

LITERACY POLICY – PRIMARY SCHOOL

MISSION STATEMENT

“Our purpose is to create a happy, secure and stimulating learning environment within which all members of our community can achieve their full potential and develop a commitment to lifelong learning”.

Adopted	March 2008
Review Date	Spring 2011

INTRODUCTION

The Importance of English in the Curriculum

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of many countries and times. In studying English pupils develop skills in speaking, listening, reading and writing.

It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts.

The study of English helps pupils understand how language works by looking at its patterns, structures and origins. In using this knowledge pupils can choose and adapt what they say and write in different situations.

There are three main purposes to this policy:

- It establishes an entitlement for all pupils
- It establishes expectations for the standards to be achieved
- It states the school's approaches to this subject in order to promote public, and particularly parents' understanding of the curriculum.

CURRICULUM OBJECTIVES

Literacy is defined as the united skills and knowledge of reading, writing and oral language. In order for children to become literate they must understand that the written word is a representation of the spoken word and that both have a variety of forms and purposes. A main focus within the education of the pupils at St Julian's is to emphasise the importance of each child's ability to express themselves both orally and in writing. Having excellent language skills empowers children to communicate creatively and imaginatively as well as allows them to engage with the world at large. We, therefore, aim – through practice in speaking, listening, reading and writing - to help children develop their English language skills to their fullest potential.

For many children within our school, however, English is a second or additional language. We, therefore, recognise the importance of ensuring that our EAL learners are taught the basics of the English language, so that they may accompany their peers in accessing the curriculum effectively. We must also not lose sight of the fact that, for children for whom English is an additional language, the home language and culture are vitally important to not only their sense of comfort



and well being while at school, but to their academic and language learning progress as well. The home language(s) and culture(s) of each child is, therefore, appreciated and actively valued.

SKILLS

We recognise that English is a core subject within the English National Curriculum and, again, a pre-requisite for educational and social progress. We provide a structured teaching program to develop pupils' abilities so that they meet the requirements of the National Curriculum.

By the end of Year 5, we aim for pupils to be able to:

- Produce a legible, joined, fluent style of handwriting
- Speak, read, write and spell and with confidence, fluency and understanding
- Have an interest in books and read for pleasure
- Use a full range of strategies – phonic, graphic, grammatical, contextual – to deal with reading and writing tasks independently
- Have an interest in, and understanding of, words and their meanings
- Have developed a growing vocabulary in speaking and writing
- Discuss a wide range of fiction and non-fiction texts comprehensively, expressing opinions and justifying preferences.
- Write in a variety of styles and forms appropriate to purpose
- Demonstrate developing powers of imagination, inventiveness and critical awareness - and use suitable vocabulary to articulate their responses, through writing, speech and drama

PROGRAMME OF STUDY, ORGANISATION AND PLANNING

Pupils are taught objectives appropriate to their year group and have a clear understanding of these objectives.

Teachers plan for appropriately paced lessons using the National Literacy Strategy as their basis. However, given the multilingual aspect of our school, we recognise and value the need to extend certain aspects and objectives found within the Literacy Strategy, in order to ensure that all our pupils' learning needs are being fully met.

Teachers, having high expectations of success for the children, employ a range of teaching strategies:

- Whole-class teaching
- Guided group work
- Demonstration and modelling
- Explanation
- Targeted questioning
- Discussion
- Shared reading and writing

Teachers take account of opportunities for developing literacy skills across other curriculum subjects.

Planning is taken directly from the National Literacy Strategy and medium-term plans and weekly short-term plans are produced as a team by the teachers in each year group and monitored by the Deputy Principal and Vice-Principals of each area. Foundation teachers follow the curricular guidance for the Foundation Stage.

DIFFERENTIATION & SPECIAL NEEDS



Teaching is effectively differentiated within mixed ability classes and lesson plans identify the different ability levels and needs of the children.

Teaching is differentiated by:

- Outcome
- Task
- Questioning
- Level of support

A variety of classroom management strategies are used in order to support and ensure effective differentiation takes place.

