

**Sheringham Community
Primary School
& Nursery**

**Literacy
Policy**

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Sheringham Community Primary School & Nursery

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Sheringham Community Primary School & Nursery

1. Introduction

Literacy unites the important skills of reading and writing. It also involves speaking and listening, discussion and reflection. It is a life skill which enables us to make sense of our world. We aim for all children to become confident, critical readers and writers with the capacity to express themselves through a variety of different literacy activities.

2. Policy Statement

At Sheringham Community Primary School and Nursery we believe that through Speaking and Listening, Reading and Writing, children develop their powers of imagination, inventiveness and critical awareness.

3. Aims and Objectives

At Sheringham we aim to encourage children to:

- read and write with confidence, fluency and understanding;
- be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes;
- understand the sound and spelling system and use this to read and spell accurately;
- have fluent and legible handwriting;
- have an interest in words and meanings and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- understand, use and be able to write a range of non-fiction texts;
- plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- be interested in books, read with enjoyment and evaluate and justify their preferences;
- enjoy hearing stories being read by both adults and their peers;
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness;
- speak clearly and audibly in ways which take account of their listeners;
- listen with concentration in order to be able to identify the main points of what they have heard.
- Learn stories/poems by heart.

4. Time Allocation

There are 5 allocated 'Literacy lessons' per week. There are also extra sessions for the provision of the wider English curriculum (handwriting, silent reading, drama, library time, etc.).

In FS and KS1 children also partake in 5 phonic sessions per week following the Read Write Inc programme.

5. Planning

5.1 English is a core subject in the National Curriculum. We use a variety of starting points for our planning as the basis for implementing the statutory requirements of the English Programmes of Study.

5.2 We carry out the curriculum planning in English in three phases; long term, medium term and short term. In Y1 -Y6 the NC Programmes of Study identify what we will teach in the long term. Our yearly teaching programme identifies the key objectives in literacy that we teach to each year.

5.3 Medium term planning - 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.

5.4 Short term planning - A weekly plan is produced by each year group, showing clearly the objectives to be covered, how they will be delivered and the balance between reading and writing skills being taught. The plan clearly shows how staff and children are spending their time in Literacy.

Differentiation of independent work is clear from this planning.

5.5 In YR -Y6 we plan for a writing assessment every half term and in Nursery, every term. This is based around a cross-curricular theme, demonstrating children's skills in a variety of genres. The planning for RWI sessions follows the scheme, using the suggested planning format.

6. Teaching and Learning

6.1 At Sheringham we use a variety of teaching and learning styles in Literacy lessons. Our principle aim is to develop children's knowledge, skills and understanding in Literacy. We do this through a daily lesson that is based around whole class teaching, group, paired and individual independent work.

6.2 Teaching should be:

- discursive - characterised by high quality oral work;
- interactive - pupil's contributions are encouraged, expected, and extended;
- well-paced - there is a sense of urgency, driven by the need to make progress and succeed;
- confident - teachers have a clear understanding of the objectives;
- ambitious - there is optimism, about and high expectations of success.

6.3 Teachers will use a wide range of teaching strategies including:

- direction;
- demonstration;
- modelling;
- scaffolding;

- explanation to clarify and discuss;
- questioning; to probe pupil's understanding to cause them to reflect on and refine their work, and to extend their ideas;
- initiating and guiding exploration
- investigating ideas;
- discussing and arguing;
- listening to and responding;
- child and partner editing.

6.4 Teachers aim to provide a classroom environment which is 'Literacy Rich' and will include working walls, handwriting examples and targets.

7. Curriculum Content

7.1 The National Curriculum sets out a Programme of Study (POS) for each year group 1 -6. These POS cover what each child should learn in each area of reading (word reading and comprehension), writing (transcription, composition, vocabulary, grammar and punctuation).

7.2 The Primary Writing Project

All children in our school work on this project. The aim of the 'Primary Writing Project' is to motivate children and teachers as writers, deepening understanding about writing and refining skills so that children make good progress and standards are raised. The project is a whole-school, cumulative and systematic process for teaching writing, based on what has been developed in many schools, to help children make faster progress and gain confidence as well as pleasure in becoming writers. The 'talk for writing' approach is based upon how children learn language through 'memorable, meaningful, repetition'.

