



LITERACY POLICY

Autumn 2015

..... S. Brown
Chair of Governors

FOR REVIEW Autumn 2017

St Saviour's R.C. Primary School
Literacy Policy

Mission Statement

The person and teaching of Jesus Christ are central to our Catholic School community.

We look to Jesus for example and inspiration in all areas of school life.

His Gospel values underpin and permeate everything we do.

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Introduction

At St. Saviour's we believe that language and literacy is fundamental to the overall development of children and their access to the curriculum in all its aspects. In the society in which we live an ability to communicate effectively, both orally and in writing and to read a wide range of texts is essential if children are to achieve their potential throughout their school days and into their adult life.

We follow the 2014 National Curriculum Framework for Literacy and other guidance to enable quality learning and teaching to take place.

We want all our children by the end of Year Six to be able to:

Express their thoughts and ideas with confidence in a way appropriate to the situation;

Listen to the ideas of others;

Perform to small and large groups;

Have an interest in words and their meaning and a growing vocabulary;

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 mistakes;

Be interested in books, read with enjoyment and evaluate and justify their preferences;

Understand the sound and spelling system and use this to read and spell accurately;

Have fluent and legible handwriting;

Understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with 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;

Through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

Literacy in the Foundation Stage

We believe that communication and language with opportunities to explore reading and writing underpins children's future learning. The practice in Foundation Stage will follow the QCA/DfES curriculum guidance and will work towards the Early Learning Goals aiming to meet the statements contained within the goals by the end of Reception year.

In Nursery and Reception the daily routine will include planned and spontaneous activities that include:

- ✓ a wealth of opportunities to develop and experience speaking and listening.
- ✓ experiences that develop gross and fine motor skills both indoors and outdoors.
- ✓ sharing and enjoying a range of rhymes, songs, stories and books.
- ✓ immersion in a print rich environment with opportunities to see a variety of written communication.
- ✓ focus activities that teach children early communication language and literacy skills.
- ✓ choosing books to take home to share.
- ✓ synthetic phonics (phase 1-3) letters and sounds taught.

Literacy on a daily basis

Apart from when there is a specific off-timetable event (ie Maths week), there must be a daily Literacy lesson for the age appropriate recommended time. If the class is out of school for half a day, then Literacy must be taught in the second half –even if this is not the normal timetabled slot. The only exceptions for not having a daily Literacy lesson would be;

- A specific themed school event (ie International week)
- A whole day school trip out of school
- A whole day in school event (ie Book Day)
- A holding activity whilst individual targets are being addressed
- An assessment task

Where a lesson does not take place an explanation should be written in the book along with the date (this can be typed up or written in by children). ICT sessions for Literacy should be kept to a minimum unless it is to be used for the publication of the Quality Writing Outcome eg A newspaper report, a powerpoint presentation.

The literacy lesson must include some form of teacher modelling/ joint supported writing which should be evident on planning 3x per week. This could include:

- Teacher modelling writing e.g. descriptive language choices within a setting description
- Children working on whiteboards individually/ in pairs to improve a paragraph of writing
- Joint supported writing where teacher acts as a scribe, scaffolding the children ideas

All daily literacy lessons should provide opportunities for AFL for both the teacher and children. This may be in the form of self-assessment/peer assessment against the success criteria or success against set targets. (How this is facilitated is down to individual teachers, by taking into consideration the aptitude and age of the learner.)

Literacy on a weekly basis

Each week annotated weekly lesson plans using the Literacy planning format should be accessible on the class noticeboard so that they can be used by any adult working with the class. (Any completed plans should be kept in your planning folder and be available if requested) This allows teachers the freedom and flexibility to alter or change plans as they teach throughout the week.

Planning following children progress meetings must clearly identify where gaps identified in gap analysis are being taught and addressed.

Each weekly and 3 circle plan should consider;

- Learning objectives/s
- Grammar Starters
- Success criteria – by Y5 and Y6 this can also be generated by the children
- Clear differentiated activities with appropriate challenge for all (referring to the overview of strands by year or level)
- AFL – how this fits into the lesson
- Key questions
- Role of the other adult (including during main teaching)
- Examples provided of the activities e.g. are children using frames, what are you specifically looking to see in their work
- Speaking and listening opportunities

Literacy on a half-termly/end of unit basis

Each half-term and at the end of unit there should be evidence in books of new targets being provided for children along with APP grids in the Writing Assessment Books being updated and used to inform planning.

