



Literacy Policy

St Ignatius' Catholic Primary School
ENGLISH AND LITERACY POLICY
Mrs J. Wearden/Mrs C.M Hough

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St. Ignatius' Mission Statement

Our Catholic School of St Ignatius puts the faith and uniqueness of Jesus Christ at the centre of our vision for our children. We all strive to treat every person with respect and understanding. We know that no matter who we are or what our backgrounds, in school we will all be listened to and valued. We are all children of God. We are totally committed to providing every opportunity for all of our children to develop intellectually, socially, physically and spiritually through a working partnership with home, parish and other local faith communities so that our children are prepared for further opportunities, responsibilities and experiences.

We work in an atmosphere of reconciliation where we all learn to forgive each other and to start each day afresh.

We acknowledge our great responsibility to help all our children on their individual faith journeys guided by our belief in the Word of God. The diversity of faiths in our school challenges us to teach our children-

- To live together
- Pray together
- And play together

This is our school

This in our community

Here we all are, Lord !

2. AIMS

We aim to:

- Develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing.
- Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills across a range of subjects.
- Deliver a program of English based on the National Curriculum, using the Key Learning document and the Statutory framework for the early years foundation stage document.

3. OBJECTIVES

At St Ignatius' Catholic Primary School, we strive for children to be a 'Primary Literate Pupil'.

By the age of eleven, we aim for a child to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an interest in books and read for enjoyment.
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and be able to write in a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.

4. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication, Language and Literacy section of the Statutory framework for the Early years foundation stage document (2014).

IN THE EARLY YEARS FOUNDATION STAGE children should be given opportunities within:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop

their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

- **Literacy** development involves encouraging children to link sounds and letters and begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

AT KEY STAGE ONE AND TWO

Language and Literacy

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects for the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Spoken Language

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading and Writing

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. School should do everything to promote wider reading. Library facilities should be provided and ambitious expectations be set for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do

should include narratives, descriptions, comparisons, summaries and evaluations as such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

At Key Stage One, a breakdown of the statutory requirements is available in the National Curriculum document (2014)

At Key Stage Two, a breakdown of the statutory requirements is available in the National Curriculum document (2014)

The Governing Body

Regular reports are made to the governors on the progress of English provision and to our English Governor Lyndon Jones.

This policy will be reviewed yearly or in the light of changes to legal requirements.

5. SUBJECT ORGANISATION

The English Curriculum is delivered using the National Curriculum and the Key Learning Document provided by the local authority alongside the themed planning document also from the authority. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

Class teachers complete medium term planning which outlines the units of learning to be covered. Speaking and listening, reading and writing objectives are linked to support effective teaching and learning approaches. Teachers then complete weekly, short-term planning which describes in more detail the teaching sequence for each unit, including levelled, differentiated learning objectives, when appropriate, activities and assessment opportunities.

When necessary, time is made available in staff meetings and twilights to discuss the English curriculum, provide training and to ensure consistency of approach, standards and expectations, through the moderation of writing across all year groups in school. Planning is shared with teaching assistants and all other support staff.

The English Subject Leaders and Senior Leadership team monitor planning and books on a termly basis alongside learning walks, pupil interviews and observations.

6. APPROACHES TO SPEAKING AND LISTENING

Spoken language underpins the development of reading and writing, and as such, is an integral part of every aspect of the school day. Interactive teaching strategies are used to engage all pupils in order to raise standards in reading and writing. Pupils should be taught to understand and use the conventions for discussions and debate; they are to be supported to make their thinking clear to others and to themselves. All pupils are to be provided with opportunities to participate and gain knowledge, skills and understanding in the artistic practice of drama through role play areas and identified opportunities within English lessons and the wider curriculum.

7. APPROACHES TO READING

Pupils have access to a wide range of reading opportunities, which include: guided reading, independent reading, home/school reading and hearing books read to them on a daily basis in class.

Within a broad and rich curriculum, reading is taught initially through early phonics teaching. In EYFS and KS1 differentiated phonics is taught daily for 15 minutes. Staff track progression regularly and discussions are held both termly and on an ad hoc basis.

Shared reading takes place **daily** where children get to share in our broad literary heritage including modern classics and classic fiction. Shared reading also takes place in English lessons and throughout the curriculum with a range of text types utilised by class teachers.

Guided reading takes the form of reading workshops weekly for 50-60 minutes with each group having an opportunity to read and share their understanding with the teacher, class TA or reading champion. Class teachers plan using the weekly planning format. Adults responsible for groups within the class annotate the planning sheet to record if children have met the objective, not yet met the objective or have exceeded the objective.

All children use a book banded reading scheme. This system ensures that children are reading material that is appropriate to their ability. Each year group uses the Home Reading Record to record what the child is reading, how often they are changing the book and if they are regularly reading at home. Where children do not regularly read at home, teachers

will arrange for them to read individually with teaching assistants, parent helpers or older children. Children reading at Lime band onwards (average Year Three child and older) select their own book from within the appropriate band. Selecting texts motivates readers and helps children to develop and discuss their reading preferences.

