



LITERACY POLICY

Adopted by Governors

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1 Aims and objectives

1.1 In literacy we aim to develop children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. We aim to enable children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

1.2 The aims of English are:

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers through contact with challenging texts;
- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work.

2 Teaching and learning style

2.1 At Corfield C of E Infant School we follow a creative curriculum and use a variety of teaching and learning styles in literacy lessons. Our principal aim is to develop children's knowledge, skills, and understanding in literacy. We do this through daily Literacy lessons. Throughout literacy sessions we have a balance between whole-class, group teaching and independent activities. During these lessons children experience a whole-class shared reading or writing activity, a guided group or range of independent activities finishing with a whole-class session to review progress and learning. They have the opportunity to experience a wide range of texts and use a range of resources to support their work. Children use ICT in literacy lessons where it enhances their learning, as in phonic work and writing. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

2.2 Phonic skills are taught in daily sessions using 'RWI'. Teachers work with their own classes and teach children the sounds linked with the RWI texts assigned to the class. Children learn the sounds in the order stated by RWI with Reception class learning set 1 sounds, Year 1 learning set 2 and 3. Year 2 consolidate all sounds learnt and look at the different spelling patterns within a sound family.

2.3 There are children of differing ability in all classes at Corfield C of E Infant School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through

differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support some children and to enable work to be matched to the needs of individuals.

3 Literacy curriculum planning

- 3.1** Literacy is a core subject in the National Curriculum. We use the National Primary Framework as the basis for implementing the statutory requirements of the programme of study for English.
- 3.2** We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The National Primary Framework details what we teach in the long-term.
- 3.3** Our medium-term plans, which we also base on the Framework, give details of the main teaching objectives for each unit of work. These cover each half term. These plans define what we teach and ensure an appropriate balance and distribution of work across the year. Class teachers are responsible for keeping and reviewing these plans. These plans are shared with the Literacy Coordinator.
- 3.4** Class teachers complete a weekly (short-term) plan for the teaching of English. This complements the medium term plans and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps a copy of these individual plans, in the planning which can be accessed by the literacy co-ordinator for monitoring.

4 The Foundation Stage

- 4.1** We teach Literacy in the Reception class as an integral part of the school's work. Literacy activities are planned throughout each day as adult led activities and there are many opportunities for child initiated activities. We use The Early Years Foundation Stage to plan the Literacy aspects of the children's work. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

5 Contribution of Literacy to teaching in other curriculum areas

- 5.1** 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 in school.
- 5.2 Mathematics**
Literacy contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 use their reading skills to work through the workbooks linked to the school's Maths Scheme – Maths No Problem. The children are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of mathematical language.

5.3 Information and communication technology (ICT)

The use of ICT enables children to use and apply their developing skills in literacy in a variety of ways. The children use ICT as a source of information and as a way of enabling them to present their completed work effectively. We encourage all children to use ICT as a resource for learning, whenever they feel it is appropriate.

5.4 Personal, social and health education (PSHE)

Literacy contributes to the teaching of personal, social and health education. We encourage children to take part in class and group discussions on topical issues. In their science work they talk about things that improve their health and about rules for keeping them safe around the school. Planned activities within the classroom encourage children to work together and respect each other's views.

5.5 Spiritual, moral, social and cultural development

The teaching of literacy develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

6 Teaching English to children with special needs

6.1 At Corfield C of E Infant School we teach literacy to all children, whatever their ability. Literacy forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in literacy takes into account the targets set for individual children in their Individual Education Plans (IEPs). Teachers provide help with communication and literacy through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using ICT, other technological aids and recorded materials;

7 Assessment and recording

7.1 Teachers assess children's work in literacy in three phases. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. These are done through observations and marking of work. Teachers match these short-term assessments closely to the teaching objectives. They use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. In Key Stage One, The Bexton Assessment Grid is used for writing and data is stored on iTrack each full term. In the Foundation Stage teachers assess children against the Early Years Foundation Stage Profile. Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. The next teacher can use these long-term assessments as the basis for planning work for the new school year. These long-term assessments are made using end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2. Teachers also make annual assessments of children's progress using the level descriptions of the National Curriculum and the Early Years Foundation Stage.

- 7.2 Teachers meet regularly to conduct agreement trialing of pupils written work against level descriptors within the National Curriculum.

8 Resources

- 8.1 There is a range of resources to support the teaching of literacy across the school. All classrooms have access to a range of dictionaries and age-appropriate small apparatus. Alphabets and other spelling aids are in all classrooms and a range of vocabulary is displayed for children to use. All classrooms have a selection of fiction and non-fiction texts set up in dedicated reading areas. Play based resources are used in the Foundation Stage as well as in Key Stage One where appropriate. Children have access to the Internet through their classroom computers and the whole school bank of laptops. The library contains a range of books to support children's individual research. The interactive whiteboard is used in whole class sessions for visual literacy texts.

9 Monitoring and review

- 9.1 Monitoring of the standards of the children's work and of the quality of teaching in literacy is the responsibility of the literacy co-ordinator. The work of the co-ordinator also involves supporting colleagues in the teaching of literacy, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The co-ordinator has specially-allocated management time in order to enable him/her to review samples of the children's work and undertake lesson observations of literacy teaching across the school. There is a named governor responsible for literacy who meets with the co-ordinator in order to review progress.