

# The Federation of the Church Schools of Shalfleet and Yarmouth

## Achieving Together for a Brighter Future



## LITERACY

## A STATEMENT OF POLICY

Approved by	TG & SH
Portfolio	Standards
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Review Cycle	3 Years

# Literacy Policy

## Philosophy

All children, as learners, are equally entitled to a rich and varied diet of speaking, listening, reading and writing activities to enable them to develop enthusiasm, confidence, skill and competence in all aspects of literacy, in order to become fully fluent and literate members of our society.

## Principles

- Children's ability to communicate fluently and clearly should be developed by giving children opportunities both to express their thoughts and ideas in a wide range of contexts and also opportunities to listen to, reflect on and respond sensitively to the thoughts and ideas of others
- Children should be given regular exposure to a variety of narratives, rhymes and songs, poetry and non-fiction in order to embed patterns of language and a love of language into their lives and broaden their language experiences. This also provides opportunities to cultivate their imagination and develop empathy with characters from different cultures, backgrounds and settings. Oral repetition and the use of actions and music should be used to internalise these patterns of language
- Children should be able to make sense of and explore a variety of written text by being taught the specific skills necessary to both decode words and extract meaning from what they read. Children should also have the chance and appropriate inspiration (through being provided with a wide range of enjoyable books and through recognising role models as active readers who choose to read for pleasure) to develop a passion and love of reading, as well as an understanding of how essential and desirable is the skill of fluent, meaningful reading
- Children should be encouraged to see themselves as writers from their first attempts at mark-making onwards. They should be taught to develop style and content through a carefully structured and inspiring programme, using the communication skills that they will have developed through their speaking, listening and reading
- Specific 'word' and 'sentence' level skills involved in both reading and writing (e.g. phonics, spelling, vocabulary extension, punctuation, handwriting, etc) should be taught in structured progression throughout the school. Although some aspects may need to be addressed independently from topic contexts, children should be encouraged to apply all their developed skills appropriately and see all their learning as part of a 'bigger picture'
- The support of parents/carers in all literacy activities should be sought and fostered to enable the fullest progress to be made by the children. These should include reading to their children, sharing books with them and also listening to them read

## General Procedures

- Speaking and Listening, Reading and Writing (which includes spelling, grammar and punctuation) are taught as related programmes of study, with due reference to Government guidance, within the context of an overall class topic as part of our curriculum approach
- Teaching is fully inclusive with equal opportunities for all, regardless of race, colour, religion, gender or nationality
- A sequence of planned learning activities are taught in a progressive and scaffolded way. This begins with an initial focus on listening and responding; moving on to speaking, reading, reading as writers and then finally giving children an opportunity to take part in a writing activity. All

aspects of this sequence are relevant to the text type and topic in which the children are immersed in at the time

- Alongside the sequence outlined above, basic word and sentence level skills are taught through a variety of reading and writing activities.
- Children are enabled to learn and have opportunities to develop their literacy skills through a combination of teaching techniques: teacher led, child led, child initiated, interactive, collaborative, paired and individual, according to our Learning and Teaching Policy
- Children are asked to do a small amount of Literacy homework, mainly reading and spellings practice; this is also supplemented by the usual homework expectations of the class, and varies for each year group with increased expectation at Year 5 and 6
- All children have personal targets in reading and writing, with progress assessed 6 times a year [more regularly for children with SEND or and EHCP]. These are shared with parents and children at parent consultation meetings two times a year
- Progress in Literacy is also assessed (to show the value added by the input given and allow for adjustment as needed) as follows:

> Regular assessment for Learning by teacher, peer discussion and self-assessment by learners

>Each week through informal quizzes (e.g. spelling)

>Half-termly through teacher assessment of writing and reading

>Through standardised tests (such as Salford Reading Test/ SWIST - as appropriate)

>During May as formal summative tests and tasks using SATS

- Where a child, even with the expectation of good progress, is likely to achieve just below average in the end of year assessment, or where children appear, through formative assessments, to not be making expected progress, additional intervention will be provided. Children who are likely to be well below average in their final assessment will normally be given intervention through an EHCP and/or be placed on the SEN register
- Children in the Foundation Stage follow a more flexible approach to the teaching and learning of Literacy [See Early Years Policy]

### **Speaking and Listening**

- We have placed increased emphasis on Speaking and Listening, as well as daily opportunities that arise, such as collaborative work, discussions, 'talk partner' work, responding to questioning, daily stories and sharing etc. Opportunities to use speaking and listening to support children's learning are evident in the timetable. These relate to the topic and genre the class are exploring at the time, and may take the form of:
  - Presentations
  - Discussions
  - Persuasive arguments
  - Story telling
  - Drama and role-play
  - Performance (poetry/scripts)
  - Vocabulary expansion and word choices
- Work is scaffolded and children are supported in their preparation and delivery of these speaking opportunities, just as they are with writing opportunities

- Emphasis is placed upon the importance of children's ability to vocalise their ideas and stories, as well as expressing themselves clearly and concisely. This is an essential precursor for effective writing

## **Reading**

- Children encounter a range of genres, purposes, stories, rhymes and songs, which can take the form of picture books, poetry, non-fiction, action rhymes to the class novels (text drivers)
- Each school has a library area, which aims to encourage reading for pleasure
- Children are taught to use model examples for their own writing as part of the reading focus during the Literacy sequence of teaching and learning.
- The range of decoding strategies (phonic, graphic, syntactic, and contextual) are taught explicitly and practised in whole class and group work as well as through a range of reading games and activities. Children are also taught a range of reading skills (including comprehension) through shared texts, reading cards (HIAS Tool Kit), differentiated questioning, and individual extension activities
- Children are taught basic sight vocabulary, as soon as initial letters are recognised in the final year of the Foundation Stage. At the same time, they are also encouraged to share and enjoy books with their parents/carers as an important early stage in the process of becoming a reader
- Time is allocated each day for children to enjoy independent, paired or guided reading

## **Writing**

- Writing is the final focus within the sequence of Literacy teaching and learning, when children:
- Plan their own writing according to its audience, purpose and form, linked to the text driver and where possible, their current topic
- Follow models of successful writing (so children understand – what a good one looks like)
- Write independently regularly
- Review, self/peer-assess and improve their writing by careful proof reading and self-editing
- This model is adapted and simplified for use in the Foundation Stage, where children are encouraged to record their ideas in whatever medium is appropriate, with modelled writing building on their own valuable attempts to write independently.
- The basic 'secretarial' skills of writing are taught within the sequence previously mentioned where appropriate and follow the progression outlined in the progression maps.
- Each child's progression is then tracked and monitored by individual class teachers, the literacy subject leader and the Senior Leadership team to ensure that all children are on track to meet their end of year agreed targets.