Success Criteria for the Quality Writing Outcome (QWO) needs to be completed by the children and teacher using the St Saviour's format- KS2 children only. Examples of a range of QWOs to be seen over the different units eg Booklets, Letters, Reports, Poems- please ensure they are in Literacy books or in class anthologies/books where appropriate.

Literacy on a termly basis

Writing Assessment- During each assessment cycle the class teacher will plan an appropriate writing task for the children in their class - this should link to the unit of work that has been studied not a stand-alone piece. Any other QWO examples can be added to the Writing Assessment books at any point in the year to help build up the writing evidence collected. APP grids should be highlighted as soon as possible after the writing task and new targets set.

Reading Assessment- During the assessment cycle QCA or SATS Reading comprehension tests will be conducted in Y1-6. Reading levels will be based on the test scores along with the APP Reading levels linked to the GR record sheets. APP Reading grids should be highlighted during the Assessment week and stored in the appropriate folder.

Phonics Assessment- Phonics assessments- using the activities provided within the phonics programme should be recorded on the school's phonics tracker and shared with the HT/ Literacy Leader termly. Any children requiring support will be referred to the Phonics Intervention Group for the following term.

Following assessments a pupil progress meeting (PPM) will be arranged where the class teacher will come prepared to discuss the progress of the children in their class –having fully analysed the teacher assessment results, and completed the pupil progress preparation form. It will be the class teacher's responsibility to justify the progress and make suggestions for interventions, future planning needs and any other support.

Grammar and Punctuation

Grammar should be taught daily in the starter of the lesson and if applicable in "stand alone" lessons if the link is too tenuous. Teachers should refer to the Termly Grammar Outcomes outlined in the new Literacy curriculum.

Guided Reading- Each week from Reception children must have 1 taught guided reading session which is recorded using the St Saviour's Guided Reading format and stored in the appropriate folder. The other reading activities must follow examples given from the Reading Carousel. This must include a follow up comprehension task, individual reading with a TA and focused handwriting, grammar or spelling activities.

Paired Reading- Children have the opportunity for paired reading in the St Saviour's Reading Buddy scheme. FS and KS1 share their books with children in KS2 on a weekly basis.

Home Reading- Children must carry an appropriate reading book/s in their bag to read in school and at home. It is the class teacher's responsibility to monitor this. Children must have their reading record book signed each week by their parents and the teacher or TA. It is the class teacher's responsibility to monitor that children are reading regularly at home to liaise with parents when this is not happening, referring to the Literacy Leader if the problem continues.

Any children who is working well below age related expectation in reading, should receive a structured weekly program of daily reading support- this could include reading with their teacher/ TA/ additional adults.

Phonics- Phonics must be taught in phonics phase groups from Nursery to Year 3 using the Ann Smallberger approach. In KS1, 5 sessions are taught per week, in Year 3 phonics is taught twice per week in phonics phase groups. Any children requiring additional phonics support in KS2 will be referred to the phonics intervention group and their progress monitored.

Handwriting- Children must receive at least 1 taught handwriting session per week using the St Saviour's Cursive Handwriting scheme. Handwriting work must be within the handwriting books and dated each week. Children should then have the opportunity to practice new letters/ joins independently if necessary within the GR carousel. *Teachers have the flexibility to add additional handwriting sessions for classes/ groups/ individual children where needed. Children will receive a pen licence once their handwriting is joined, legible and has clear ascenders/ descenders within their school books. Teachers must withdraw pens from children who's handwriting falls below this standard.*

Homework

One piece of Literacy homework will be provided each week (differentiated where appropriate) which should consolidate the skills/ knowledge taught that week or the previous week.

Children in KS1 are expected to read at home to an adult daily- this is recorded within the reading record book and monitored by CT

Children in KS2 are expected to read at home independently/ to an adult 5 times per week and update their reading record book with the number of pages read. This is monitored by CT

Children will also receive spellings once per week that are tested in school. Lists must be differentiated and link to phonics taught in class, KS2 spelling curriculum guidelines and Y6 Sats list of spellings.

The Subject Leader

The Literacy Leader's role involves:

- modelling good practice and updating the school policy when necessary
- being responsible for the upgrading and ordering of resources and arranging for their storage;
- keeping informed about developments and new initiatives to support the teaching of language and literacy and ensure staff are informed;
- auditing needs and organising staff training; training staff in teaching and learning of literacy;
- analysis of Literacy levels throughout the school and ensuring targets are met.
- monitoring planning on a termly basis with the head teacher; scrutiny of books and lesson observations with constructive feedback;
- supporting teachers in planning and using resources;
- facilitating parent workshops