



## St. Patrick's R.C. Primary School



Forming lives ready to face the future

### Literacy Policy

Date	Review Date	Coordinator
September 2018	September 2019	M Ryan

#### **Introduction**

At St. Patrick's Primary School we believe that Literacy is a fundamental and key life skill. Literacy develops children's ability to listen, speak, read and write for a wide range of purposes. 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. Many schools from across the Diocese and within the Local Authority visit St. Patrick's as the standards from the children are exemplary. We believe that high standards in reading, writing and speaking and listening are a fundamental aspect of primary school education.

St. Patrick's Primary School follows the Renewed Primary Framework guidelines for Literacy, to meet the attainment targets set out in the National Curriculum guidance. We use the objectives from the Renewed Framework.

In Early Years, the curriculum is guided by the Early Learning Goals for Communication, Language and Literacy, which work in conjunction with the Renewed Framework objectives for Foundation Stage.

In Reception and Year 1 children follow a structured phonics teaching system following the teaching strategies and approaches of the 'Jolly Phonics' programme. We do not believe that phonics is the only approach to reading and we work successfully to develop sight reading and real reading so that the children have as many skills as possible to enable them to become successful readers.

#### **Aims and Objectives**

- To enable children to speak clearly and audibly and to take account of their listeners.
- To encourage children to listen with concentration, in order to identify the main points of what they have heard.
- 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, including the communication of their ideas, views and feelings.
- To help them 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.

## **Teaching and Learning**

At St. Patrick's Primary School we use a variety of teaching and learning styles in our Literacy lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, and understanding. In Key Stages 1 and 2, literacy is a key element of the

teaching process. The skills in reading, writing and speaking and listening are developed in Key Stage 1 so that children develop the necessary skills. In Key stage 2 literacy follows a two week cycle, studying a particular genre and all lessons build around teaching around this genre. Every two weeks the children then demonstrate their learning by writing an extended piece of independent writing based around this genre. Teachers have the freedom to approach their lessons depending on the needs of the class and they can be flexible in their teaching approaches, Lessons do not need to follow a certain structure or format - the priority is to engage children and teach appropriate skills in a variety of ways.

In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Staff will have high expectations that all children can achieve their full potential. Wherever possible, Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

Speaking and listening activities are embedded throughout the Curriculum. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and individual word banks. Staff will provide balanced and varied learning opportunities within the classroom, i.e. VAK, content and organisation. Children use ICT in Literacy lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the Curriculum.

In the Foundation Stage language and literacy development are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of language through signs, notices and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves. Children receive daily phonic sessions.

We teach Literacy in the Foundation Stage as an integral part of the school's work. We relate the Literacy aspects of the children's work to the objectives set out in the Early Learning Goals and Foundation Stage Curriculum Guidance, which underpin the curriculum for children aged three to five.

We give all children the opportunity:

- To talk and communicate in a widening range of situations
- To respond to adults and to each other
- To listen carefully
- To practise and extend their vocabulary and communication skills.
- To explore words and texts

### **Approach to Literacy (planning and organisation)**

Planning is undertaken at three levels:

**Long term** planning is based on the units of work set out in the Renewed Framework for Literacy. The order for teaching these units is chosen by the teacher and planned for the year to best fit the cross-curricular links for the curriculum topic.

**Medium term** planning follows the school's pre-determined timetable in which genres and units of work. This enables teachers to plan across age ranges, monitor outcomes and standards across classes and for children to see the outcomes of other children providing concrete examples of expectations.

#### **There are 3 phases to each unit;**

Phase 1 is generally centred on reading texts, discussing, comparing and re-enacting.

Phase 2 is generally centred on rereading and analysing texts, discovering features of writing and developing sentence work.

Phase 3 is centred around modelling writing and extended writing.

**Short term** planning is completed by teachers using the planning format agreed by the school and is carried out weekly. Objectives are clearly set out for each unit and teachers choose appropriate texts to ensure children have the chance to achieve these objectives. Most objectives are revisited throughout other units for the year group, so children have the time to achieve and consolidate objectives, before moving to the next year group. The Renewed Framework also links objectives from neighbouring year groups as an aid for extending or supporting pupils.

Reception, Year 1 and 2 teachers teach a skill based curriculum driven by continuous formative assessment  
**The Literacy Co-ordinator monitors short term planning weekly, scrutinizes books, holds interviews with children, monitors the learning environment, leads whole school assessments and moderates assessments within the school and leads CPD needs of the staff.**

### **Organisation**

In Reception phonics lessons occur every day. The children are taught in ability groups. When children start in Reception, the organisation is more flexible building up to a daily 45-minute lesson in the summer term.

In Year 1, 2 and KS2, Literacy lessons occur every day and last for approximately 60 minutes. Children are taught in ability groups, these groupings are flexible and children are moved between sets at the teacher's discretion.

Guided reading and individual reading occurs daily outside and inside the literacy session and is based on a rotation during the week within the class. Back to Basic sessions (handwriting, phonics, key words) are held every afternoon for 20 minutes to embed the teaching of basic skills.

