



Policy on Literacy

Aims and objectives

The study of Literacy develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

The aims of Literacy are:

- to enable children to speak clearly and audibly, and to take account of their listeners;
- to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to develop their reading underpinned by a solid understanding of phonics and its use within the English language.
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities;
- to help them to become confident, independent readers, through an appropriate focus on word-, sentence- and text-level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- to foster the enjoyment of writing, and a recognition of its value;
- to encourage accurate and meaningful writing, be it narrative or non-fiction;
- to improve the planning, drafting and editing of their written work.

Planning, learning and teaching

“Rainbow Literacy” requires teachers to plan lessons over a two-week period using a ‘text-type’ to lead the lessons. In this way, the children begin to understand how Literacy is applied across all the strands (reading, writing, grammar, composition, handwriting, spelling, transcription) through a more holistic method of teaching and learning.

Literacy is taught discreetly every day. Each lesson will begin with a skills-based starter to enable recall, revision and the review previous learning. Drama and talk for

writing techniques are used to enhance and consolidate all aspects of Literacy. It then progresses onto differentiated work, allowing every child to progress at their own level yet, at all times, being challenged. This makes their learning a more deep and meaningful experience.

Guided Literacy is a carousel of activities that encompasses, guided reading, spelling, comprehension, and reading a specific texts. Organisation of these activities can vary depending on the level of independence and resources.

Guided Reading has a specific focus. This technique used throughout the school to encourage to a love of reading and a greater level of comprehension. These teacher-led sessions provide a focussed time on reading strategies.

Neat, legible and fluid handwriting in the cursive style begins by teaching and modelling the cursive style in EYFS, KS1 and encouraged throughout in KS2.

We use a variety of stimuli for lessons, these can be taken from many sources including: exemplification materials, games, film, animation, music and practical activities. In this way we can enhance their creativity and encourage their imagination. These techniques also enable children to make links in their learning and relate their literacy to real life experiences.

In all Literacy lessons, highly experienced teaching assistants work alongside the class teachers to ensure that every child succeeds.

Differentiation and support

The children will learn strategies related to their own year group, to ensure that deeper learning takes place along with a greater understanding of how Literacy is used and applied in the real world. We do recognise, however, that not all children work at the same speed and in this case teachers will differentiate lesson plans to allow these children to access curriculum from previous years to enable them to progress. This is often done in smaller break-away groups once areas of difficulty are identified.

Teachers ensure that marking and constructive feedback is personal, enabling pupils to understand how to improve and develop their learning. Planned time is given to allow the children to respond to the feedback.

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. At the end of every term, teachers will use the ARE (age related expectations) for each child in order to assess their current level of learning and to set targets for the following term.

Helen Arkell Spelling Test (HAST) is used to assess the children's ability in spelling twice a year in KS1 and lower KS2. In upper KS2 HAST is used for SEN and for identifying specific spelling needs.

Salford Reading Test (SRT) is used to assess the children's ability in reading twice a year in KS1 and lower KS2. In upper KS2 (SRT) is used for SEN and for identifying specific spelling needs.

Half-termly Writing Assessment pieces are undertaken by every pupil and kept in a moderation book/folder, which moves up with the child each year.

The Foundation Stage

We relate the aspects of Literacy to the children's work relating to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all the children ample opportunity to develop their understanding of reading, writing, speaking and listening, through varied activities that allow them to enjoy, explore, practise and talk confidently; immersing children in a literacy enriched environment including: role-play areas, book areas, displayed sounds and vocabulary.

Teaching Literacy to children with special educational needs

The new 'Rainbow Literacy' format of teaching allows every child to learn at their own speed within the curriculum for that current year. When a teacher recognises that a child needs to work outside the expected range, an Individual Education Plan (IEP) will be set up, along with initiating appropriate intervention plans and resources to enable the child to learn more effectively. These children will be closely monitored by the Literacy co-ordinators and senior leaders to ensure that these interventions are effective and that the child is showing progress.

Contribution of Literacy to teaching in other curriculum areas

Literacy has wide applications across the whole curriculum; quality literacy throughout all of the children work needs to be promoted and valued.

Maths

Literacy contributes significantly to the teaching of Maths in our school by actively promoting the skills of reading specific vocabulary and comprehension of word problems. They also become more adept at explaining and analysing their work to others. Younger children enjoy stories and rhyme that can enhance their counting and sequencing knowledge. Older children need to use their language skills whilst reasoning and explaining logic problems.

Computing

IT is used as a tool to enhance children's learning in Literacy. Publication and presentation tools can be used to plan, edit and present their work. Other methods of recording such as cameras and videos can collect a variety of evidence. Bug-Club is a valuable resource used to engage and encourage reading and comprehension skills.

Presentation in books

Work must be well presented in Literacy books. If loose sheets or photos are added or stuck into books they should not be folded but trimmed to size to fit the page. Short dates and colour coding linked to rainbow grids must be used to indicate area of learning and continuity of learning. Rulers should be used when drawing a margin and underlining headings. Handwriting should be neat and legible. The use of pen is used in KS2 for teaching handwriting, wider writing can be dependent of each child's ability and the teacher's discretion.

Monitoring and review

The monitoring of the standards of children's work and the quality of teaching in Literacy is the shared responsibility of the class teacher, senior leadership team and the Literacy co-ordinator. The work of the subject leader also involves supporting colleagues in the teaching of Literacy, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

Signed:

Date:

Review Date: