



## Literacy Policy

English contributes to the school curriculum by developing pupils' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings. It develops understanding and appreciation of a wide range of literacy and non-literacy texts. English enhances pupils' ability to give critical responses to what they read and hear in a variety of media and to participate in role play and drama. It encourages the study of language, looking at the patterns and structure of English and how language is used in different contexts.

This policy statement reflects the values and philosophy of the school in relation to Literacy. It provides guidance to be read in conjunction with National Curriculum guidelines and the Early Years Foundation Stage Curriculum guidance.

At St. Michael's Nursery & Infant School we believe that speaking, listening, reading and writing are inseparable and best developed through work that which integrates and links the necessary skills

### **LITERACY SKILLS PROVIDE ALL CHILDREN WITH THE MEANS TO ACCESS A BROAD AND RICH CURRICULUM.**

- ◆ We aim to develop in our pupils the ability to communicate effectively in speech and writing and to listen with understanding.
- ◆ We aim to make them enthusiastic, fluent and responsive readers and writers who can learn and gain pleasure from the written word.
- ◆ Develop the skills of each child to the highest level.

### **SPEAKING AND LISTENING**

We are very aware of the importance of speaking and listening for children's learning across the curriculum and overall language development so speaking and listening objectives are explicitly and systematically taught in literacy lessons and extended and reinforced in all other lessons.

Pupils have opportunities:

- ◆ To speak clearly expressing their ideas to a range of audiences adapting speech to different situations;
- ◆ To respond appropriately to a variety of questioning techniques;
- ◆ Respond appropriately when listening to others showing increasing levels of understanding;
- ◆ To listen with sustained concentration;
- ◆ To take part in group discussions and work confidently with others;
- ◆ To take part in a wide variety of drama activities including class assemblies for parents at regular intervals;
- ◆ To know and use the vocabulary and grammar of Standard English whenever

appropriate;

- ♦ To listen to stories on a regular basis;
- ♦ To develop social skills and good manners, showing courtesy to each other and visitors.

## READING

Within school we aim to promote a love of reading and books in all our pupils by:

- ♦ Providing a wide range of quality text for home and school reading
- ♦ Teaching children to read accurately and fluently using a wide range of strategies
- ♦ Helping children understand and respond to a range of fiction and non-fiction using inference and deduction where appropriate
- ♦ Encouraging parents to support their children in learning to read
- ♦ Encouraging extensive reading for enjoyment
- ♦ Developing skills needed for independent reading
- ♦ Sharing good quality literature through storytelling to all children on a very regular basis.
- ♦ To develop our pupils as readers we aim to encourage them to take an interest in all kinds of books and print around them.
- ♦ Learn a variety of approaches to reading including phonic, graphic, syntactic and contextual clues to interpret text.
- ♦ Browse, share and enjoy books with teachers, family and friends. Read with enjoyment, evaluate and explain their preferences.
- ♦ Read progressively more demanding texts, gaining confidence, fluency and understanding and having access to a variety of genres
- ♦ Use the library to select books for enjoyment and information.
- ♦ Teaching methods and organisation

In KS1 children have guided reading sessions where teachers work with a small group of children on specific objectives. In addition to this teachers will hear children read individually on a regular basis.

Shared reading - happens in the literacy hour and is used to model the reading objectives and teach reading strategies.

Supported reading - Teaching assistants work closely with class teachers to provide additional support to ability groups or individuals.

Independent reading - Children are encouraged to choose independent reading texts from a wide variety of books and are given a home / school reading record so that parents can be involved in reading choices.

An extensive range of Oxford Reading Tree books has recently been purchased, specifically for home readers.

## WRITING

We follow the Primary National Strategy Literacy Framework and adapted unit planning

Within school we encourage children to write with purpose, interest and enjoyment by:

- ♦ Providing a wide range of writing opportunities;
- ♦ Showing children how to write in a variety of forms and for a variety of audiences;

- ♦ Teaching children how to use punctuation and grammar to make meaning clear;
- ♦ Teaching a legible handwriting style:
- ♦ Providing children with the knowledge and strategies to become confident and accurate spellers:
- ♦ Developing and extending vocabulary by fostering a love of words;
- ♦ Teaching children how to evaluate and improve their own writing.

## **TEACHING AND LEARNING**

In Foundation Stage children have daily literacy activities.