### **WRITING**

Children from Foundation Stage to Year 6 should be given opportunities to write and the links between reading and writing should be made explicit. Children are not only asked to write, they are clearly taught the appropriate skills in their journeys as 'writers'. And when asked to write the children are expected to draw upon these skills to improve their writing.

In the Foundation Stage children should be encouraged to use emergent writing and any phonic knowledge to write freely (Emergent Writing), but should also see writing modelled by the teacher in Shared Writing sessions and phonics lessons. By the end of Reception, most children should be confident in all their alphabet sounds and using this knowledge to begin to spell simple words and write basic sentences. In Year 1 children use their phonic knowledge to write simple sentences. By Year 2 children should be extending their own writing and considering their audience. In KS2 children should be writing independently and should begin writing in a variety of genres, for a variety of audiences.

Before children are able to write they will need to see the process modelled and it is necessary that this is happening in the classroom during the Literacy lessons. Writing occurs throughout the entire curriculum. Cross-curricular writing for example, is used with story writing in Religion, non-fiction writing in science, history and geography. It is the expectation that rules and strategies for writing will be used in all subject areas. I.C.T. has strong links to Literacy and should be taught cross-curricular when best suited.

Writing is developed across the school successfully as it links directly to formative and summative assessment. Teachers teach the required skills and strategies for different children. And adapt their teaching to suit the needs of individuals and groups of children. When children write independently they know the skills they need to use and they are clear as to their personal targets.

### **Reading**

Children in Foundation, KS1 and KS2 are provided with an environment that promotes reading. (All classrooms should have a designated reading area). The school has built two new library areas within the school so that all children have access to the very best of resources. The children in Key

Stage 2 can access the computerized system from their classrooms as well as the library. This enables children to loan books independently. All year groups benefit visits to the local library. The school employs a librarian to work with the children on developing their knowledge of books and the library system; they also ensure that the library resources are used successfully throughout the school

Foundation Stage children initially take home class story books to share at home, encouraging pre-reading skills. When the class teacher deems a child is ready, the child will be provided with a scheme reading book. Advice is given to parents on how to support quality reading experiences. Much class-based reading will take place in the Literacy lesson; however this alone is not sufficient. Children should have the opportunity to read every day and to share books at home. Meetings are held with parents to explain the school's reading strategies and advice and support is given to parents so they can support their child at home.

To provide a wider range of reading experiences the children work through a variety of reading schemes including Oxford and Big Cat. To offer even more breadth the children are given the opportunity to select a 'real' story book. This allows the children some independence, which fosters enjoyment in reading.

Children's independent reading skills and reading development are recorded in the class Reading Record File, in which a record is kept of the children's progress, books read and comments are made to move children's reading on. Within these files the key elements of reading are continually assessed and taught so that the children develop the necessary reading skills to develop them as readers. Children are assessed at the end of every reading scheme level to see if they are ready to access the next reading level on the reading scheme. KS1 reading should be taught using a variety of strategies, including phonics, picture clues, reading on, reading back, reading for meaning etc. and where necessary this should be continued throughout KS2. Children will need to see the teacher modelling reading, in order to learn how to add vocal expression, punctuation and dramatic affect to their own reading. This should take place in all classes from Foundation Stage to Year 6. At the end of every school day Class Reading Time is given so that children experience a love of books and a rich language can be appreciated by all.

### **Methods for Promoting Reading**

- book area – so books have a high profile in every class attractive
- displays of books in the classrooms and Library fiction book of the week
- non-fiction book of the week
- book reviews – oral or written
- favourite authors
- embedded into the curriculum
- high quality books
- all story time
- library visits

### **Speaking and Listening**

Throughout Foundation Stage, Key Stage 1 (KS1) and Key Stage 2 (KS2), children need to be given opportunities to express their ideas in speech, to describe their own ideas, to make plans and to take part in discussions.

In parallel with this, they have to learn to listen to others and to absorb what they hear. They have to learn the conventions of conversation, taking turns, allowing others to speak, responding appropriately to what has been said and valuing the opinions of others.

All members of staff at St. Patrick's Primary School have the responsibility to ensure that all children are empowered to speak and express their ideas.

Children should be encouraged to speak in a range of contexts and, as they grow older, adapt their style of speech appropriately.

Speaking and listening permeates all areas of the curriculum. The children learn from early on, to plan their work, listen to the plans of others, recall and assess their work and to listen while others recall. It is only when speaking and listening skills have been developed that children can effectively work co-operatively and collaboratively.

#### **Informal Activities to Promote Speaking and Listening.**

- telephones in the Home Area
- shared play (work) areas reading and maths games
- shared reading of information texts, atlases, etc.
- interactive displays

#### **Structured Activities to Promote Speaking and Listening**

- drama activities circle
- time
- show and share/tell time oral
- dictations (spellings) shared and guided reading
- telling or reading a story to/with a class class
- debates
- speeches and persuasive arguments/discussions play
- scripts
- school productions and assemblies
- SEAL lessons
- 

Many of these activities will be delivered as part of their Literacy lesson. However other opportunities are given throughout the day to encourage and facilitate speaking and listening.