Constant experience of stories helps children **internalise narrative patterns**:

- The story as an experience of memorable, meaningful images;
- The underlying template of a story - the plot pattern;
- The building blocks - characters (with their goals and struggles), settings, events as well as openings and endings;
- The flow of sentences - syntax;
- Vocabulary - especially memorable sensory detail and connectives.

7.3 The Early Years Foundation Stage

The principles of the Early Years Foundation Stage curriculum underpins all literacy work in the nursery and reception classes. Children are encouraged to talk and communicate in a wide range of situations, responding appropriately to both adults and each other, participating and developing their listening and communication skills. The learning environments are set up to encourage and support mark making with resources easily accessible and varied.

In the nursery class, children follow the Letters and Sounds program phase 1 where they are encouraged to develop listening and attention skills and begin to explore and experiment with sounds through rhyme, games and stories. More able children are challenged by the introduction of selected phase 2 activities where they will begin to identify letter sounds and sound patterns.

In the Spring term, the nursery children will begin, when appropriate, the Ruth Miskin Read, Write Inc programme. They will learn speed sounds and develop their awareness of sounds in spoken words within their environment.

Reading - Nursery children will have wide access to reading materials, listening to stories in large & small groups, on CD and through the use of story sacks. They are able to borrow books on a daily basis to share at home. In FS the children learn a bank of nursery rhymes and traditional stories which they are encouraged to practise at home.

7.4 Reception

The reception classes also follow the themes and principles of the EYFS curriculum. The children follow the Read, Write Inc programme where they work within ability groups for 30-50 minutes over 4 daily sessions. They learn to identify and write letter sounds and begin to word build. More able children will be challenged to construct simple captions and sentences. Through play-based learning experiences, children's literacy skills are practiced and supported.

Reading - Alongside the structured reading support of Read, Write Inc, reception children will also read with an adult individually. Levelled reading books are sent home for children to practice with an adult at home. Story books are also freely available for children to share both at home and at school.

7.5 Key Stage One

Spoken language- Pupils are given the opportunity in all curriculum areas to listen to others, developing good attention skills. They are encouraged to respond thoughtfully and appropriately to adults and their peers.

Through modelling, pupils are given the skills and time to formulate and express their opinions and a clear message that all ideas are valued is embedded.

Phonics- The children in KS1 follow the Ruth Miskin Read, Write Inc programme. They are ability grouped and will spend 5 sessions each week following the programme at their appropriate level. They are assessed half-termly to monitor progress and address misconceptions.

Spellings are taught through the Read, Write Inc programme. Additional handwriting practice is done regularly, following the Nelson Handwriting scheme.

Reading - Alongside the reading taught through Read, Write Ink programme, children will also take home a banded reading book. They will regularly read to an adult in school and their progress will be monitored. Children are encouraged to make use of the school library each week and to read with an older child through the use of reading partners. Children are encouraged to talk about the books they read and parents are invited to comment in their child's reading record book.

Writing - Pupils start to enjoy writing and understand the value of it. In the foundation stage, children will experiment with mark making and will be given opportunities to write through play contexts both indoors and outside e.g. shopping lists in the home corner. They go on to learn to communicate their ideas through writing narrative and non-fiction texts within a range of contexts. They also learn how to spell and punctuate correctly, in order to express themselves clearly.

7.6 Key Stage Two

Spoken language - Pupils learn to speak in arrange of contexts, adapting what they say to the purpose and audience. Taking different roles in groups gives them opportunities to

contribute to different situations with different demands. Pupils also learn to respond to the ideas of others, considering what has been said and the language used.

Reading - Pupils will read enthusiastically, using a wide range of materials and use their knowledge of grammar and texts to understand and respond to the meaning. They reflect on their ability to read longer and more challenging texts independently. They reflect on the literal and figurative meaning of texts, analysing and discussing them with others.

Writing - Pupils develop understanding that writing is essential in thinking and learning and also enjoyable in its own right. They learn the main rules and conventions of written English and start to discover how the English language can be used to express meaning in many different ways. Pupils learn to plan, draft and edit their writing to improve it and to extend and sustain their fiction and non-fiction writing.

8. Handwriting

Pupils will have frequent opportunities to learn and practise the essential good habits and letter formation based upon the Nelson style of handwriting. The use of these good habits are encouraged right across the curriculum. This introduces joining curves as soon as children enter school.

