



Literacy Policy

Rationale:

At Rushton School we regard Literacy as a vital subject, which enables pupils to communicate and participate fully in school and everyday life. We view literacy as a vehicle through which to teach the important skills of reading, writing and Speaking and Listening, to foster a genuine love of literature, language and communication.

Purpose:

This policy aims to show how our school intends to fulfil its legal obligation to deliver the National Curriculum.

Aims

Rushton Primary School seeks to:

- Promote speaking and listening skills through all areas of the curriculum and school life. Many opportunities are given to the children to speak publicly at assemblies, school plays, concerts and church services.
- Provide the knowledge and secretarial skills of handwriting, spelling and punctuation, to enable the children to become fluent writers and typists who can communicate effectively but also seek to write for personal pleasure.
- Give children experience of reading based on understanding, meaning and enjoyment.
- Offer quality literature to the children, which we believe will enrich their lives and develop their imagination, which will in turn enhance their own writing.
- Teach children a variety of reading strategies to help them make sense of the text and become fluent, independent readers.
- Teach a regular phonics session to all KS1 children. Continue this for KS2 children who have yet to fully master phonics decoding skills.
- Help children gain a deeper understanding of literature by analysing characters actions, settings and themes, and to express a personal response to stories read.
- Teach children to use a range of non-fiction texts to gain knowledge and information.
- To teach children to read a range of media, including magazines and IT texts.
- Teach children to recite and retell stories and poems from memory.

Entitlement.

Each child is entitled to a daily lesson for literacy and these experiences are cross curricular when opportunities arise. Children in Class 1 receive a daily *Letters and Sounds* phonics session (until they are secure to phase 5).

The use of commercial schemes.

Planning and teacher are guided by the National Curriculum (2014). In addition a wide variety of books/resources (including software) from various commercial schemes may be used to provide consolidation and enrichment.

Grouping

All children are taught in vertically grouped, mixed ability classes. They may work as a whole class, in groups or individually within the National Curriculum programmes of study.

Special Educational Needs

Teachers ensure that all pupils make progress and gain positively from the lesson. Lessons are planned so that all pupils can be included with differentiated tasks to suit pupils' varying abilities. Pupils who are very able will be challenged with extended activities. Pupils with additional need will be assessed by the school SENCO and an IEP created by the class teacher to ensure suitable support is available in class and individual if additional time is needed.

Foundation Stage

The Foundation Stage has a daily Literacy focus. This is usually within the *Letters and Sounds* session. Children work towards the Early Learning Goals for Literacy:

Reading: *Children read and understand simple sentences.*

They use phonic knowledge to decode regular words and read them aloud accurately.

They also read some common irregular words.

They demonstrate understanding when talking with others about what they have read.

Writing: *children use their phonic knowledge to write words in ways which match their spoken sounds.*

They also write some irregular common words.

They write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.

Equal Opportunities

We aim to choose a balance of literature that will appeal to boys and girls and work hard to help boys develop a positive image of reading and writing.

Cross curricular themes and links with other curriculum areas

Literacy is taught as a specific subject at both Key stages but is obviously linked to other Curriculum areas because of our topic based approach.

Parental involvement

Encouraging parents to take an active part in the learning of their children is probably one of the most important ways of improving learning. We involve parents by asking them to hear their children read at least three or four times a week in Foundation Stage and Keystage One, and at least three times a week at Keystage Two. Parents are encouraged to communicate any progress or difficulties through their child's reading diary. Guidance is also given to parents on what to look for when listening to children read.

Spelling

Also, children are asked to learn targeted spellings every week. Spellings are set by the class teacher from the school scheme which is devised from the appendices in the National Curriculum. Teachers ensure that children receive differentiated weekly spellings that are suited to their current needs. Children in Year 1 have spellings with a sound that reinforces recent work in Phonics sessions. These spellings will be revisited in Year 2 by children who are not yet secure in their use of phonics. All staff involved in the teaching of phonics need to watch the DFE video on correct articulation of phonics.

Resources

Each classroom has a variety of big books that cover the range of literature to be introduced to the child. In addition to this we have sets of guided reading books organised into appropriate levels of difficulty. There are individual readers from a range of reading schemes that are also graded to challenge each child. A class budget is available for each teacher of around £100 a term to spend on topic related books.

Assessment, recording and reporting

Class teachers hear children read at least once a week, either individually or in a small guided reading group. Other adult helpers hear children read as often as possible. Progress is assessed half termly and recorded in SIMS using the LEP assessment materials.

Annual assessment is informed using the LEP assessment grids. SAT tests may be used to moderate children level of achievement. Year 1 children complete the government's phonics screen.

Parents are informed about their children's progress whenever necessary and at least biannually at Parents Consultation Evenings.

Behaviour and discipline

All children need to concentrate fully particularly in whole class teaching situations where disruptions will affect the delivery. The school's behaviour policy will guide teachers during literacy lessons.

Marking

Each piece of work is acknowledged by the teacher to show we value the child's effort. Some pieces are marked in detail to help the child know its strengths and

what they need to do to improve their work. See school marking policy. Work is marked towards a learning intention or the success criteria for the lesson. Teachers are asked to give time at the start of a lesson, or at some point during the following days, for children to review the marking and, where appropriate, add their own comments and acknowledgements. Teachers are required to monitor their marking over time to ensure that the comments are influencing the outcomes of the children's work - particularly in writing.

Display

Children will derive much pleasure and benefit by having their work displayed. When possible samples of work will be mounted and displayed within the classroom or on other display boards throughout the school. A reading display in the hall celebrates the children's work on authors and writers.

Pupil Premium

Money received from Pupil Premium is used directly to help the children it is intended for. Additional TA hours are available for these children - these sessions are guided by the class teacher with assistance from the SENCO.

Rushton is a dyslexia friendly school

As a dyslexia friendly school, we will provide quality teaching, differentiated as needed.

We will identify and respond to unexpected difficulties, actively working to include all pupils so they can achieve in all areas of learning.

We feel that more children are successful when taught using dyslexia friendly teaching methods. By teaching in this way, we aim to make our teaching and learning fully accessible to all children. We will try to discover how the child learns best and use a variety of multi-sensory activities including practical activities and ICT, using eyes, ears, speech, fingers, to stimulate learning. We aim to enable children to use their strengths for learning while developing the areas they find more difficult.

Conclusion

This policy should have a positive effect on the teaching and learning of Literacy in the School by encouraging a consistent approach throughout the School.
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Monitoring

This policy and the guidelines will be reviewed when necessary at least every two years.

ADOPTED BY GOVERNORS ON: (date)

ADOPTED BY STAFF (date)

Signed _____

Signed _____

Name _____

Name _____