



Literacy Policy Statement

1 Aims

1.1 The study of Literacy develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively, as they become enthusiastic and critical readers 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. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

1.2 The aims of teaching Literacy are:

- to enable children to speak clearly and audibly, and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities
- 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.

2 Teaching and learning style

2.1 At Percy Main Primary School we use a variety of teaching and learning styles in our Literacy lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Whilst there is a high proportion of whole-class and group teaching, the independent activities give opportunity to talk and collaborate and so embed and enhance learning. They have the opportunity to experience a wide range of texts. 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 have regular access to outdoor learning opportunities across the school. Outdoor experiences are planned to develop children's imagination and support creative writing opportunities. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

2.2 In all classes there is 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. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in others we ask children to work from the same starting point before moving on to develop their own ideas. We use our HLTA, teaching

assistant and support teachers to assist some children, and to enable work to be matched more specifically to the needs of individuals.

3 Literacy curriculum planning

- 3.1** Literacy is a core subject in the National Curriculum. We currently use Primary Framework objectives as the basis for implementing the statutory requirements of the programme of study for Literacy.
- 3.2** Our Literacy overviews give details of the main learning intentions and outcomes for each unit. These plans define what we teach, and ensure an appropriate balance and distribution of work across each unit. The Deputy Headteacher/Subject Meader is responsible for collecting and reviewing these plans.
- 3.3** Class teachers complete weekly plans for the teaching of each Literacy unit. This lists the specific learning objectives, success criteria and expected outcomes for each lesson, and gives details of how the lessons are to be taught. It also includes details of what different ability groups of children will be learning. The Deputy Headteacher/Subject Manager is responsible for collecting and reviewing these plans.

4 The Foundation Stage

- 4.1** Literacy in the Foundation Stage is an integral part of the school's work and activities are planned for daily. We relate the Literacy aspects of the children' work to objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five.
- During the Foundation Stage the children will be introduced to Phase One of Letters and Sounds (a six-phase programme designed to help children learn how the alphabet works for reading and spelling). We will be providing a broad and rich language experience by giving the children opportunities to talk and communicate in a widening range of situations, to listen carefully and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them ad to use them in various situations.
- During the Reception year children will continue activities in Phase One as well as working on Phase Two (which is more systematic phonic work). More able children will progress to the next phase when they are capable of doing so.

5 Contribution of Literacy to teaching in other curriculum areas

- 5.1** The skills that children develop in Literacy are linked to, and applied across, our creative 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.

6 Literacy and ICT

- 6.1** The use of information and communication technology, with clear learning intentions, will promote, enhance and support the teaching of Literacy. It also offers ways of impacting on learning that are not possible with conventional methods, for example interactive and non-linear stories.
- 6.2** ICT is used at whole-class, group and independent level. The screen projection of text enables it to be read and shared. The projection of a word processor permits the

writing process to be modelled effectively. A wide variety of text types are available through the Internet or CD-ROM. Individuals and groups can work at a computer and input text. Word banks or word grid software speed up recording. A range of software is available to develop specific writing, grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via word processing, multimedia presentation or the North Tyneside Learning Platform).

7 Literacy and inclusion

7.1 At our school we teach Literacy to all children, whatever their ability and individual needs. Literacy forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Literacy teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning Literacy as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination; Gifted and Talented.

7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs. Intervention through School Action and School Action Plus will lead to the creation of a SEN group plan, an Individual Education Plan (IEP) or an Individual Behaviour Plan (IBP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to Literacy.

7.3 We enable all pupils to have access to the full range of activities involved in learning Literacy. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7.4 Teachers provide help by using:

- texts that children can more easily read and understand;
- visual and written materials in different formats;
- ICT, other technological aids and recorded materials;
- alternative communication, such as signs and symbols;
- outdoor environments - puppets, drama, role-play resources

8 Assessment for learning

8.1 Teachers assess children's work in Literacy in a number of ways. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the learning intention. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work against the lesson's success criteria.

8.2 Teachers use APP assessment procedures to help plan for the future needs of the class and individual children. On-going assessments in reading and writing are used for all children

to assess progress and highlight gaps in teaching. APP informs planning, enabling teachers to adapt the curriculum to meet the needs of the class more closely.

- 8.3** Teachers make end-of term assessment judgement using APP and use these to assess progress against individual, school, local and national targets. Targets for the next school term are set in conjunction with APP, Pupil Progress Records and Mapping Attainment Grids. Results and a summary of progress are provided for parents in a written report at the end of the year.
- 8.4** Children undertake the statutory national tests at the end of Year 2 and Year 6. Teachers also provide assessment summaries at the end of each term.
- 8.5** Teachers meet termly to standardise and moderate individual examples of work against the APP materials produced by the QCA and the DfE.
- 8.6** Staff are keen to improve their subject knowledge and the subject manager takes an active role in disseminating best practice and making recommendations for staff development.

9 Resources

- 9.1** There is a range of resources to support the teaching of Literacy across the school. Quality texts are available to all classes. Foundation and Key Stage One have access to speaking and listening and role-play areas. All classrooms have a selection of fiction and non-fiction texts. Our developing school grounds are inclusive of storytelling areas to support and promote speaking and listening opportunities and are designed to develop children's imagination and creative thought. Children have access to the Internet through their classroom computers, Interactive Whiteboards and ICT suite.

10 Monitoring and review

- 10.1** Monitoring of the standards of children's work and the quality of teaching in Literacy is the responsibility of the Deputy Headteacher/Subject Manager. The work of the Deputy Headteacher/Subject Manager also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for Literacy in the school. The Deputy Headteacher/Subject Manager provides the Headteacher with feedback following termly monitoring. The Subject Manager has regular allocated time in which to review samples of the children's work and teacher's planning. Progress is feedback regularly to governors.
- 10.2** This policy will be reviewed in September 2014.

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