



North Stainley CE Primary School

LITERACY POLICY

1. MISSION STATEMENT

Within a safe, secure and caring Christian environment we seek to teach the children of our small rural community to enjoy life and learning; to have enquiring minds and to be resilient in their approach to learning. We aim to equip our children with the skills and attitudes required to prosper in a changing society and to achieve their full potential.

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.

Aims

We aim for the children at North Stainley CE Primary School to:

Become fluent, confident, readers.

Read with enjoyment.

Read and respond to a wide range of different types of literature.

Understand the layout and how to use different types of books.

Understand the sound and spelling system, and use this to decode words with increasing accuracy.

Be able to read aloud with expression and clarity.

Understand and respond to literature drawn from the English literary heritage and from other cultures.

We aim to develop, through our teaching of reading, the following attitudes:

Curiosity and interest

Pleasure and sensitivity

Critical appraisal

Independence

Confidence

Perseverance

Respect for other views and cultures

Reflection

3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2000) and in the Communication, Language and Literacy section of the Curriculum Guidance for the Foundation Stage (2000).

In the Foundation Stage (Nursery and Reception) children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision. This policy will be reviewed every year or in the light of changes to legal requirements.

4. SUBJECT ORGANISATION

The English Curriculum is currently delivered using the Primary National Strategy framework. 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. All work is differentiated according to ability.

5. APPROACHES TO SPEAKING AND LISTENING

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

6. APPROACHES TO READING

Approaches to Teaching and Learning

The teaching and learning of reading will run across the entire curriculum. We aim to provide a rich reading environment to develop the children's skills in reading. Teaching strategies aim to enhance children's motivation and involvement in reading and to develop their skills through the following:

Read, Write, Inc
Reading with other children
Reading with an adult
Shared Reading
Guided Reading
Reading aloud
Independent reading
Questioning, investigations, debates
Building phonic skills
Developing vocabulary
Understanding of sentence structure and punctuation
Comprehension, inference and implication
Ability to skim
Understand persuasive writing
Instructions
Story/character/plot/setting
Idea of an audience
Reading and interpreting dictionaries, index, glossary, contents
Developing critical skills
Participating in play reading
Performance of poetry, song etc

Teaching Groups

Read, Write, Inc

Reading and writing will be taught in ability groups to all children working below level 3 using the Read, Write, Inc programme. Children working above level 3 will be taught in their classes within a Literacy Session.

Reading will be taught in and out of the Literacy lesson to mixed ability class groups and to ability groups. In Guided reading time it will be taught to smaller ability groups, and occasionally on a one to one basis. Reading will also be taught in cross curricular situations in mixed ability classes.

Shared reading

Takes place in whole class or group situations. In shared reading the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The teacher's role is that of the expert reader who models how the text is read. The pupils, the learner readers, join in where appropriate with the reading of the text – singly and/or chorally. The texts selected are rich and challenging, being beyond the current reading ability of the majority of the class.

Guided reading

Guided reading will take place once a week in groups that are of similar ability. In guided reading, the responsibility for reading shifts to the learner. The teacher structures all reading tasks with pupils, who are grouped by ability and are required to read and respond to the text themselves with the teacher supporting. Texts of graded difficulty are carefully chosen and matched to the reading ability of the group. This enables pupils to read the text with sufficient ease but with a limited amount of challenge. It is intended that guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with reinforcing and extending strategies and/or objectives already taught in shared reading.

Independent reading

During independent reading, pupils take responsibility for selecting and reading a variety of texts including fiction, poetry and non-fiction from book banded reading books, guided and shared reading books, library books, book tapes, talking books, webpages, print and text around the school, etc. The pupils should be able to read these texts readily and comprehend them with little or no teacher or adult support. The focus for the reading is to provide practice and to develop personal response to text.

Children are encouraged to read at home at least 3 times per week. Every class has independent reading time for children to read for pleasure. All children have an independent reading book from our book banded reading books. They should record all reading in their reading record book. Class teachers will monitor how much reading each child has done by checking reading record books every Friday. All children who have read at least 3 times per week and had their reading record signed will be awarded a tick, three ticks will result in a reward sticker in line with our rewards policy

Phonics

Synthetic Phonics is taught on a daily basis to children in KS1 and in KS2 where the children still need daily phonics, using the Read, Write, Inc programme. Phonics is taught in ability groups with small numbers of children.

