Rivington Primary School



Literacy Policy.

Reviewed October 2016

**Policy statement –**

At Rivington 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. It helps children to make sense of the world around them and to gain knowledge, understanding and to develop imagination and creativity.

**1. AIMS**

We aim for our pupils to leave Rivington Primary School with high standards of reading, writing and speaking and listening. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills across the curriculum.

Pupils at Rivington Primary School will leave Year 6:

* reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
* with a love of reading and a desire to read for enjoyment;
* with an ability to use their skills to find and record information;
* with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
* to be able to communicate in Standard English;
* understanding a range of text types, media types and genres;
* able to write in a variety of styles and forms appropriate to the situation;
* using their developing imagination, inventiveness and critical awareness;
* having a suitable technical vocabulary to articulate their responses and explain their reasoning.

**2. STATUTORY REQUIREMENTS**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum Document (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

# The Governing Body, in particular the Literacy Governor, receive regular reports on the progress of English provision.

**3. SUBJECT ORGANISATION**

**Foundation Stage**

**In the Foundation Stage (Reception)** children are 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 opportunities to communicate.

In Reception children have daily discreet phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities

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

In Key Stage 1 daily discreet phonics lessons continue and are taught in ability groups, while children have daily mixed ability Literacy lessons with an emphasis on real texts and grammar, punctuation and spelling sessions. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes (e.g. Read, Write Inc, Interventions based) and differentiated class teaching.

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

In Key Stage 2 Children have daily Literacy Lessons with a weekly focus writing session. Additional literacy sessions include guided reading, handwriting, spelling, punctuation and grammar. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes (e.g. RWI) and differentiated class teaching.

**4. APPROACHES TO SPEAKING AND LISTENING**

The school’s speaking and listening programme has been written with reference to the spoken language aspect of the National Curriculum and Focus Education’s Talk for Success document. Each talk type has a half termly focus within every year group which is linked to other areas of the curriculum. This working document is also used to assess speaking and listening. 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.

Opportunities to develop these skills include: a poetry recitals, debating, class assemblies, talk partners, drama and performances in school and in church for Christmas and Easter. Children who require extra support in speaking and listening benefit from Speech Link beginning with screening in Reception.

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to encourage children to ‘Say it like the Queen’. This promotes Standard English.

**5. APPROACHES TO READING**

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Daily discreet phonics lessons in FS and KS1 enable children to decode efficiently. This is continued into KS2 where necessary.

A range of reading schemes are used to support early readers as well as book banded ‘real books’ used for guided reading. Teachers and teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults. Focus guided reading sessions are used in KS2 to develop comprehension and appreciation.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. ‘Book Week’. Book Weeks include visits by published authors, performances by professional theatre groups, making books, using drama, dance and music to illustrate texts. Every class has a focus high quality text which they study to form the basis of their half termly topic.

Children in the Nursery are encouraged to borrow books whilst Reception and KS1 children take home a book banded book from a reading scheme. In addition to this children have the opportunity to choose a book from the school library. Each child has a reading folder and a home school reading record that teachers and parents can use to share information about a child’s reading. Parents are encouraged to read with their child daily. Information is given on how to support their child in reading at reading workshops in Reception and Year One with advice leaflets and homework. Children at the end of KS1 are given additional reading homework to develop their comprehension skills.

In Key Stage 2 children choose books to take home and read from the class and school library once they have completed the book bands. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage children become more independent in recording what they have read in their reading journals.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

**6. APPROACHES TO WRITING**

We aim to develop the children’s ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. To support our teaching of writing we use writing walls and focus on VCOP. Each class from Year One have focus writing sessions to develop their writing skills with highly focused objectives for each ability group within the class. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. High quality texts are used to analyse effective writing and to inspire our pupils.

Spelling guidelines detail which spelling patterns, high frequency words and exceptions are to be covered in each year group. The Read, Write Inc programme is used from Reception to Year Two to develop spelling strategies. From Year Three creative approaches to spelling, punctuation and grammar are employed to ensure progress.

The Join It handwriting scheme is used to develop letter formation and orientation. Reception class develop a clear printed style, Year One use a clear printed style with lead ins, whilst joins are begun in Year Two. At Key Stage Two joined handwriting continues to be taught in formal sessions leading to pupils developing their own style of handwriting, matching presentation to purpose.

**7. CROSS-CURRICULAR LITERACY OPPORTUNITIES**

Teachers seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

**8. THE USE OF ICT**

We recognise the important role ICT has to play in our school in the development of Literacy skills. ICT is used on a daily basis to enhance the teaching of literacy and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy.

**9. ASSESSMENT AND TARGET SETTING**

Writing and reading are assessed using the school’s target trackers. These are based on the objectives in the National Curriculum and are written in child friendly targets to be used for target setting as well as assessment. Speaking and listening objectives are assessed against the schools half termly unit objectives.

**10. INCLUSION**

We aim to provide for all children so that they achieve as highly as they can in English 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.

**11. EQUAL OPPORTUNITIES**

Rivington Primary School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in ‘valuing what the child brings to school’ and recognise the importance of supporting a child’s first language, not only to foster self-esteem, but to assist in the learning of English.

**12. ROLE OF SUBJECT LEADER**

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy through:

* monitoring and evaluating Literacy:-
* pupil progress
* provision of Literacy
* the quality of the Learning Environment,
* taking the lead in policy development,
* auditing and supporting colleagues in their CPD,
* purchasing and organising resources,
* keeping up to date with recent Literacy developments.

**13. PARENTAL INVOLVEMENT**

We aim to involve parents directly in the life of the school, and thus in the development of children’s skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them via our Home School Comment Books and reading homework.

There are opportunities each term when parents can discuss their children's progress with their teacher.

Strategies for supporting children are shared with top tip letters for spelling, reading booklets and workshops.

SATs results are published in accordance with Government legislation.

This policy should be read in conjunction with the following school policies:

* Teaching and Learning Policy
* Assessment and Record Keeping
* Marking policy
* Special Educational Needs Policy
* ICT Policy
* Equal Opportunities Policy
* Health and Safety Policy
* Continuing Professional Development Policy

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