



# LITERACY POLICY

## Introduction

- 1.1 Through language not only do we communicate our knowledge, ideas and feelings, but we also structure and make sense of our experiences; in this sense, language is a tool for both our thinking and learning.
- 1.2 At Wyton on the Hill Primary School we believe that Literacy is a fundamental life skill. Literacy unites the important skills of Reading, Writing, Speaking and Listening, developing children's ability to listen, speak, read and write for a wide range of purposes. Good oral work enhances pupils' understanding of language in both oral and written forms. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers and writers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins.
- 1.3 Literacy is a core subject in the National Curriculum and we use the National Curriculum for English as the basis for implementing the statutory requirements.

## Aims

- 2.1 The purpose of literacy education is to offer pupils intellectual excitement and challenge; to provide them with a sense of delight and wonder; to equip them with knowledge and skills and the ability and confidence to use and apply these to meet the needs of present and future society. We set high standards in Literacy teaching, recognising its importance in the curriculum, forming the basis for communicating and learning in all subjects.

To this end, our aims are:

- to enable children to speak clearly and audibly and to take account of their listeners;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- 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.
- to help them become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- to foster the enjoyment of writing, and a recognition of its value;
- to encourage accurate and meaningful writing, be it narrative or non-fiction;
- to improve the planning, drafting and editing of their written work.

## Entitlement

- 3.1 At Wyton on the Hill Primary School we carry out curriculum planning in Literacy in three phases (long-term, medium term, short term). The National Curriculum details what we teach in the long term, (Early Learning Goals and Foundation Stage Curriculum Guidance is followed in the Foundation Stage), while our yearly teaching programme identifies the key objectives in literacy that we teach with purposeful cross-curricular links with other subjects. Our medium / short term plans are adapted from the objectives set out by the National Curriculum and give details of the main teaching objectives for each unit. These plans define what we teach, and ensure an appropriate balance and distribution of work across each unit covering a range of genres. Included in our weekly short term planning are details of the objectives and the differentiated activities, including support, where appropriate. This is followed through with teacher assessment against the learning outcomes.
- 3.2 We use a variety of teaching and learning styles in our Literacy lessons in order to meet the needs of all our pupils in line with the school's Teaching, Learning and Assessment Policy.

## Implementation

- 4.1 In the Foundation Stage children are given opportunities to:
- become immersed in an environment rich in print and possibilities for communication.
  - speak and listen and represent ideas in their activities;
  - use communication, language and literacy in every part of the curriculum.

Language and literacy development are incorporated in all areas of early learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of language through signs, notices and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves. Children receive daily phonic sessions following the Letters and Sounds programme.

Our 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 reading books home to share with parents and siblings.

Our 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.

- 4.2 In Key Stages 1 and 2, through daily Literacy lessons, children experience a reading and / or writing activity, a focused word or sentence level activity, a guided group or independent activity, and a whole class session to review progress and learning. In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Staff have high expectations that all children can achieve their full potential. Wherever possible, Teaching

Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

Speaking and listening activities are taught in discrete sessions and are embedded throughout the Curriculum.

Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and individual word banks. Staff provide balanced and varied learning opportunities within the classroom, i.e. VAK, content and organisation. Children use ICT in Literacy lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Children use and apply their learning in all other areas of the Curriculum.

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 whole class. Guided reading sessions occur daily throughout the school, where children will read either individually or in small groups with their class teacher. When they are not reading with the teacher, they are given a purposeful activity to do independently e.g. spellings, comics / newspapers, games, comprehension questions, follow-up activity. Pupils may use interactive whiteboard programmes or other ICT including CDs to support their reading. They are encouraged to use the library for pleasure and for finding non-fiction information for research tasks. All pupils take reading books home. We encourage our families to become members of the local library, and to regularly use the facilities offered by the mobile library service.

At Wyton on the Hill Primary School we encourage and motivate our children to read by using the Reading Pro programme. This programme enables the Teaching Staff to regularly assess the children's reading abilities, and to ensure that each child receives the guidance required to allow them to progress to the best of their ability.

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 and book making. They learn to communicate meaning in narrative and non-fiction texts as well as to spell and punctuate correctly. Throughout the school 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 experiences.

All teachers have high expectations in the presentation of work in all areas of the curriculum. Handwriting plays an important part and is taught discretely. This is based on the spelling patterns/phonics children have been learning and/or published materials, using a fully cursive script.

## **Contribution of Literacy in other Curriculum areas**

- 5 The skills that children develop in Literacy are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

## **Equal Opportunities, Inclusion and Special Educational Needs**

- 6 The ethos of the school promotes a commitment to a broad and balanced curriculum for all. Teachers are aware of their responsibilities for vulnerable groups, including SEN children, high achievers and those who are 'gifted or talented'. They plan the curriculum with differentiated learning activities according to the needs of all children.

## **Assessment for learning**

- 7.1 Throughout the Reception year the Foundation Stage curriculum is taught and the Early Years Foundation Stage 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.
- 7.2 Members of staff assess children's work in Literacy from three aspects (long-term, medium-term and short-term): We make short-term assessments which we use to help inform our short-term planning. These are closely matched to the teaching objectives and will often be made from day to day observations. Medium term assessments measure progress against key objectives and help us plan the next unit of work. We make long-term assessments towards the end of the school year and use them to assess progress against school and national targets. We can then set targets for the next school year and make a summary of each child's progress before discussing it with parents and collating it in the child's end of year report.
- 7.3 Members of staff assess children's reading abilities through formative assessment and put strategies in place to support children where necessary. Assessments are made through on-going Teacher Assessment and half termly tests, based on statutory materials for Years 2 and 6.
- 7.4 Where necessary, children will be involved in appropriate literacy intervention programmes.

## **Resources**

- 8 There is a wide range of resources to support the teaching of Literacy across the school. All classrooms have dictionaries and Y1 – 6 have thesauruses. Each classroom has sets of textbooks appropriate to their year group. All classrooms have a selection of fiction and non-fiction texts. Access to the Internet is also available in the community room and from the computer trolley for use in the classroom. There is a range of ICT equipment which can be used e.g digital cameras, recorders etc. The library contains a range of books to support children's individual research.

## **Parents in Partnership**

- 9.1 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. Additional reading support is given to children where necessary.
- 9.2 Spelling patterns and strategies are taught discretely and shared with parents and carers as appropriate.
- 9.3 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 full written report at the end of each academic year.  
We seek parental support through a variety of means, which may include, for example:
- 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 / carers 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

## **Links with Other Schools**

- 10 At Wyton on the Hill Primary School we have a valuable link for writing moderation with other local Primary Schools.

## **Monitoring**

- 11 The Head Teacher, Senior Leadership Team and Literacy Subject Leader monitor Literacy in line with the school's Monitoring and Evaluation Policy.

## **Review**

- 12 The Literacy Subject Leader will review this policy annually. Any suggested amendments will be discussed with the Head teacher and staff and will be presented to the Governing Body when appropriate.