

Howden le Wear Primary School



Literacy Policy

Policy and Practice

Introduced: February 2018

Review Date: February 2019

Reviewer: Headteacher

Adopted by the Governing Body: 6th February 2018



Howden Le Wear Primary School



Literacy Policy

Aim:

At Howden Le Wear we firmly believe that Literacy is a key life skill and that the development of strong learning foundations will enable our children to listen, speak, read and write confidently throughout their school career and on into adult life. We believe that it is important to foster an enthusiasm for, and appreciation of literacy in cross-curricular and real-life sense at all stages throughout the school.

Objectives:

Through the teaching of Literacy at Howden-le-Wear Primary School, we aim to:

- Provide multi-sensory Literacy education for all children in school, irrespective of gender, ability or ethnicity, which fulfils the requirements of the National Curriculum, Early Years and Foundation Stage Curriculum.
- Develop children's ability through an integrated programme of Speaking & Listening, Reading and Writing
- Provide differentiation in this programme where required, in order to meet the literacy needs of every child.
- Enable all children; as far as they are able, to be 'primary literate' pupils by the time they leave at the end of Key Stage 2.
- Encourage all children to feel confident enough to explore and articulate their thoughts, feelings and emotions.
- Use drama and role play where appropriate, to give the children contextual experiences in which to learn.
- With maturity, encourage children to adapt their speech to a range of different situations and purposes.
- Foster an interest in texts of different genres, and an appreciation of the value of books for learning and enjoyment.
- Foster enjoyment of writing; helping children learn how to write in the style of these different genres and in doing so, develop recognition of the value of writing.
- Help children learn increasingly how to adapt this writing to a target audience or purpose.
- Develop an interest in words, both their application and meaning, and a growing personal vocabulary of both spoken and written words.
- Foster an awareness of their own, and others' literacy abilities and how to improve them.

Planning

- The Literacy Curriculum at Howden-le-Wear Primary School is planned and delivered using the Early Learning Goals and National Curriculum. Pupil provision is related to age related expectations within each year group.

Planning at Howden-le-Wear Primary School is carried out in three phases:

- A Long Term Plan which provides a yearly overview of the genres covered.
- A Medium Term plan which outlines the key objectives and outcomes for a unit of work related to a genre together with cross curricular links.
- A Short Term plan which outlines daily objectives over a week.

- Literacy plans reflect teaching required to meet the learning objectives and weekly planning is differentiated to meet the needs of children, as appropriate. At Howden-le-Wear Primary School we believe that medium term and weekly plans are working documents that will be amended during the life of a given unit of work, in order to reflect progress and assessment of learning along the way.
- Weekly planning covers teaching, pupil activities, adult intervention, differentiation and assessment opportunities involved.

Within the Early Years Foundation Stage, literacy is taught as an integral part of our school day and the planning provides children with the opportunity to:

- talk and communicate in an increasingly wide range of situations
- respond to adults and to each other
- listen carefully
- practise and extend their vocabulary and communication skills
- explore words and texts
- use Phonic Bug to deliver Letters and Sounds daily, to teach and reinforce synthetic phonics.

At Key Stage One there are medium term plans for each literacy unit broken down into weekly plans, as well as weekly planning for Guided Reading, handwriting and phonics.

At Key Stage Two, there are medium term plans for each literacy unit broken down into weekly plans, as well as weekly planning for Guided Reading handwriting and spelling.

All plans are electronically stored on Durham Learning Gateway in order to allow easy access by members of staff involved in the planning and/or teaching of literacy and Senior Leadership within school.

Members of the Senior Leadership Team and the co-ordinator for Literacy, in line with the cycle of monitoring for this subject, will monitor planning in Literacy.

Teaching

At Howden-le-Wear Primary School we believe that pupils' knowledge and understanding in Literacy is best promoted by utilising a range of different teaching approaches, according to the topic, task, individual needs, prior learning and on-going assessment of progress.

Whole class teaching:

- This is employed during most lessons in order to facilitate explicit teaching of learning objectives. This approach also allows for whole class discussion and interaction.

Grouping:

- Children will sometimes (although not always) be paired or grouped during a literacy activity for the purposes of differentiation of the task by ability, for structured peer-interaction or for targeted adult intervention.

Differentiation:

- At Howden-le-Wear Primary School the progress of children in Literacy is monitored on an ongoing basis and individual targets for attainment are set and reviewed throughout the academic year. These targets are discussed with the children in order to allow them to take charge of their own learning. The literacy activities planned and taught to the class reflect the differentiation required to meet these needs.

Adult intervention:

- We aim to provide for all children in a way that means they can achieve their potential in Literacy. Where appropriate, this may be facilitated by having individual children, or small groups of children, working with an adult. This adult may be the class teacher, a teaching assistant, or another adult. Where it is not the class teacher, the adult will be briefed by the teacher and/or have access to the teaching plan, in order to maximize his/her direction of the child or group. Wherever possible, we believe that this adult intervention is most effective when it is implemented in an inclusive way, within the class setting.

Intervention programmes:

- In the event that we identify children who are falling behind their peers we will endeavour to design and provide intervention to meet their individual needs either individually or in a small group. The intervention will be designed to provide the child with tailored support to narrow an identified gap in learning. It will be planned with the child's teacher and a trained teaching assistant and delivered by the teaching assistant. Progress of such children will be monitored and reviewed by the Senior Leadership Team.

Learning:

We will use a range of learning approaches to promote pupils' knowledge and understanding in Literacy. At Howden-le-Wear Primary School we believe that children learn best through the following approaches in each area:

Speaking and Listening:

We believe that the development of skills should be a priority within the learning environment of every curriculum subject: Speaking, Listening, Group Discussion and Interaction, and Drama. To this end, the objectives relating to these strands are planned for, taught and learnt across the different Literacy Framework units.