In Key Stage 1 children have a daily literacy lesson which includes a balance of whole class, group and individual activities.

We teach writing through a combination of approaches:

- ♦ Whole class shared writing with teacher demonstration and modelling of writing. Shared reading texts are used as a model for shared writing. Shared writing is used to model the writing objective. Teachers aim for an equal balance of shared reading and writing sessions across a week or fortnight.
- ♦ Guided writing in a small group with the teacher. Pupils are grouped according to their writing ability. Teachers focus sessions on specific objectives and differentiated needs.
- ♦ Supported writing where teaching assistants provide additional support to ability groups or individuals to reinforce teacher input from guided sessions.
- ♦ Independent writing where pupils reinforce and develop their knowledge and understanding of the various text types of writing by practising the necessary skills.

Teachers Ensure that:

Pupils experience a balance of fiction, poetry and non-fiction writing.

There is a period of time to teach the features of a genre of writing with opportunities to practise writing in a variety of ways to accommodate different learning styles.

Regular opportunities are given to practise writing independently.

Writing is marked to the learning objective and opportunities are given to improve the quality of writing. Pupils are made aware of the success criteria for a piece of writing.

## **RESPONSE AND FEEDBACK TO WRITING.**

- ♦ Regular oral and written feedback is given to enable children to improve their writing.
- ♦ Oral and written feedback is focused on the learning intention or children's writing targets.
- ♦ Oral and written feedback is positive and targeted to moving writing on.
- ♦ Oral and written feedback provides opportunities for children to become aware of and reflect on their learning.

## **PHONICS & SPELLING**

Throughout our school there is a strong emphasis on the teaching of phonics. Teachers use Jolly Phonics, Letters and Sounds and Education City so that pupils are taught to:

- ♦ Discriminate between the separate sounds in words.

- ♦ Learn the letters and letter combinations most commonly used to represent these sounds.
- ♦ Read words by sounding out and blending the separate phonemes.
- ♦ Spell words by segmenting the phonemes and using their knowledge of letter-sound correspondences to represent the phonemes.

Phonics is taught in a lively and interactive way to make it an enjoyable experience. Phonic progression is closely monitored. Each child has a detailed phonic assessment that provide evidence of progress and information used to ensure children are grouped by ability. Some children will benefit from teaching interventions delivered by a teaching assistant to a small group of children on a regular basis.

### **HANDWRITING**

From Reception onwards children will follow the Nelson handwriting scheme.

### **LIBRARY**

All children from Reception onwards have an opportunity to borrow books from school to take and share at home. All children and parents are introduced to the local library in Workington and are given membership.

### **MARKING**

All work will be marked in accordance with the school marking policy.

### **ICT**

All classes have interactive whiteboards which are used extensively to enhance teaching and learning. Children use computers or i pads to enhance their skills and literacy work.

### **HOMEWORK**

In Foundation Stage children take home library books to share with parents. When children are ready they will also be given letters or flash cards to learn and a book from the reading scheme to read with parents.

In Key Stage 1 we ask parents to spend time each night reading with their children. Children will also be given additional homework - spelling, high frequency words, book reviews, writing, word puzzles and reading journal activities.

In each key stage parents are encouraged to record comments in their child's reading record.

### **ASSESSMENT**

Writing – throughout school a termly piece of written work is assessed and levelled and kept in a writing assessment file. This file provided a bank of evidence of progress from Nursery to Year 2.

Phonics, reading, speaking and listening are also assessed regularly.

Early Years Foundation Stage development matters and Year 1 and 2 end of year expectations provide a continuous individualised record that will follow the child through school.

### **SPECIAL NEEDS**

*(See special needs policy)*

*Differentiated work will be provided for children as appropriate and as a result of screening children may receive additional literacy support through intervention work in Key Stage 1.*

### **GIFTED AND TALENTED**

*We aim to include accelerated and extension activities for the more able children.*

### **EQUAL OPPORTUNITIES**

*Teachers set high expectations and provide opportunities for all pupils to achieve, including girls and boys, pupils with disabilities, pupils from all social and cultural backgrounds and gifted children.*

*Teachers are aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn.*

### **INFORMING PARENTS**

*It is the schools aim to involve parents fully in all aspects of Literacy. Parents meetings are held throughout the child's time in school to share policy and to involve them in the important process of developing reading and writing skills. Reading records are shared with parents and they are actively encouraged to participate in activities that help to develop a love of reading.*