#### **Equal Opportunities**

As a staff we endeavour to maintain an awareness of, and to provide for equal opportunities for all our pupils in Literacy. We aim to take into account cultural background, gender and Special Needs, both in our teaching attitudes and in the published material we use with our pupils and this policy is informed by these respective policies. Big books, posters, books and teacher resources support multicultural aspects.

## Assessment

### Summary:

- Basic skills Books completed ongoing by class teacher to show progress in key skills
- Reading assessments to be ongoing in reading record file
- Reading age to be assessed twice yearly
- Summative assessment sheets completed and kept in planning file to show developmental formative assessment
- Writing to be assessed three times a year in Red Assessment Book. Work to be assessed by class partner teacher using APP assessment sheets then fed back to class teacher after moderation by subject leader
- In key stage 2 each child writes extended piece every two weeks. This enables accurate formative assessment
- Assessment weeks held twice a year to assess phonics, key words and spellings. Progress recorded in Red Assessment Book
- Marking to provide constant accessible and relevant feedback to children as to strengths and future learning needs

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class.

In our school, we are continually assessing our pupils and recording their progress.

We see assessment as an integral part of the teaching process and endeavour to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. Assessment is carried out on three levels.

**Short term** assessments are an informal part of every lesson and are closely matched to the teaching objectives. These tend not to be recorded because they are for the teacher's immediate attentions and actions; however, pertinent comments are to be recorded using the school's summative assessment sheets. Children are given feedback and targets through marking and discussion. **Medium term** assessments are carried out every term. The children will complete writing and reading comprehension assessments. Through those assessments, a level is awarded and recorded on a tracking sheet, recorded in SIMMs. These tracking sheets allow the SLT and Literacy Co-ordinator to identify children with differing needs or issues.

**Long term** summative assessments are carried out three times a year when pupils' attainment is measured against school and national targets. These will be made through statutory KS1 SATs in Year 2 and KS2 SATs in Year 6. Years 3 – 5 use the optional Qualification Curriculum Authority (QCA) tests. This information will then be passed to the child's next teacher. Whole school writing takes place three times a year when children complete a totally independent task. This is assessed by teachers and the assessments are moderated by the literacy leader. This work is to be recorded in the child's red assessment book and the appropriate writing assessment sheet identifying strengths and future learning needs is completed by the class teacher.

## Resources

There is a wide range of resources to support the teaching of Literacy across the school.

All classrooms have dictionaries and Y2 – 6 have thesauruses. Each classroom has sets of textbooks appropriate to their year group. All classrooms have a selection of fiction and non-fiction texts. Access to the Internet is also available in the computer suite and in the classroom. There is a range of ICT equipment which can be used e.g. digital cameras, visualisers. The library is an essential resource to every child and teacher,

## Special Needs

Wherever possible we aim to fully include SEN pupils in the daily literacy lessons so that they benefit from working with the whole class and by listening and participating with other children. Where necessary teachers will, in consultation with the Special Educational Needs Co-ordinator (SENCO), draw up an Individual Education Plan (IEP) for a child. If a child's needs are particularly severe they will work on an individualised programme written in consultation with the appropriate staff.

## CHILDREN WHO ARE MORE ABLE

Where possible, more able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct some questions towards the more able to maintain their involvement. Very occasionally special arrangements will be made for an exceptionally gifted pupil. For example, they may attend lessons in the next year group or follow an individualised programme.

## Roles and Responsibilities

### **Head Teacher and Governing Body**

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching

### **Subject Leader**

- To have an impact on raising standards of attainment for Literacy across the whole school.
- Ensure the effective implementation of the Statutory National Curriculum for English.
- Adapt and use the Primary Framework for Literacy across the whole school that meets the needs of our children.
- professional development opportunities and needs.
- To maintain the availability of high quality resources.
- To maintain an overview of current trends and developments within the subject.
- To ensure, together with the Head Teacher, a rigorous and effective programme of lesson observation monitoring.
- To ensure a regular and effective programme of analysis of children's work sample
- monitoring is in place.
- To ensure a regular and effective programme of analysis of short-term planning takes place.
- To ensure there is regular reviewing and monitoring of Literacy Targets.
- To effectively manage any funding designated to Literacy.

### **Class Teachers**

- Ensure the effective implementation of the Statutory National Curriculum for English.
- Adapt and use the Primary Framework for Literacy across the whole school that meets the needs of our children
- Make effective use of Assessment for learning within Literacy.
- To ensure work is differentiated to enable all children to reach their full potential.

<b>Headteacher:</b>	M. Ryan	<b>Date:</b>	September 2018
<b>Chair of Governing Body:</b>	G. Wilson	<b>Date:</b>	September 2018