We employ a number of different approaches to facilitate this, including: talking partner, hot seating, Talk for Writing strategies, role play, puppets, class discussion, assemblies - including Easter Service and Harvest Festival in the local community and drama productions, 'show and tell', story sacks and Buddies.

Reading:

Early literacy in EYFS and KS1 is learnt through developing work on speaking and listening, early reading and phonics,

Phonics

Systematic and high quality phonics learning takes place daily at EYFS & KS1 via Phonic Bug. We believe that this programme of learning will equip our children with phonic decoding skills by the time they leave KS1. This is built upon with the implemented Spelling Programme following National Curriculum guidance.

Individual Reading

All children individually read regularly at Foundation Stage and KS1 with an adult and are placed on an appropriate book-banded reading level according to their reading fluency, decoding skills and comprehension. Children take this book home daily and parents are encouraged to read with their child and comment in the home/school reading record.

Individual reading to an adult also takes place at KS2 although this is progressively supplanted by personal unsupported reading, as the child progresses. We use the Accelerated Reader programme to support the development of reading throughout school.

The children in KS2 use Accelerated Reader to access differentiated reading material. This is monitored through computerised comprehension tasks related to the book allowing each child to progress at their own rate.

Liaison between home and school

We value the involvement of parents highly and most especially reading with our children. Whether this is done at home or with the help of parents working with children in school, we actively encourage parents and other family members to be involved in the child's reading development.

A 'Reading Record' is maintained throughout the school where all adults reading with a child write the progress made with the book. Teaching staff use this book to communicate how the child is getting on and what to do to develop his/her reading skills further.

Children in Reception and KS1 are also encouraged to choose a library book each week to share with an adult at home. In KS2 the child chooses a book to read for pleasure.

Guided Reading

Children are also placed in differentiated Guided Reading groups where they read regularly with the class teacher.

Guided reading occurs on a regular basis throughout the week across the school and is recorded. Durham's version of APP is used to assess reading on a weekly basis.

In KS2 guided reading encompasses a number of different reading activities outside the literacy session. There is a rotation of activities across the week. These activities differ from one class to another but always include a guided reading group led by the teacher.

We believe that free access to books of all kinds is important in the development of the child's interest in, and appreciation of, reading. To this end, all classrooms have reading areas, and also book displays and collections related to ongoing topic work.

Writing:

We believe that the learning of writing skills should be embedded across the curriculum, in as real-life contextual way as possible. The key skills of composition, planning & drafting, punctuation, spelling, handwriting & presentation, and standards of English and language structure are therefore taught explicitly in the context of literacy lessons, but also indirectly through cross-curricular writing tasks in other subjects.

Children learn the Nelson script for handwriting and practise in its use is provided for at all ages.

In EYFS, writing is about how children build an understanding of the relationship between the spoken word and the written word, and how through making marks, drawing and personal writing, children ascribe meaning to text and attempt to write for various purposes. The appropriate developmental age in EYFS curriculum informs planning for learning activities, and writing materials are always available for the children in their child-initiated learning.

- Children start with large motor control activities moving on to writing patterns, then on to letter formation.
- The development of writing skills at KS1 progresses by building on the basic skills learnt at EYFS, and very much with an emphasis on Talk for Writing.

Writing tasks are planned for and scaffolded according to need, by the provision of written structures/templates, by the use of technology, or by the intervention of a supporting teacher or adult.

Durham Age Related Expectations documents are completed at the end of each unit of work by each child and the teacher developing Assessment for Learning. Spelling at both key stages 1 and 2 is taught each week following advice outlined in the National Curriculum. Children attend dedicated spelling session in school and work across year groups according to ability.

Cross-curricular opportunities:

We believe that children learn best in a creative, cross-curricular and integrated context. As staff we will therefore seek to make cross curricular links with the learning taking place in Literacy with that in other areas, both at the planning stage as well as in response to assessment conducted on an ad-hoc basis.

Use of Technology:

We believe that computers and other forms of technology can play a key role in learning in Literacy.

All classes from Year R have dedicated technology equipment in class for access at all times and have timetabled access to laptops / Ipads in school to enhance literacy skills.

All classrooms are equipped with Smart boards and are used on a daily basis to enhance literacy.

Literacy and Inclusion

We aim to provide for all children so that they achieve as highly as they can in Literacy, according to their individual abilities. By means of on-going assessments we can highlight a difficulty or identify which individuals or groups are under-achieving and for what reasons, and will take steps to improve their attainment. We can also seek advice where appropriate and with parental consent, for issues such as SpLD and dyslexia.

Assessment, Recording and Reporting

A variety of assessment strategies are used based on a range of evidence for such judgments, including oral contributions, reading fluency and comprehension, and written material.

In addition to on-going assessments made on a regular basis, termly assessments are also made in writing. The outcome of these assessments for each child is fed into individual targets. As a result of this, individuals or groups may be identified for further targeted support.

Parents are made aware of the on-going progress their child is making via three parental consultation opportunities and a written report each academic year.

At Howden-le-Wear Primary School, we will respond to pupils' work by:

- Checking that the children have understood the learning objectives
- Checking that the children know how/when they have achieved them
- Encouraging them to identify, and subsequently work to, agreed success criteria (at an age appropriate level)
- Observing the children at work, listening and discussing with them
- Asking pupils to comment/reflect upon their progress – offering constructive comments on the progress made
- Marking and annotating work in line with the school's Marking Policy and providing opportunities for children to respond to the comments made on their work annually reporting to parents on the progress each pupil has made in Literacy using summative assessment

Signed: _____ Governor from Curriculum/Standards Committee

Date: _____

To be reviewed: February 2019