 5. Teachers use the cursive style when writing for the class, handwritten labels and when marking.

By Year 5 those pupils whose writing is hindered by handwriting are given specific intervention to include extra support to improve their touch typing.

See Handwriting Policy for more details.

Intervention

Intervention programmes are used throughout the school to narrow the gaps in learning of under achievers. These include the Read Write Inc programme followed in the Rainbow Room, Jump ahead, Rapid Reading, booster sessions and 1:1 precision teaching.

Intervention programmes are used on a flexible basis to meet the needs of the individual and, if necessary, personalised intervention programmes are used to address an individual's very specific needs. (See SEN policy)

Resources

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A wide variety of resources are available throughout school, including teacher books, big books, multiple copies of texts and interactive resources, DVDs and audio books. Where possible, links are made in Literacy with the Topic being taught.

Each class has a designated book corner and a means of displaying year group appropriate books. In Year 5 and 6, the children have access to break out reading areas where the books are organised into reading genres to encourage children to read widely, often and for pleasure. There are a number of resources available on the network to support sentence level and planning of writing. Books used as part of the Reading Scheme are colour coded and kept in central areas.

The library and ICT suites are timetabled to ensure each class has access for at least one session a week. Books in the Library are classified according to the Dewey system. Children may borrow books on a weekly basis.

Home-learning

Home-learning is set according to the Home-learning Policy.

Home – School Links

Parents will be informed of specific ways they can help their child improve their Literacy skills. These may include:

- Reading regularly with their child
- Recording books read in the Reading Diary
- Taking time to read the guidance notes which accompany the Reading Diary
- Encouraging their child to read a variety of reading material
- Being a good role model, be seen reading and writing
- Reporting to the teacher any concerns they may have
- Encouraging child to write for different purposes e.g. Birthday cards, invitations etc
- Talking with their child about their reading and writing
- Helping their child to learn spellings and word families
- Fostering enjoyment in learning to read and write
- Weekly home-learning letters offer support and ideas
- Parent workshops to support parents with developing their child's Reading, grammar and punctuation

Parents are given a copy of the Handwriting Scheme of work in Key Stage 1. Parents are asked to come into school and listen to children read. Coffee mornings are held on various aspects of Literacy to help parents support their children further.

Concluding Statement

At Grand Avenue we aspire to high standards of Literacy throughout the school and we ensure that every child, regardless of physical, sensory, intellectual, emotional or behavioural needs, gender, social and cultural background, religion, or ethnic origin, has access to a range of well planned Literacy experiences.

***See also spelling policies for FS/KS1 and KS2.*