EQUAL OPPORTUNITIES

St. Julian's is an international school comprised of children from many different nationalities and ethnic backgrounds, and each pupil has the right to access a quality education that addresses her/his individual needs. Once again, the home language(s) and culture(s) of each child are valued.

In accordance with their individual needs, all children cover the statutory content of the programmes of study within the National Curriculum.

ASSESSMENT

Formative assessment, carried out by the class teacher, is used on a daily/weekly basis to inform future planning and to identify progress against teaching objectives and targets.

CURRICULUM TIME

The time allocated to Literacy is the equivalent to 5 or 6 periods in KS1 and KS2. In Foundation, English is taught discretely through topics within the area of Communication, Language and Literacy.

Assessment within Foundation is constant and ongoing with the profiling system.

Reading is tested through KS1 and KS2 using both the Edinburgh and Hodder and Stoughton reading assessments. Additionally, the Parallel Spelling Tests are also administered through out KS1 and KS2. Y3, Y4 and Y5 complete optional SATs in the summer term.

RESOURCES

The responsibility for maintaining an adequate supply of resources rests with the Literacy Coordinators. The effective management of these resources in the classroom is also the responsibility of each classroom teacher who uses them.

HEALTH AND SAFETY

Teachers are responsible for the safety of their pupils and they ensure at all times that the pupils are working and behaving in a manner that will not cause harm to themselves or to other pupils or to the environment.

TEACHING METHODS AND ORGANISATION

Teachers use the following strategies during their literacy lessons:

- Reading and writing strategies are explicitly modelled.

- In shared reading, pupils interact with a range of different text types.
- In shared writing, pupils work individually, in pairs or as a whole class to plan, draft, redraft, edit and present a range of writing genres.
- Teachers aim to ensure a balance of sentence and word level work across the week.
- Pupils work independently, in small groups, collaboratively, peer to peer and as a class.
- The plenary is used to reinforce and revisit objectives, as well as to consolidate learning and for assessment.

Spelling is taught via a range of strategies:

- Open-ended investigations
- Teacher modelling
- Use of class/personal spelling dictionaries and thesauruses
- Target cards
- Mnemonics
- National Literacy Strategy high and medium frequency word lists
- Look-Cover-Write-Check
- Spelling games

PERSONAL READING

In Key Stages One and Two, personal reading books are chosen from the colour-coded resource area in the entrance hall near the library. They are classed according to the Cliff Moon categories. In Foundation children learn phonics and use wordless books before moving on to The Oxford Reading Tree

Each pupil in Reception has a Reading Record, while each child in KS 1 has a Reading Diary and each child in KS 2 has a Planner. In each one, the child's reading is logged and both teachers and parents can record comments on the child's progress.

LIBRARY

The school library provides pupils with broad and positive experiences of books. Its role is to help create confident, enthusiastic readers and to engage children in a lifelong love of literature and learning.

The library promotes the enjoyment of reading and literacy development across the curriculum, and the development of information handling skills. Each class visits the library once a week.

LINKS WITH PARENTS

Parents receive an annual written report and are invited to three parental interviews during the school year.

Teachers also keep parents informed at other times as necessary. In Key stage 2 the Planner as a home-school link is actively encouraged.

Annexe

RESOURCES

- A variety of different resources are used to support the planning and delivery of literacy within St Julian's primary school. This list includes:
- Pen Pals Handwriting (KS1)
- PIPs
- Jolly Phonics
- Material prepared by the teachers

- Audiovisual technology – Smartboards, tapes, CD, CD ROMs
- Library resources
- Spelling through Literacy Hour and Literacy bank
- National Literacy Strategy
- Grammar for Writing
- Oxford Reading Web
- Oxford Reading Tree
- Wide variety of text, word and sentence level resources to support writing and comprehension development.
- Wide variety of EAL resource books to support English Language learners

*The school maintains supplies of shared resources, appropriate to the different stages, year groups and language needs of children in three different key locations. All staff, in addition to the department heads and subject coordinators, maintain these resources.

2007-11-15