

# **AYCLIFFE DRIVE PRIMARY SCHOOL**



## **LITERACY POLICY**

### **Curriculum Committee**

**Updated February 2017  
To be reviewed 2019**

**Staff Responsible**

**Mrs M Green  
Mrs K Kenyon  
Mrs L Mayo**

**Head Teacher  
Literacy Leader  
Link Governor**

## **Introduction and aims of the Policy**

At Aycliffe Drive Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

## **Purpose**

- To promote a shared love and understanding of literacy
- To establish an entitlement for all pupils
- To establish high expectations for teachers and pupils
- To promote continuity and coherence across the school

## **Overview**

This policy consists of key paragraphs that explain how English is taught in different Key Stages and has links with other policies:

- Spelling
- Handwriting
- Marking and Feedback

## **Expectations**

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing with confidence and to have fluency and understanding in a range of situations. We also want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

By the end of the Foundation Stage the majority of the children will be able to speak in sentences, will have acquired a range of vocabulary (learning through role play and through a variety of topics), be familiar with a variety of books, to be secure at Phase 3 of their phonics and to apply their phonics to write simple sentences.

By the end of Key Stage One, the majority of children will be working at National Expectations with a small percentage working at Greater Depth. Children should be confident in writing independently following modelled practice by the teacher. Children should be able to read and discuss a variety of texts during Guided Reading sessions, 1:1 and independent reading. We aim that the majority of children will pass their Phonics screening test at the end of Year 1 and that they will leave Key Stage 1 working securely within Phase 6 Phonics.

By the end of Lower Key Stage 2 the majority of children will be working at National Expectations with an increased percentage of children working at Greater Depth. The children will be working with increased independence, making mature choices of vocabulary and grammar and using appropriate resources independently. There will be an opportunity to earn a pen licence if their handwriting meets the criteria set out in the Handwriting Policy.

In their Guided Reading sessions, children will concentrate on developing skills of inference, expanding their depth of vocabulary, improving comprehension skills and becoming involved in discussing the text.

By the end of Upper Key Stage 2, the majority of children will be working at National Expectations, will have made appropriate progress between Key Stages and will have been taught the skills to enable the most able to be working at Greater Depth. Children will be prepared for their SATS, using ITAF and National Curriculum criteria in their Writing and Reading and will be taught the skills necessary for the SPAG test. Children will be introduced to new genres in their writing and will be reinforcing and developing skills taught lower down the school.

All children should be able to contribute to discussions in Guided Reading at a higher level and should be confident in selecting appropriate resources independently.

### **Cross Curricular Links**

In addition to time allocated specifically to English, it is expected that cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the curriculum. Children will also benefit from daily story sessions.

### **Teaching and Learning**

#### **Planning**

The new National Curriculum 2014 forms the basis of teaching and learning. All children receive at least the minimum entitlement of the recommended Literacy time throughout the week.

Teachers work towards independent learning and plan for different working groups. Teachers employ a range of generic teaching strategies.

Teachers use the National Curriculum 2014 as a starting point for creating their medium term literacy plans. These medium term plans follow the five key aspects of Literacy teaching: familiarisation with the genre and text type; capturing ideas; teacher demonstration; teacher scribing through supported and guided writing and finally, independent writing to create a teaching sequence. This is used as a basis for short term planning and adapted according to the needs of the children.

The length of a unit may vary. Teachers plan closely with year group colleagues to ensure consistency of opportunity for all children.

Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support.

Literacy is encouraged and developed across our curriculum and links are made where appropriate.

Computing is used where it enhances, extends and complements literacy teaching and learning.

Additional adults are used to support the teaching of Literacy and they work under the guidance of the teacher with small groups of children or individuals.

#### **Inclusion**

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, if identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

There will be additional support for those children who require specific interventions. These will be planned carefully with the child's needs in mind and will be monitored at least termly by the INCO/SENCO and headteacher (or appropriate member of SLT/MLT).

Greater Depth teaching is accomplished in a variety of ways through: targeted groups, next steps and challenges in marking and quality teaching.

When teaching children with English as an additional language we employ a variety of methods, these include a variety of computing programmes, EAL programmes of study and advice from INCO/SENCO.

#### **Assessment, Recording and Reporting**

The school has its own assessment procedures which involve termly judgments based on the National Curriculum objectives. Analysis of this data informs future teaching and interventions. The ITAF criteria is also incorporated into the Year 6 expectations.

All children are aware of what they need to do to improve. This may be through marking and feedback, ITAF criteria and individual or group targets. All classes have non-negotiable targets/on-going success criteria, such as the target of full stops and capital letters. Children are also involved in setting their own steps to success and encouraged to review their progress towards these through self, peer and teacher assessment.