Reading for Pleasure

North Stainley is committed to encouraging children to read for pleasure and be lifelong learners. Each month we nominate a Reader of the Month, the child is given a certificate and a book. These awards are displayed in school. Every class has a reading area with favourite books and recommended books on display. Classes read class novels/ stories. In assembly once a month we hold a 'teacher's choice' or 'children's choice' session where favourite books are recommended and read.

7. APPROACHES TO WRITING

Spelling

Is taught weekly with children being given differentiated words to learn.

Early writing

Children in early years and KS1 are encouraged to write as much as possible and emergent writing is valued and encouraged. Children are also given direct teaching through a systematic programme of synthetic phonics. As children develop they will be taught to form letters correctly using a cursive writing style (see handwriting policy)

Shared Writing

In shared writing, the teacher and students compose text together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe, writing the text as it is composed.

The purpose of shared writing is to model the thought process involved in writing and allow students to engage in and focus on the process. The teacher, acting as scribe, frees students 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.

Shared writing:

- Reinforces and supports reading as well as writing
- Makes it possible for all students to participate
- Encourages close examination of texts, words, and options of authors
- Demonstrates the conventions of writing-spelling, punctuation, and grammar
- Focuses on composing and leaves transcribing to the teacher

Guided Writing

Guided writing allows a teacher to work closely with a small group of students based on a common need. During a guided writing lesson, a teacher might gather a small group and model writing, or maybe complete a shared writing experience together. Guided writing lessons give teachers the opportunity to bring together students who are struggling with similar skills for a mini-lesson, or a re-teaching session.

Guided writing helps children grow as writers. Guided writing affords a chance to model peer marking by turning the small group into a critique circle.

Guided writing:

- It is a component of a balanced writing curriculum;
- Provides an additional supported step towards independent writing;
- It contributes to the teaching sequence for writing;
- It should be carefully targeted towards groups of children with similar specific needs;
- The aim is to teach a specific skill to lead to independence in writing.

Enables the teacher to tailor the teaching to the needs of the group;

- Although it is a group activity it allows the teacher to observe and respond to the needs of individuals;

- Encourages the children to discuss writing;

- Builds confidence;

- Allows immediate feedback on success and further areas for improvement.

Extended writing

Children are given the opportunity to complete an extended piece of writing on a fortnightly basis. This takes the form of 'Big Writing'. The children complete a piece of writing completely independently given only a stimulus.

Handwriting

Cursive handwriting is taught throughout school, it is taught as part of the Read, Write, Inc programme. See handwriting policy.

8. CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to 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 literacy lessons to other areas of the curriculum.

9. THE USE OF ICT

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

10. ASSESSMENT AND TARGET SETTING

Planning, Assessment and Reporting

Teachers will ensure that shared and guided reading are planned for. There will be ongoing teacher assessment of the skills needed for reading, and the ability to read aloud. Comprehension activities are undertaken, oral or written, to assess children's understanding and skills at finding information.

In Key stage 1 a phonic record is kept, detailing which sounds a child knows and records are kept of the high frequency words recognised by each child.

Year 2 and SATS results are monitored. These results are tracked throughout the school. Individual targets in reading are set.

Children are assessed and their progress tracked in reading and writing using APP grids.

Children have targets for reading and writing, their next sub levelled target is worked towards and they are given a sticker when they have achieved it..

Parents are informed about their child's progress in their annual report, and also reading test results or assessments are provided for parents in July.

11. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children are identified and suitable learning challenges provided.

INTERVENTION PROGRAMMES

Provision mapping

Reading Intervention

Units of Sound

Paired Reading

Read, Write Inc Spelling

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.

12. ROLE OF SUBJECT LEADER:

The Subject Leader is 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
Purchasing and organising resources
Keeping up to date with recent Literacy developments

13. PARENTAL INVOLVEMENT

Involvement of parents in helping their children to become fluent, confident readers who have an enjoyment of reading is vital. We ask that parents read at home with their children a minimum of 3 times a week, share stories at home and become involved in all of the activities at school promoting reading, such as: Readathon, Book Week, Paired Reading sessions. We also invite parents/carers, community members to come into school and read with our children.

14. CONCLUSION:

This policy 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
ICT Policy
Equal Opportunities Policy
Health and Safety Policy

Date policy written: Jan 2012

Date approved by the full Governing body: Jan 2012

Date reviewed: October 2012

Date to be reviewed: October 2013

Signed: ___ R Plummer _____ (Chair of Governors)

Date: ___ 11/10/12 _____ -