



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 across all subjects and at all times. 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 patterns, structures and origins found in the English language as a whole. Children use their knowledge, skills and understanding in speaking, reading and writing in a cross-curricular manner throughout their time at South Ascot Village School.

The aims of Literacy are as follows:

- to enable children to speak clearly and audibly whilst acknowledging their audience;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication skills, both verbal and non-verbal, through a variety of drama activities;
- to acquire a wide vocabulary, an understanding of grammar and knowledge for reading, writing and spoken language;
- to encourage good listening skills during all Literacy tasks in order to access work at the appropriate level;
- to help them to become confident, independent readers as they progress through the school;
- to develop their reading, underpinned by a solid understanding of phonics across key stages and its use within the English language (assisted by the Reading Eggs programme);
- to develop enthusiastic and reflective readers, through contact with challenging and thought-provoking texts (covering a range of text types and topics);
- to foster the enjoyment of reading and writing whilst appreciating the value they can have as a vital life skill;
- to encourage accurate, individual and meaningful writing, be it fiction or non-fiction;
- to continue effectively planning, drafting and editing their written work.
- to consider the audience and purpose of each writing task when formulating their ideas.

Planning, Learning and Teaching:

Rainbow drivers in Literacy require teachers to plan lessons over a two-week period using a 'text-type' to lead the lessons (linking to the guided reading done as a whole class). In this way, the children begin to understand how Literacy is applied across all the areas (reading, writing, grammar, composition, handwriting, spelling and transcription) through a more holistic method of teaching and learning. Each child is encouraged to go on their own individual 'learning journey' to create an individual, unique piece of work each driver.

Literacy is taught every day (lasting an hour minimum). Each lesson will begin with a skills-based starter to enable recall, revision and the review previous learning – this will have a spelling or SPaG (Spelling, Punctuation and Grammar) focus. Drama techniques are used to enhance and consolidate all aspects of Literacy (on a bi-weekly schedule). All lessons should then progress onto differentiated work, allowing every child to develop at their own level yet, at all times, be challenged. This makes their learning a more deep and meaningful experience.

Guided reading has a specific focus and takes place daily. This technique is used throughout the school to encourage a love of reading and to develop a greater level of comprehension skills. These teacher-led sessions provide a focused time on reading strategies and discussions over the text.

Neat, legible and consistent handwriting in the cursive style begins by teaching and modelling the cursive style in EYFS and Key Stage 1 - it is then practised and encouraged throughout Key Stage 2.

We use a variety of stimuli for lessons, taken from many sources: exemplification materials, games, films, animations, music and practical activities. In this way, we can enhance the creativity of all students (who learn in different ways) and encourage their imagination. These techniques also enable children to make links in their learning and relate their Literacy work to other subjects as well as to real life experiences.

In all Literacy lessons, highly-experienced teaching assistants work alongside the class teachers to ensure that every child succeeds. Teaching assistants are encouraged work with all abilities – it should be a collaborative effort between teachers and TAs to advance all students.

Differentiation and Support

The students 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 adapt lesson plans to allow these children to access the curriculum from previous years to enable them to progress. This is often done in smaller break-away groups once areas of difficulty are identified.

For extended pieces of writing, teachers ensure that marking and constructive feedback is personal, enabling pupils to understand how to improve and develop their learning. During daily lessons, verbal feedback and positive discussions should take place frequently to enable students to identify areas that need improvement.

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. At the end of every term, Reading and SPaG summative assessments (NTS and GAPS) take place to identify the level of each individual student and to track progress. Writing is assessed consistently and continuously throughout the year.

Students have their spellings assessed termly via the Single Word Spelling Tests (SWST). These tests are tailored towards the spelling age of each individual child – they are not assigned by year group.

Bi-weekly creative writing tasks are completed in the green ‘Creative Write books’ so that there is a strong portfolio of work to assess writing over the year for each student.

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 (SEN)

The ‘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. Ruth Miskin assessments half termly will also allow us to monitor children’s progress including SEN.

Contribution of Literacy to Teaching in Other Curriculum Areas

Literacy has wide applications across the whole curriculum; quality Literacy skills throughout all of the work completed by students needs to be promoted and valued. Students should always be encouraged to utilise and demonstrate their Literacy skills in all foundation subjects and Science, as well as outside of school.

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. Students should become more adept at explaining and analysing their work to others as they advance up the school. 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

ICT 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 evidence such as cameras and videos can be used to showcase a student’s abilities. Reading Eggs and Reading Eggspress are valuable resources used to engage and encourage reading and comprehension skills across the school.

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. Long dates, titles and colour-coding of dots linked to the rainbow grids must be used to indicate area of learning and continuity of learning. Rulers should be used when underlining dates and titles. Handwriting should be neat and legible at all times. Whilst students initially learn to write in pencil, black pen should be used in Key Stage 2 for all writing tasks.

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-ordinators (both in Key Stage 1 and 2). 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. Learning walks and book looks to be completed at least once termly to ensure consistency across the school.

Signed:

Date:

Review Date: