

TEMPLE EWELL CHURCH of ENGLAND PRIMARY SCHOOL

Policy for Literacy

November 2015

Introduction

At Temple Ewell we believe that the development of literacy and language skills is of the highest importance to enable high quality acquisition of key skills in writing, reading and spoken language, so that all children can communicate their ideas and emotions effectively to others and express themselves creatively and imaginatively.

Aims

We aim to:-

- Foster excitement and creativity in Literacy by providing an accessible and enjoyable curriculum that all pupils can engage in successfully for both information and pleasure
- Develop pupils' abilities to write clearly, accurately and coherently in a range of contexts across the curriculum whilst adapting their style, language and purposes for a variety of different audiences
- Communicate confidently, effectively and clearly when using spoken language during discussion to explain and elaborate when participating in debate and presenting formal presentations to others
- Develop pupils' reading, spoken and written language by acquiring a wide range of vocabulary and understanding of linguistic conventions of grammar
- Enable children to become enthusiastic and responsive readers who can read a wide range of literary genres easily and with fluency for both information and pleasure

The National Curriculum 2015 clearly outlines what must be taught within each year group in KS1 and KS2.

Spoken Language

At Temple Ewell spoken language is an integral part of everyday learning throughout the whole curriculum and children have many opportunities to actively take part in speaking and listening in a variety of situations. Teachers at Temple Ewell foster the children's competence and confidence of spoken language to develop their understanding through discussion of what they are reading and to be able to plan clear ideas for writing.

Opportunities for spoken language

Drama and role play- share creative and imaginative ideas through drama performance in school, church and role play

Sharing ideas and opinions

Explaining concepts, understanding and instructions

Engage in debates and discussions

Story time

Discussion through listening to recorded music

Telling/retelling/performing stories and poems

Hot seating

Language games and puppets

Collaborative work

Philosophy/circle time

Pupil's voice

School councillors, spiritual councillors, sports leaders and learning forum

Reading

Reading is an essential life skill and at Temple Ewell the enthusiasm and enjoyment of reading is elevated by staff and children through all areas of the curriculum as well as through shared reading, guided reading, texts linked to subjects and topics, independent reading and events and promotions such as Buster book club, World book Day, Book fairs, Readathon competitions and book swaps. To develop fluency, understanding, confidence and competence in both reading and comprehension children are encouraged to use a wide variety of media for reading in any subject including traditional books, magazines, newspapers and technology such as computers and Kindles.

We are currently using the Book Bands reading programme which also encourages a wide range of genres and styles of writing to ensure children can access a wider and broader reading experience.

Spellings, Phonics and Grammar

Our phonic scheme used throughout the school follows the Letters and sounds programme. Children are also taught to develop their understanding of spelling and words through learning about word origins, morphology (word structure) and orthography (spelling structure). Spelling, phonics and grammar are taught both as discreet lessons and as an integral part of lessons in all areas of the curriculum where suitable and appropriate. From year 1 to year 6 all classes also use the clued spellings programme adapted from 'Cued spellings' by Keith Topping.

Writing

Literacy is taught on a daily basis throughout the school as a discrete lesson where key skills and understanding of a range of genres are modelled and practised during the literacy lesson, building on children's understanding year on year, ensuring continuity and progression in the teaching of Literacy. Where applicable genres are matched to topics as a relevant stimulus for text-level work and word and sentence level objectives to provide children with a range of opportunities to promote transferring, linking and consolidation of these skills confidently and competently throughout all other areas of the curriculum.

When writing children plan, draft, write, evaluate and edit their work in a range of genres including fiction, non-fiction and poetry, to develop their skills in communicating their ideas fluently with an awareness of audience using Standard English.

Thinking maps are used throughout the school and as part of the planning process in writing. Part of the evaluating and editing process also includes giving opportunities for children to respond to marking feedback which also encourages and promotes 'deeper mastery understanding.'

Inspirational opportunities for imaginative and creative writing

Writing competitions.

Theatre trips

Educational visits

Visitors to the school

Drama and Role play including performing

Grammar and Punctuation

These lessons are taught both as discrete lessons as well as an integral part of teaching writing throughout the curriculum to develop the children's understanding of and ability to use words in a widening range of contexts effectively. The National curriculum states that 'It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.'

Handwriting

In reception children are taught how to hold a pencil correctly and to practise forming letters with a lead in. In years 1 and 2 the lead in is further developed to begin to join letters. Pupils are encouraged to develop a fluent, legible and neat joined handwriting style. Presentation of work is highly promoted throughout the school.

EYFS

In the Foundation stage, English teaching and learning falls within the Area for Learning : Communication, Language and Literacy. This area has four strands : Language for communication and thinking, Linking sounds and letters, Reading, Writing.

The guidance for teaching of Literacy in the Early Years is set out in the EYFS and detailed in the strands for the foundation stage of the Primary Framework for Literacy.

There is a balance of focused Teacher Directed literacy teaching with a strong emphasis on modelling; exploration and development of skills through Teacher Initiated personalised and group activities and reinforcement, exploration and consolidation through Child Initiated learning.

Pupils are provided with rich, multi-sensory learning contexts and the systematic teaching of fundamental basic skills. Synthetic phonics are taught using 'Sounds Write' units.

Inclusion

At Temple Ewell we view each child as an individual learner and through continuous assessment and monitoring of pupil progress we can ensure the curriculum is accessible and appropriately matched with equal opportunities to meet all our pupils needs, strengths and learning styles which includes pupil progress, gifted and talented, children highlighted as not reaching expected by end of year, English as an additional language, gender, behavioural, emotional and specific identified individual learning needs, through effective planning informed by ongoing assessment, teaching and learning. Provision for all pupils is the responsibility of all class teachers and is overseen by the Senco.

Assessment, monitoring and reporting

Purposeful assessment and achievement is progressively linked and an important teaching and learning process which continually informs planning and provision, allowing us to meet the needs of all children at Temple Ewell.

As set out in the National Curriculum Framework 2014 assessment guidelines are as follows:

- emerging
- expected
- exceeding

All children will be assessed as **emerging** at the beginning of each year group with at least 85% reaching **expected** by the end of the year. Children not at **emerging** for their year group at the beginning of the year are provided and planned for by their teacher and the school Senco with a curriculum to meet their individual needs. Children reaching **exceeding** are provided with opportunities to develop a deeper mastery and understanding of literacy skills with an ability to apply these effectively across a range of applications.

Opportunities for assessment and monitoring

- Progress sheets in the front of literacy books are updated regularly.
Highlighting is used to show progressive acquisition of skills (this is also the same in maths books):-
Autumn term = yellow
Spring term = pink
Summer term = green
- Regular pupil progress meetings
- Book monitoring by literacy coordinator, head of school and executive head
- Quad monitoring of books
- Local authority monitoring of books
- Observation of all areas of literacy by literacy coordinator, head of school, executive head, Senco, local authority, Ofsted, linked school monitoring and governors.
- Pupil voice

Summative assessment is through SATs at Year 2 and Year 6

Reporting

Meetings with parents occur during the Autumn and Spring Terms and a written report is sent home at the end of the Summer Term.

Review

This policy is a working document subject to changes and will be reviewed as appropriate in line with the needs of the school, in response to local or national initiatives, evaluations of monitoring procedures and as detailed in the School Improvement Plan.

D Tidey -Literacy Co-ordinator

November 2015

To be reviewed -