

Member of staff responsible: Mrs Sharon Fenton
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LITERACY POLICY

Wallsend Jubilee Primary School

At Jubilee we believe that language and literacy is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We aim to deliver quality teaching of basic and higher order reading, writing, and listening skills to enable children to become confident and successful in their literacy.

AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of Literacy across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Wallsend Jubilee Primary school we strive for children to be a 'Primary Literate Pupil'
By the age of eleven we aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
have a suitable technical vocabulary to articulate their responses.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English National Curriculum of 2014

In the Foundation Stage (Nursery and Reception) children should be given opportunities to:
speak and listen and represent ideas in their activities;
use communication, language and literacy in every part of the curriculum;
become immersed in an environment rich in print and possibilities for communication. (for more detail see Early Years Policy)

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

The teaching of literacy in KS1 will include:

- Explicitly taught and planned sessions following the guidance of the New Literacy Framework.
- Speaking and listening activities include role play, pair talk drama and hot seating in order to prepare the pupils for the writing process.
- Word level work with explicit teaching of phonics and spelling.
- Text level work using a range of genres will develop comprehension and composition skills and the understanding of print.
- Letter formation and handwriting

The teaching of literacy in KS2 will include:

- Explicitly taught and planned sessions following the guidance of the New Literacy Framework.
- Genre overviews to identify the success criteria of each unit of work and weekly planning tailored to the needs of the children.
- Word level work with explicit teaching of spelling strategies and rules and phonics where required.
- Sentence level work led by quality texts to develop grammatical awareness and punctuation skills.
- Text level work involving reading a range of genres to develop comprehension skills and scaffolding writing.
- A range of text types, including cross-curricular writing, modelled to promote sustained composition.
- Immersion in a print rich environment that promotes a reading culture and develops speaking and listening.

PHONICS

From September 2014 we follow Read Write Inc programme for the teaching of phonics and basic writing skills.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our Literacy Governor.

This policy will be reviewed every three years or in the light of changes to legal requirements.

SUBJECT ORGANISATION

The English Curriculum is delivered using the Primary National Strategy framework. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

APPROACHES TO SPEAKING AND LISTENING

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

APPROACHES TO READING

We believe in developing a reading culture throughout the school by creating welcoming book areas in classrooms, raising the profile of reading through a print rich environment, attractive book displays and promoting the written word at all times.

High priority is given to reading in KS1. Children read a wide range of books matched to their ability in groups. This method of guided reading ensures children are taught a range of reading skills which they practise at school individually and at home. They are given reading target each term using literature reflecting each learning intention and which they can apply when reading independently.

Children in KS1 take a book of their choice home to share with an adult and also their reading book. Both parents and teachers make a comment in their home school reading record book about how the child is progressing.

Reading is taught through:

1. Whole class reading that develops listening skills, a love of story and reading for pleasure.
2. Shared reading that immerses children in the pattern of story and features of text types. This happens in literacy sessions when introducing text and prior to writing. The teacher models as an expert reader and draws out the key elements of the content.
3. Guided reading that targets children's reading skills. Guided reading takes place in small groups with teacher input using a levelled text.
4. Independent reading in school and at home. Books are sent home with a reading record or log for communication with parents.
5. The reading environment. The print encourages children to interact with displays, to follow instructions and signs, promoting functional language.

APPROACHES TO WRITING

We believe that writing should be a creative/developmental process both at a functional and an imaginative level. The compositional and transcriptional skills are taught alongside the creative aspects. Immersion in reading, talk and preparation for writing is essential to the writing development process.

Writing is taught through:

1. Shared writing that is modelled by the teacher as the expert writer with contributions from the children. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, presentational and text level skills or other key strategies needed for writing.
2. Guided writing that targets children at their point of writing. Guided writing takes place in small groups with a teaching focus using targets and writing already modelled.
3. Opportunities for developmental writing. In the foundation stage children should experience writing in a range of settings and opportunities for developmental writing should be available through all areas of learning throughout the learning environment.
4. Independent writing: throughout the school children need opportunities to develop their confidence and practise their writing skills. All writing activities should have a purpose and quality should be promoted through book making, publication or presentation to another audience.

HANDWRITING

Handwriting and letter formation is explicitly taught throughout the school. (see separate handwriting policy)

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in Literacy according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

ROLE OF SUBJECT LEADER

The Literacy Coordinator along with the SMT are responsible for improving the standards of teaching and learning in Literacy. The role of the Literacy coordinator involves:

- Modelling good practise
- Being responsible for the upgrading and ordering of resources
- Keeping informed about developments and new initiatives to support the teaching of language and literacy and ensure staff are informed.
- Auditing needs and organise staff training
- Monitoring planning, scrutiny of books and lesson observations with constructive feedback.
- Supporting teachers in planning and using resources
- Updating the school policy when necessary.