Spennithorne CE Primary School



Literacy Policy

What is Literacy?

Literacy is one of the National Curriculum Core subjects and has a key position in the school curriculum. The ability to develop the use of the English language is crucial for each child's education. It is the main medium through which the rest of the curriculum is learned and taught and the major means by which children interpret the world around them and communicate with other people. We have introduced the Revised Framework for Literacy. All classes have a minimum of 1 hour per day.

Aim;

To develop:

- articulate children who are able to express their thoughts and feelings both orally and in the written form
- fluent readers with a love of literature and an ability to use books well
- the children's knowledge of spelling rules

How is it taught?

All children are taught in mixed year groups. They have the opportunity to work independently or cooperate in ability or mixed ability groups if appropriate. The Literacy Framework splits the skills to be taught into

- Speak and listen for a wide range of purposes in different contexts (this includes speaking, listening and drama and role play skills)
- Read and write for a range of purposes on paper and on screen (this includes word recognition and decoding, understanding and responding to texts, spelling rules and organising writing using punctuation accurately)

We use a wide range of resources across the school, which includes textbooks and support books with spelling, grammar and punctuation resources for teachers. Each classroom has a basic set of resources, which can be supplemented with materials from a central source for specific topics. Other resources used to support the strands in the Revised Framework include audio cassettes, videos, TV programmes and computer software In the Foundation Stage, Literacy skills are taught through sharing big books, synthetic phonics, home reading and group reading. An emphasis is placed on attempting to write using children's own experiences and prior learning (i.e. sounding out words using their knowledge of phonics and visual memory of tricky words).

All children have access to Literacy through the Revised Framework. Children are able to progress from one National Curriculum Level to the next as their individual abilities allow. Supplementary materials are available to cater for children of all abilities including reinforcement activities for the less able such as WAVE 3 resources (ELS, 3LS and FLS) and specialized support for the MAT children.

Literacy is taught as a discrete subject but cross-curricular links are developed and encouraged through carefully planning of the long term framework.

Reading Books

Our reading and guided reading books are banded into different levels of difficulty – each linked to the National Curriculum Levels. Book levels are graded using colour bandings which promote independence in choosing reading material. The books provide a range of reading – including a mixture of reading scheme and 'real' books, both fiction and non-fiction. The school library is constantly being developed to improve the quality of non-fiction resources and develop research skills. Children read every day during a set reading time and as frequently as possible to teachers and other adults. Children are encouraged to take reading books home. Parents are encouraged to share in the development of reading skills by listening to and reading with their

children. Each child has a planner in which reading can be recorded. Children are taught how to use the library and are encouraged to use books to gather information.

Handwriting

We use our own handwriting script, creating our own resources from this. Please see the handwriting policy.

How is pupil progress assessed?

Children assess themselves regularly using "I can" success criteria and by responding to the marking. Half termly assessments are carried out and used against key performance indicators through Target Tracker. This data is available to all staff at all times. At the end of each academic year, children in years 2 and 6 will also be assessed through the English assessment papers. Other tests are also used in Years 1, 3, 4 and 5. Teacher assessments are made in Year 1 at the end of the academic year. In EYFS, the children are assessed regularly using the Early Learning Goals. This information is recorded by the teacher and a central copy stored on the school's network through Target Tracker.

Both the head teacher and the literacy coordinator are responsible for monitoring Literacy. This involves a variety of tasks as set out in the subject co-ordinators file which includes looking at planning, worksampling and discussion with children. A programme of tracking and monitoring also takes place on a regular basis during staff meetings.

What training and support is offered for staff?

- INSET
- CPD
- Courses linked to performance management targets

How are parents kept informed?

- Termly parent meetings
- Written annual report

This policy should be read in conjunction with SEN, Behaviour, Handwriting, Teaching and Learning, Homework, and MAT policies.

This policy will be reviewed in line with the school policy review schedule.

Name	Date	Position