



Oxley Park Academy

Policy for Communication, Language and Literacy

Rationale

We believe that for children to achieve their potential, in their school and personal life, they must be literate. At Oxley Park Academy we recognise that language represents one of the fundamental tools to learning and communicating ideas, views and feelings. We believe through speaking and listening, reading and writing children will develop their powers of imagination, creativity and critical thinking. We aim to provide quality visual, auditory and kinaesthetic experiences that will enhance children's knowledge, skills and understanding. We aim to provide skills and attitudes that will not only make them effective learners and communicators but provide a lifelong enjoyment of language and books.

Aims

Speaking & Listening

We aim for our children to:

- Speak precisely using clear articulation; to develop fluency and sustain ideas in talk
- Talk to different audiences, plan and work cooperatively with others
- Develop and use active listening strategies
- Develop and use a wide ranging vocabulary
- Follow instructions and relay messages accurately
- Improvise and work in role, perform and respond to performances
- Understand and use appropriate conventions for speaking and listening

Reading

We aim for our children to:

- Enjoy reading
- Read with confidence, fluency and understanding
- Develop a range of reading strategies
- Read for meaning across a range of genres
- To express their opinions about what they have read

Writing

We aim for our children to:

- Write with confidence, fluency and understanding
- Use a range of strategies to self monitor, correct and improve their writing
- Write in a variety of formats and genre for a range of purposes
- Use a variety of mediums to express their written ideas

Spelling

We aim for our children to:

- Spell with confidence using increasing accuracy and complexity
- Use both synthetic and analytical approaches to assist spelling choices
- Develop good visual recall

Handwriting

We aim for our children to:

- Use an efficient and effective pencil grip, to form letters correctly and with increasing fluency
- Present written work neatly and legibly

Super Power Writing

Children will have an extended writing session fortnightly where they write for a sustained period of time. In Year 1 the children write for 30 minutes which is then extended to 45 minutes in Year 2 and KS2. The children are given 'talking homework' to prepare them for this writing session. They will write in a different genre each week in order to familiarise themselves with various styles of writing. This session also includes VCOP games where the children have opportunities to develop the range of vocabulary, connectives, openers and punctuation that they can use in their writing. The children are then given specific targets so they are clear about the next steps in their learning.

Teaching and learning

A range of creative teaching styles are necessary for the teaching of Literacy in order to encourage and motivate the children to learn in contexts that are exciting and relevant to them. This also includes use of visual texts. Wherever possible, Literacy units of work are related to class topics so that the children can form links between their learning.

Teaching will be differentiated to meet individual needs and will include opportunities for:

- Teacher modelling
- Discussion techniques (pupil/pupil and pupil/teacher)
- Appropriate practical work
- Consolidation and practice of fundamental skills and routines
- Use of ICT, museum resources and outside visits
- First-hand experience
- Investigation work
- Class work, group work, individual work
- Recording and observation
- Provision of different media and materials to address a variety of learning styles

Assessment of Literacy

Teachers use formative assessment on a daily basis to inform their planning and also to make summative assessments of the children's attainment at the end of each term. Super Power Writing provides evidence of children's independent writing; this enables the teachers to make assessment judgements. Children in Year Two and Year Six take the end of year statutory assessment tests. Children in Years three, four and five complete in school assessments throughout and at the end of each year.

Targets

Children have individual targets for reading and writing, these are shared with the children and with the parents. Targets are written and kept in the children's books and are updated regularly.

Equal opportunities and Inclusion

At Oxley Park Academy we are committed to equality of opportunity and inclusion as detailed in school policy. We have a responsibility to provide a broad, balanced and relevant curriculum for all our pupils which sets suitable learning challenges, giving every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. This includes pupils whose attainments fall significantly below the expected levels and those whose attainments significantly exceed those expected.

All staff will have high expectations of all pupils and provide opportunities for everyone to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers should be aware that pupils bring to school different experiences, interests and strengths, which will influence the way they learn.

Role of Subject Manager

The role of the Literacy Manager is to:

- Purchase, organise and maintain teaching resources
- Manage a delegated budget and keep spending within it
- Encourage and assist in training
- Keep up-to-date by attending local and national courses
- Provide guidance and support in implementing NC and schemes of work
- Co-ordinate recording and presentation throughout the school after consultation with colleagues
- Advise the Headteacher of action required (eg resources, standards, etc)
- Encourage ways of involving parents in their child's learning

Resources

General literacy resources are stored in the teacher resources bookcase outside the staffroom. Specific resources for a year group are stored within classrooms or in topic boxes. Guided and independent texts are stored in the KS1 and KS2 corridors.

Health and Safety

At all times due care and consideration is given to Health and Safety as outlined in our Health and Safety policy

Reviewed: February 2015

Next review: February 2017