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

### **Staff Development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through professional development. These will be reflected in the School Improvement Plan. The English Leader will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated and school based training to improve practice.

Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

### **Resources and Accommodation**

A comprehensive range of resources is available in school. Every class has a selection of reference books e.g. dictionaries, thesaurus etc. and fiction books.

Teacher resources are located in classrooms and Guided Reading books are kept in a central location. These books are banded according to 'KS1 Book bands' and in KS2 according to the colour codes in 'KS2 Guided Reading'.

The school library contains a range of non-fiction books. The school has a limited range of Story Sacks and there is always a book display in the library.

### **Monitoring and Evaluation**

Monitoring of English is generally carried out by the English Leader at least termly (in specific cases, monitoring maybe weekly), Headteacher and occasionally the Hertfordshire Improvement Partner. In addition, specific elements of English may be monitored by Senior or Middle Leadership as part of a Learning Walk and the monitoring of interventions. Staff are encouraged to carry out lesson studies where they plan together, observe lessons and feedback through professional discussion. Moderation takes the form of whole school, Key Stage or interschool meetings.

Planning is monitored mainly through work scrutiny. Pupil voice influences the delivery of English, eg. Foundation Stage choose their topics and most recently, pupils requested that resources were easily available to them to support them in their independent learning.

Work scrutiny is carried out by the English Leader sometimes in collaboration with other key members of staff and followed by individual and whole school feedback.

As a result, all monitoring is fed into individual teaching profiles where they are monitored and are kept alongside Performance Management targets.

## **Appendix 1 - Reading**

### **Aims**

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased levels of fluency, accuracy, independence and understanding;
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

## **Entitlement**

Pupils have access to a wide range of reading opportunities that include:

- guided reading
- shared reading
- regular independent reading
- home/school reading
- hearing books read aloud
- selecting own choice of texts including Computing texts
- reading in other subjects including Computing texts

Much of the Programme of Study will be taught through English lessons. Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, listening to whole class stories and research linked to other subjects.

## **Teaching and Learning**

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

In guided reading texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading.

Teachers plan for independent reading activities during sessions of Guided Reading. Texts are selected so that pupils can access them without support. The focus for the reading is to provide practice and develop personal response to text.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers and TAs monitor independent reading and discuss progress with individual pupils on a regular basis. Where pupils are working below age related expectations they have the opportunity to read on a 1:1 basis regularly and some children work in a small group with the SENCO or SEN TA on a regular weekly basis (sometimes twice weekly). The SENCO will assess individuals on a termly basis in their comprehension and reading ages and will assess areas for learning. This provides a measurable indicator of progress.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and special displays should promote authors and books.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through Home-School Link Books.

## **Appendix 2 - Writing**

### **Aims**

Children should learn to:

- write in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan draft and edit their writing to suit the purpose
- use Computing as a literacy medium for presenting work and manipulating text

- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

### **Entitlement**

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using Computing

### **Teaching and Learning**

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as ‘writers’. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be.

The writing process breaks down into a number of steps that will need to be taught and practised regularly:

1. Planning
2. Drafting and Writing
3. Evaluating, Editing and Re-drafting
4. Proof-Reading
5. Reading Aloud and Sharing

Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage ‘talk for writing’ as an integral part of the process.

### **Handwriting**

See Handwriting Policy.

### **Resources**

All classes have developed a range of materials to support the writing process including working walls.

## **Appendix 3 – Spoken Language**

### **Aims**

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

## **Entitlement**

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events;
- Participating in discussion and debate;
- Talk for writing;
- Retelling stories and poems;
- Expressing opinions and justifying ideas;
- Listening to stories read aloud;
- Presenting ideas to different audiences;
- Taking part in school performances;
- Responding to different kinds of texts;
- Talking to visitors in school;
- Listening to ideas and opinions of adults and peers;
- Role-play and other drama activities across the curriculum;
- Use dramatic techniques, including work in role to explore ideas and texts;
- Create, share and evaluate ideas and understanding through drama.

## **Teaching and Learning**

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English.

Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Spoken Language outcomes are planned for in all areas of the curriculum eg. Peer marking, Talk Partners.

Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school, or work carried out in Buddy Groups or responding to a text in shared or guided reading.

Spoken Language will be a focus across the curriculum and across the school day in a variety of settings.

At the start of the Foundation Stage, Welcom assessments are carried out by the SENCO which inform future provision and learning.

## **Spelling**

See Spelling Policy

## **Review**

This policy will be reviewed Spring 2019 or according to the School Development Plan.