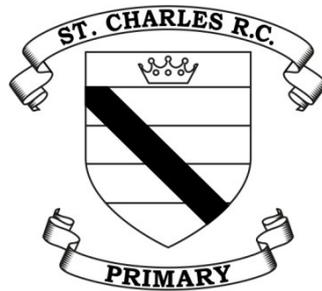


St Charles RC Primary School

Literacy Policy

2016-17



CHRIST IS AT THE CENTRE



Compassionate
Helpful
Respectful
Inclusive
Sharing
Truthful



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Our mission at St. Charles RC Primary School is to try and centre our life in Jesus Christ, the spiritual foundation of our community.

We aim to pass on the faith we share in partnership with you.

We want the children in our care to grow and develop to their full potential within a caring Catholic community which recognises fully their true worth and God given talents. We look forward to working with you in a spirit of mutual trust and support.

We take pride belonging to St. Charles RC Primary School.

MISSION STATEMENT

As a family of God, we love to learn and learn to love

Introduction

This document is a statement of the aim, principles and strategies for the teaching and learning of Literacy at St Charles RC Primary School.

Aims and objectives

The study of English develops 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. It enables 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.

Aims

The aims of Literacy 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 enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama activities;
- 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 and lengthy texts;
- to help children enjoy writing and recognize 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.

Statutory Requirements

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

Early Years Foundation Stage

In the Foundation Stage (Nursery and 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.

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.

Subject Organisation

Early Years Foundation Stage

In the Early Years 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 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 Spelling, Grammar and Punctuation. Additional literacy sessions include guided reading, handwriting, class novel and spelling. Literacy skills are developed across the curriculum.

Provision is made for children who require extra support through intervention programmes (e.g. Toe By Toe) and differentiated class teaching.

Teaching and learning

At our school, in key stages one and two, we use a variety of teaching and learning styles in Literacy lessons, as recommended by the National Curriculum.

Our principal aim is to develop children's knowledge, skills, and understanding in Literacy. We do this through a daily lesson that has a good proportion of whole-class and group teaching.

During these lessons children experience a whole-class shared reading or writing activity, or a whole-class focused word or sentence activity, a guided group or independent activity and 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 such as dictionaries, thesauruses and spelling banks to support their work.

Speaking and Listening

The Four Strands of Speaking and Listening:

1. Speaking;
2. Listening;
3. Group Discussion and Interaction, and
4. Drama

These 4 strands 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: group presentation work, debating, class and whole school Masses, school council discussions, talk partners, drama and many shows!

Children who require extra support in speaking and listening benefit from small group sessions lead by an ELKLAN trained Teaching Assistant and draw on the expertise of a Speech and Language Therapist.

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 encourage children to use Standard English in spoken and written form.

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 EYFS 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. Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. 'Book Week'. Book Weeks include visits by published authors, performances by professional theatre groups, making books, using drama, dance and music to illustrate texts.

In addition to reading books, children have the opportunity to choose a book from the class library. Each child has a home school reading record that teachers and parents can use to share information about a child's reading.

Parents and Carers

Parents are encouraged to read with their child daily. Information is given on how to support their child in reading at reading workshops, parent drop in meetings and also in curriculum letters and on the school website. In Key Stage 2 children choose books to take home and read.

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.

Approaches to writing

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. All the staff attended a whole school Inset training based on Pie Corbett's 'Igniting Writing', this further adds to our bank of strategies to use when teaching Literacy.

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 Literacy 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 use a cursive 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 3, this encourages them to take care in their presentation and pride in their work.

Planning

Literacy is a core subject in the National Curriculum. We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The National Curriculum details what we teach in the long-term. Our yearly teaching programme identifies the key

objectives in literacy that we teach to each year. Our medium-term plans, give details of the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

The Literacy subject leader is responsible for keeping and reviewing these plans. Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives for each lesson 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 these individual plans, and the class teacher and subject leader often discuss them on an informal basis. Cross curricular links: 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.

ICT

Children use ICT in Literacy lessons where it enhances their learning, as in drafting their work and using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the Internet when searching for information about a different part of the world, or when using desktop publishing to design a class newspaper.

Children use the planning and proofing tools in a word processor when checking their draft work. We encourage all children to use ICT as a resource for learning, whenever they feel it is appropriate.

Personal, social and health education (PSHE)

Literacy contributes to the teaching of personal, social and health education and citizenship. We encourage younger 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.

Older children research and debate topical problems and events. They discuss lifestyle choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views.

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.

Assessment, recording and reporting

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. 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.

Teachers assess and level the children's work twice a year using level descriptions to check progress. The timing of this is left to the teacher's discretion. Evidence of this should appear for tracker pupils in the tracker pupil file. Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarise the progress of each child before discussing it with the child's parents.

The next teacher also uses 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 and Year 6, plus the optional national tests at the end of Years 3, 4 and 5. SATs results are published in accordance with Government legislation.

Resources

There is a range of resources to support the teaching of Literacy across the school. All classrooms have dictionaries and a range of age-appropriate small apparatus. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computer. Access to the Internet and computers is available through various mobile laptop and Ipad trolleys for different classes.

Monitoring and review

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 coordinator also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The subject leader gives a yearly report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.

Parental Involvement

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them. There are opportunities each term when parents can discuss their children's progress with their teacher. Literacy target passports and parent drop in sessions provide information about the English curriculum and how parents can support their children. They also emphasise the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading. Parents are welcomed into school to support reading in the classroom.

SEND and Inclusion

There are children of differing abilities in all classes at St Charles RC Primary School. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We 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. 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 teaching assistants to support some children and to enable work to be matched to the needs of individuals. 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 I.C.T., other technological aids and recorded materials;
- using alternative communication such as signs and symbols;
- using translators and amanuenses.

Equal Opportunities

St Charles RC Primary 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.