



## Literacy Policy

This policy was reviewed by Catherine Willis & Rachel Cox in March 2016

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This policy is reviewed biennially

Date of next review: Spring 2018





## LITERACY POLICY

### INTRODUCTION

At KEPS we aim to help children to develop a love for the English language through the spoken and written word. We recognise that English is a core subject within the National Curriculum and a pre-requisite for educational and social progress. Mastery over language empowers children to think, communicate creatively and imaginatively as well as allowing them engagement with the world at large.

We aim to develop pupils' abilities within an integrated programme of speaking and listening, reading and writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and practise taught literacy skills.

### AIMS

Pupils 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 interest in words and their meanings - developing a growing vocabulary in spoken and written forms
- 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

### STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2000) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

In the Early Years Foundation Stage (Reception) children are given opportunities to:

- speak, listen and represent ideas in their activities
- use communication, language and Literacy in every part of the curriculum
- listen to and read a range of texts
- become immersed in an environment rich in print and possibilities for communication
- take part in regular phonics lessons

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

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

## SUBJECT ORGANISATION

The Literacy curriculum at KEPS is delivered using the Literacy Primary Strategy Framework. The Early Learning Goals are followed to ensure continuity and progression from the Early Years Foundation Stage through to the National Curriculum.

Using the Primary National Strategy teachers in Key Stage One (Years 1 and 2) will follow the units set out for their year group every year. Due to the mixed age classes in Key Stage Two (Years 3 - 6) teachers will follow the mixed age plans developed by the subject leader. These consist of a year A and B for each class (3 – 5) ensuring that children cover all the units necessary to develop their Literacy knowledge.

Teachers group children according to their abilities and work should be differentiated accordingly using effective methods such as support, outcome and task. Where appropriate, literacy units will link to creative curriculum themes to promote cross curricular learning.

## RESOURCES

We are constantly reviewing and updating our resources throughout the school. The use of interactive whiteboards and the internet are incorporated into most lessons.

### Foundation and Key Stage 1:

- A wide selection of fiction, poetry and non-fiction 'big book' texts are available for use. Internet sources and films are also frequently used as class texts.
- A variety of guided reading texts are available to provide a range of fiction, non-fiction and poetry as well as boy friendly texts.
- Books are selected principally from the Oxford Reading Tree (from stage one up to free-readers) with supplementary schemes used to expand the range of books available.
- Listening skills are developed through listening to stories, and puppets are used to develop speaking and listening skills.

### Key Stage 2:

- A widening range of individual reading books are displayed in the corridor for year groups. These include texts covering all ability levels and also 'boy friendly' texts. All individual books are colour coded in line with their genre.
- Dictionaries and Thesaurus are available in each classroom.

### All Phases:

- Guided reading texts are arranged in the different phases.
- The school subscribes to the Education Library Service with an unlimited facility for exchange of books. The service is used to provide both extra texts for Literacy and collections for other curriculum areas.
- Reading books constantly being reviewed with a view to improving the quality and range of text.
- ICT is used where appropriate in literacy lessons.
- Resources are being extended using specified funds and donations from 'The Friends of King Edwin.'
- All classrooms have an Interactive Whiteboard to support learning and teaching.

## INCLUSION

KEPS prides itself on equal access to the curriculum for all children irrespective of race, gender or home background. We aim to provide for all children so that they achieve as highly as they can 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.

The school will ensure that all children, unless it is inappropriate (e.g. significant special need), will cover the content made statutory by the learning objectives within the National Curriculum. Children access the curriculum at the appropriate level, thus ensuring progression and differentiation.

When children have special educational needs, they will receive additional support as necessary. Suitable resources and learning environments will be provided to enable all children access to the learning required.

## TARGET SETTING AND ASSESSMENT

- Formative assessment, carried out by the class teacher, is an integral part of the teacher's role and is used on a daily/weekly basis to inform future planning. It involves informally identifying children's progress against teaching objectives and targets, determining what a child has already achieved and moving them on to the next stage of learning.
- Teachers annotate their weekly plans to assess progress by groups within the class, to record achievements and to highlight areas of concern for the future.
- In Guided Reading, class teachers keep written records which include objectives from the National Curriculum alongside any necessary comments. These, along with structured follow on activities that assess understanding and extend learning, are used to inform judgements.
- The school assessment timetable defines specific assessment tasks to be carried out in each year group/key stage. These include PIRA (Progression in Reading Assessment) assessments, Key Stage SATs, spelling and grammar tests and Y1 phonics screening.
- Individual pupil targets are ongoing. We use both formative and summative assessments to inform the targets which children have in their books.
- Reporting procedures are in line with DfE regulations. Parents receive an annual written report and are invited to two parental interviews throughout the academic year.

## ENRICHMENT ACTIVITIES

- Children are expected to read regularly and share books with adults.
- Children are allowed to choose from a range of homework activities (BINGO homework).
- KEPS keeps parents informed about their child's progress through workshops, parents meetings, written reports.
- Parents should also refer to the information in reading diaries, which contain the reading targets set for their children.
- Parents are encouraged to help in classroom activities.
- All children visit the local Edwinstowe public library throughout the year. Activities vary according to age, and can include library research skills, story sessions and browsing/borrowing books.
- The school library is used to support learning when required.

## MONITORING AND EVALUATION

We aim to mark work consistently throughout the school and where appropriate we encourage the children to self-correct during the redrafting process. Success criteria are used by pupils and teachers to move learning forward. A whole school marking policy can be found on the school server. This differs slightly according to the age of the children.

English is evaluated using the following criteria:

- resource/book audit by the Literacy co-ordinators
- the literate environment – e.g. word banks, interactive displays including the display of shared writing, group investigations, class charts of spelling strategies and grammar terminology
- data analysis, EAZMAG
- work scrutiny and moderation by school staff
- agreement trialling across the school
- classroom observation and feedback
- Key Stage 1 and Key Stage 2 SAT result analysis, FSP scores