



# Townsend Primary School

## Literacy Policy

### Introduction

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

### Purpose:

The purpose of this policy is to:

- Provide a set of principles on which to base our practice.
- To reflect the requirements of the 2014 English National Curriculum

### Aim(s):

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Children deserve

- to be taught well and be given the opportunity to learn in ways that maximise the chances of success
- To have adults working with them to tackle the specific barriers to progress they face.

This policy should be read in conjunction with the following policies

- Teaching and Learning Policy
- More able and Talented Policy
- Marking Policy
- Literacy Guidelines

## **School Curriculum - Programme of Study**

### **Foundation Stage**

The programme of study for the Foundation stage is set out in the EYFS Framework. Literacy involves providing children with opportunities to develop and improve their skills in reading, writing and in spoken language. These skills are taught through structured and planned activities, alongside independent child centred learning.

### **Spoken Language**

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. A priority is for pupils to become competent in spoken language and listening skills. Therefore;

- Pupils develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.
- Priority is to secure foundations of language use through discussion and debate to probe and remedy their spoken English.
- All pupils should be enabled to participate in the artistic practice of drama. This provides opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.
- Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

### **Reading**

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both speaking and listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

- Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.
- The foundation of reading and writing begins in the Early Years with phonic teaching.
- Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world.

- Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading a variety of genres.
- Reading is promoted both at home in the school to foster a love of reading.
- Reading develops the use of imagination, vocabulary and an better understanding of the world in which we live.
- Expectation is that all pupils achieve to the best of their ability and by the end of their primary education, they are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

### **Writing**

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

Teaching develops pupils' competence in these two dimensions through;

- Pupils are taught the skills of how to plan, revise and evaluate their writing.
- Effective writing relies on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.
- Effective composition involves forming, articulating and communicating ideas, coherently for a reader.
- This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.
- Good writing also depends on fluent, legible and, eventually, speedy handwriting

### **Spelling, Punctuation and Grammar**

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

- As vocabulary increases, pupils are taught how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.
- Pupils learn how to clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.
- Pupils are taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons.
- Teachers teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

### **Cross curricular**

Throughout the whole curriculum, opportunities to extend and promote literacy should be sought. Nevertheless the prime focus should be on ensuring *literacy progress* delivered discretely or otherwise.

### **Teaching and Learning**

The approach to the teaching of **literacy** within the school is based on:-

- **A literacy lesson every day for one hour in KS1 and KS2**
- **A clear focus on direct, instructional teaching and interactive oral work with both the whole class and smaller ability groups.**

The curriculum is delivered by class teachers.

Pupils are given opportunities for discreet teaching of key literacy skills (spelling, handwriting and grammar) three mornings a week.

All work is differentiated in order to give appropriate levels of work **and extend learning further**. Children are taught in ability groups from the start **of reception and also mixed ability groups/partnership when the activity demands it**.

Classes of 30 are **generally** divided into 5 groups of 6. The teacher works with one of the groups every day and the additional adult in the room works with one of the other groups.

Planning is based upon the new National Curriculum (2014). Programmes of Study should inform medium term plans and subsequently weekly planning. Planning for EYFS is based on the Early Years Framework

Class teachers are responsible for the relevant provision of their own classes and individually develop weekly plans which give details **of the objectives** - MLJ (My Learning Journey) and appropriate differentiated activities.

Although planned in advance they are adjusted on a daily basis to better suit the arising needs of a class and individual pupils.

### **Inclusion and equal opportunities**

All children are provided with equal access to the literacy curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

### **Professional Development**

All teachers and teaching assistants undertake regular training on how to plan, implement and assess pupils literacy skills. A Literacy consultant supports the school with a structured series of CPD which includes individual and whole school training.

### **Resources**

**Resources are used to enhance teaching to ensure a Visual Aesthetic Kinaesthetic (VAK) curriculum which targets all pupils' different modes of learning.**

### **Displays**

All classrooms must have the following displayed.

- EYFS will have a literacy display that incorporates focused reading, writing and talking activities.
- Working wall for literacy to include (brainstorming/group work, planning, editing and publishing) and follows schools protocol.
- Literacy topic vocabulary displayed that is linked to current learning
- Pupils achievements
- Displays should include the current spellings and grammar links being taught

### **Assessment**

- **AFL** – Assessment for learning takes place daily by all adults working with pupils – this informs abilities of all pupils and the next provision to extend or support their learning.
- **Moderation** – This is undertaken by the class teacher, phase and whole school as well as coordinators and consultants. This also identifies inter school and local authority moderation in all phases and year groups
- Children in the Foundation Stage are assessed in accordance with the EYFS curriculum. Pupils learning is collated and moderated.
- SAT's – These take place in Years 2 and 6 and should be analysed to inform planning.
- SPaG and reading assessments in Y3,4 and 5 (Y1 in summer term) to assess children termly and phonics test in Y1
- Local authority STAR system is used to assess pupils age related levels.
- Marking promotes pupils written reflection and identifies misconceptions, which each pupil addresses.

### **Marking and presentation**

Teachers are expected to adhere to the schools marking policy when marking books and presentation policy when guiding children as to how to present their work.

### **Homework**

All children will be given spellings to learn and these will be embedded into that week's literacy planning.

All children will be given one piece of grammar, handwriting or punctuation work to complete for homework each week that is related to the current learning.

### **Parental Involvement**

The school undertakes several workshops during the school year. These workshops support parents with their children's reading and writing skills at home.

Other workshops support parents with their literacy skills, particularly parents who are new to English speaking or have English as an additional language.

### **Monitoring and Evaluation**

The Curriculum leaders, alongside SLT, are responsible for monitoring and evaluating curriculum progress. This is done through book scrutiny, planning scrutiny, lesson observations, pupil interviews, staff discussions and audit of resources.

**Review**

The literacy policy will be reflected in our practise. The policy will be reviewed every 2 years.