9. Contribution of Literacy in other curriculum areas

9.1 The skills that children develop in Literacy are linked to, and applied in, every subject of the 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.

9.2 Mathematics

English contributes significantly to the teaching of mathematics in our school. Children in Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in FS and Key Stage One meet stories and rhymes that rely on counting and sequencing. They are encouraged to read and interpret problems in order to identify mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language, modelled by the teachers and teaching assistants.

9.3 Information and Communication Technology (ICT) - Computing.

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 appropriate.

9.4 Personal, Social and Health Education (PSHE) and citizenship.

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

9.5 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 bring 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.

10. Inclusion / Equal Opportunities

10.1 We aim to give every pupil the opportunity to experience success and achieve as high a standard as possible.

10.2 All children cover the content made statutory by the programmes of study within the National Curriculum.

10.3 In order to do this we:

- set high expectations and provide opportunities for all pupils to achieve, including boys, girls, pupils with SEN or disabilities, pupils from all social, cultural and linguistic backgrounds, more able pupils;
- set appropriate and challenging targets for all children, including targets set for children with special needs in their MP3s;
- use a range of organisational approaches, such as grouping or individual work, to ensure learning needs are properly addressed;
- plan work that builds on interests and experiences of pupils and allows a variety of interpretations and outcomes;
- use materials that are free from discrimination

10.4 Teachers provide help with communication and literacy through:

- using challenging texts that children can read and understand;
- using visual and written materials in different formats;
- using ICT, other technological aids and typed materials
- Using agreed success criteria for a piece of writing

10.5 Differentiated activities will be given to support less able pupils and to extend able and gifted pupils.

10.6 In Years 3 and 5 we follow Sir Kit's Quest and FLS (Further Literacy Support) give some children additional targeted support in small groups, plus numerous other intervention group work where support is necessary to accelerate learning.

10.7 Gifted & Talented pupils are identified and extended where appropriate e.g. A creative writing group in Year 4, extended reading group in Year 6.

11. Support Staff

Teaching Assistants have identified roles to support children in the learning of Literacy. They have access to planning and are used to help monitor progress made by children. Teaching Assistants are used to support children of all abilities and to model strategies used by the teacher.

12. 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 computers. Audio-visual aids are also available from the central storage area. The library contains a range of teachers' material as well as big books and other texts (e.g. guided group sets) to support children's learning. A variety of on-line literacy resources are also used.

13. Assessment and Recording

13.1 Marking - When marking Literacy work teachers aim to provide positive and constructive feedback about pupil's work. This may be a combination of oral and written feedback and will inform pupils of the progress they have made and provide targets for further development. Marking will be regular and thorough, reflecting the given learning objective and following our marking policy. Next steps are given. Children are given the opportunity to edit their work and to respond to feedback given.

13.2 Formative assessment, carried out by the class teacher, is an integral part of their role and is used on a daily/weekly basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what a child has already achieved and moving them on to the next stage of learning.

13.3 Teachers annotate their weekly plans to assess progress by children - to record achievement and to highlight areas of concern for the future.

13.4 The school assessment, recording and reporting policy defines specific assessment to be carried out in each year group / Key Stage.

13.5 Formal, summative assessments are carried out at the end of Key Stage 1 / Key Stage 2 in accordance with National Curriculum assessment requirements.

13.6 Reporting procedures are in line with Government regulations. Parents receive an annual written report and are invited to two parental interviews. In the Nursery,

parents are invited to 2 informal meetings to discuss. 'Drop-in' sessions are also available to parents for the purpose of children sharing their work.

13.7 Teachers meet to moderate work against national exemplification material. Subject leaders scrutinise planning and samples of work to ensure consistency, continuity and progression throughout the school.

13.8 A writing assessment book is used to assess children on a half-termly basis in (N) (KS1), (KS2). The work carried out is completely independent and is currently levelled according to the old National Curriculum Level Descriptors - covering a variety of genre.

13.9 Children have their own individual or group targets which can be referred to daily. These are based on old National Curriculum levels in child speak language. These are agreed with children and discussed with parents.

Date:

Signed:

Presented to Governors:

Date of next review:

R Carter & S Brady
January 2015