Phonics is taught discretely each morning for approximately 15 minutes. They follow the teaching sequence set out in Letters and Sounds: Introduce, Revisit and Review, Teach, Practise, Apply and Assess learning against criteria when this is relevant and necessary. On a termly basis an assessment is carried out of the children's understanding of a certain phase then progress input to the relevant tracking document to be collated by the Phonics Subject Leader to ensure progress and attainment.

8. APPROACHES TO WRITING

The 2014 Curriculum divides writing skills into 2 dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods.

For references to phonics, please see above.

Children are encouraged to use their knowledge of phonics and spelling during writing and through self-editing and evaluation. Teachers use marking of children's work to identify spelling errors and those that are common errors and expected to be corrected at the end of the piece of work, written out three times.

Emergent Writers

Shared writing is an opportunity where teacher and children can together compose a piece of writing together. Provision is provided within each unit of work for this to take place. The purpose of shared writing is to model the thought processes involved in writing and allow students to engage in and focus on the process. The teacher, acting as scribe, frees pupils from that aspect of the writing process so that they can focus exclusively on the thinking involved in writing. Shared writing is also a powerful method for direct teaching of key skills and concepts needed in the writing process.

Guided writing is a useful and necessary tool to support small groups of children that need further practice or guidance from the class teacher. Guided writing is provided throughout the writing stage where a learner is not secure in a certain area. When working in a guided group children may be drawn from different ability groups and is not necessarily the same ability group that the child is in.

Independent writing takes place regularly in English and across the curriculum in other subjects. Children are given opportunities to write independently, to build up their writing stamina. Throughout the independent writing stage varying levels of support may be provided. Checklists are provided for pupils to self-assess or peer assess so that they can evaluate effectively. Extended pieces of writing are marked in depth and targets are provided for the pupils as a result of the feedback.

Handwriting

Handwriting is taught using an agreed letter formation. In Early Years Foundation Stage, children's fine motor skills are developed, letter formation is taught as graphemes are introduced in phonics sessions and joins are introduced when teaching digraphs. Cursive script is introduced to the pupils on entry to EYFS with emphasis on letter formation through phonics sessions and using different media such as writing letters in sand, whiteboards etc. In Years Two to Six handwriting is taught in short sessions throughout the week

Grammar, punctuation and spelling (GPS) is taught throughout English lessons, with a focus included in each lesson. Children are taught according to the Key Learning document and cover the areas suitable for the age range being taught and the ability of the children in the class.

Grammar is taught as a separate lesson where necessary.

Grammatical errors, both in oral and written work in all subjects, are corrected.

9. CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. There is an expectation that sustained writing will take place during topic work and this will include examples of the text type in English lessons. A sustained piece is classified as writing for a period of at least 25 minutes on a given topic.

10. THE USE OF COMPUTING

Opportunities to use Computing to support teaching and learning in Literacy will be planned for and used as appropriate.

11. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment policy. In addition to this:

Teachers carry out ongoing formative assessment; this helps support future planning, but may also be used within a lesson to redirect learning and support children's progress against teaching objectives.

In Early Years Foundation Stage the EYFS profile is used to assess progress in communication, language and literacy. In Year One to Year Six KLIPs is used with child friendly targets at the front of English books to record attainment, these are updated and this data is then transferred to the tracker.

Moderation is carried out internally at staff meetings and with partner schools to ensure that assessment is consistent throughout the school, using the statutory statements for each year group.

Phonics progress is assessed and recorded on the phonics tracker by the Phonics Subject Leader termly. The Year One screening check is used.

Each year group is assessed and recorded on the school tracker, which is then moderated by the SLT and pupil progress meetings are carried out to track progress and set new targets for the cohort.

Reporting procedures are in line with DfE regulations. Parents receive a written report in the Summer term and are invited to three parents' evenings throughout the academic year.

12. SPECIAL EDUCATIONAL NEEDS INTERVENTION PROGRAMMES

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

13. ROLE OF SUBJECT LEADER:

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating Literacy:

- Pupil progress
- Provision of Literacy (including Intervention and Support programmes)
- The quality of the Learning Environment
- The deployment and provision of support staff

Taking the lead in policy development

Auditing and supporting colleagues in their CPD. All teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or on line.

Purchasing and organising resources.

Keeping up to date with recent literacy developments and sharing them with the rest of the staff.

14. PARENTAL INVOLVEMENT

Parents are encouraged to support their child's progress in English by hearing them read and questioning them on the text, recording such sessions in their home/school reading record and supporting their child in completing English based homework tasks.

15. CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping

- Responding to pupils' work / Feedback / Marking policy
- Special Educational Needs Policy
- Computing Policy
- Equal Opportunities Policy
- Health and Safety Policy

Policy review date: September 2019