



West Walker Primary School

Literacy Policy

Definition

Literacy unites the important skills of reading and writing. It also incorporates the skills of speaking and listening, grammar, punctuation and spelling, 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 literary activities.

Aims

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning. Learning activities are well planned, ensuring progress in the short, medium and long term.

The children will:

- 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 their meanings and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction, non-fiction and poetry;
- understand 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
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

There will be evidence in the learning environment of:

- current Literacy learning related to specific Literacy objectives and contextualised learning;
- success criteria derived from the 2014 curriculum and are differentiated, offering all children the opportunity to make progress;
- differentiation through a variety opportunities such as: differentiated success criteria, groupings, outcomes, resources, extension activities;
- marking reflects acknowledgement of achievement at all levels;
- short term planning is flexible and reflects assessment;
- exemplified text-types and writing units;
- banks of vocabulary and working wall based display to support children's learning;

- children being engaged through a wide range of modes such as: drama, oral presentation, visual, and kinaesthetic activities;
- easily accessible reference material such as spelling dictionaries and thesauruses;
- Literacy embedded in all curriculum areas;
- children experience learning through a range of media, formats and activities (including multi-modal) in order to include all learning styles;
- children have the opportunity to investigate;
- Drama and oracy offer opportunities for children to explore language around relevant concepts;
- Talk for writing is used in partner and group situations. Discussion is modelled and structured;
- Reading and writing skills being modelled;
- high expectations of handwriting and topic writing;
- quality resources available to support Literacy and topic work;
- hooks, trips, workshops, visiting artists and other motivational ways of working are planned into the curriculum to inspire Literacy skills.

Teachers will ensure that:

- planning covers all Literacy objectives across the year;
- discrete literacy skills and knowledge are developed daily;
- children are offered the opportunity to contextualise and apply discrete literacy learning for a wide range of purposes across the whole primary curriculum;
- writing is edited and published regularly and at least once per term;
- there is a written outcome or presentation (such as script or multi-modal text) twice each half term;
- success criteria offer description of skills and knowledge at the extension, core and support levels;
- long term planning covers the full range of writing purposes and assessment foci;
- medium term planning reflects success criteria based on the needs of the children in each class and linked to the relevant year's curriculum.

Implications for the Whole School will be:

- Literacy objectives for reading, writing, grammar, punctuation and spelling are tracked and covered across the year;
- there is reading guidance in place to ensure continuity and progression throughout the school, focussing on a structured and systematic approach to the teaching of reading;
- there is writing guidance in place to ensure continuity and progression throughout the school, focussing on a structured and systematic approach to the teaching of writing;
- guidance on a Systemic Synthetic Phonics (Letters & Sounds) for EYFS and KS1, and a Spelling Policy for KS2 to ensure continuity and progression throughout the school;
- handwriting guidance to ensure continuity and progression throughout the school, focussing on a structured and systematic approach to the teaching of handwriting;
- a monitoring cycle is in place to support the progress of individuals and groups of learners: ie book scrutinies, data analysis by SMT; termly school tracker updates.

Principles for Inclusion:

In planning and teaching literacy, teachers will have due regard for the following principles:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.

Role of the Literacy Co-ordinator

The Literacy Co-ordinator has a responsibility to:

- Support colleagues in the implementation of Literacy and in building up banks of ideas and resources;
- Attend relevant training;
- Provide INSET;
- Disseminate what has been learned on courses to colleagues;
- Have an overview of Literacy across the whole school;
- Assist the Head and S.M.T. in monitoring standards;
- Audit and purchase resources;
- Monitor the teaching of literacy within the school, teachers' plans and work sampling;
- Monitor the delivery of intervention programmes throughout the school.

Assessment

- In the Foundation and Early Years, the children are assessed against Early Learning Goals by the class teacher.
- From Year 1 to Year 6 children are assessed half termly in:
 - Reading** PIRA Assessments
 - Writing** Ongoing Teacher Assessment
 - GPS** GPS Assessments
 - Spelling** HAST Spelling programme; PiXL TrackerThis information is used to inform Teacher Assessment and added to the School Tracking System.
- Year 1 are assessed formally for phonics understanding in June when they take the Phonics Screen. Those who don't pass this screen retake it in Year 2.
- Year 2 use SATs and teacher assessment to formally assess the children for their end of Key Stage assessment.
- Year 6 use a combination of SATs and teacher assessment to formally assess the children for their end of Key Stage assessment.
- In addition, PiXL assessments for Reading and GPS (including Spelling) are used each term for pupils from Y1 – Y6 to measure progress, provide diagnostic assessment and to provide further teaching opportunities through GAP Analysis.

Pupils' attainment is tracked electronically and, within each Stage (1-6 corresponding with the expected standard per year group), reported as WBE, BE, OT, AE.

Reporting

All parents receive an annual written report on which there is a summary of their child's attainment and progress in mathematics over the year. At the end of KS1 and KS2, each pupil's level of achievement against national standards is included as part of their annual written report. Parents are encouraged to talk to staff about their children's progress both on an informal and formal basis ie during Parents' Evenings.

Homework

In EYFS, reading books are taken home as children becoming more confident in developing their reading skills. In Key Stage 1 and Key Stage 2, children receive Literacy homework each week. This will be in the form of a reading book, a reading or writing activity linked to the learning from that week and spellings. A high standard of handwriting is expected in the completion of all homework. The amount of homework given will increase as the children

move up through school. The aim of homework is always to consolidate learning that has taken place in the classroom. It also provides a home-school link with parents.

Equal Opportunities

As a school, we endeavour to maintain an awareness of and to provide for equal opportunities for all our pupils in Literacy. We aim to take into account, cultural backgrounds, gender and special needs, both in our teaching attitudes and in the published materials we use with our pupils.

SEND

All children receive high quality inclusive teaching. Where possible, we aim to fully include SEND pupils in the daily Literacy lessons so that they benefit from the emphasis on oral understanding and by listening and participating with other children in demonstrating and explaining their language choices, ideas and manner in expressing themselves. There are high expectations for all pupils. Resources are provided to encourage children to learn independently and support their learning. Specialist resources, such as Read write Inc: materials are also used, where appropriate.

Where necessary, teachers will, in consultation with the Special Needs Co-ordinator, draw up a programme of support for a child. If a child's needs are particularly severe, they will work on an individualised programme written in consultation with the appropriate staff. When planning, teachers will try to address the child's needs through simplified or modified tasks. Support staff are deployed effectively.

Conclusion

The acquisition of Literacy is essential as it encompasses all areas of the National Curriculum.

At West Walker Primary, we strive to create a community of readers and writers who use their skills confidently and competently. We hope to foster a love of literature and to equip our children with the skills to achieve success in all learning areas.

This Literacy Policy outlines the work to be undertaken in Speaking and Listening, Reading, Writing and Handwriting.

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