



# Drax Community Primary School

## LITERACY POLICY

**Date of ratification by Governing Body: 30/01/15**

Signed: S. Pagliaro (Chair of Governors)

Signed: CM Habbishaw (Headteacher)

Date for next review: January 2016



# Drax Community Primary School

January 2014

## Literacy Policy

### Rationale

Literacy is defined as the united skills and knowledge of reading, writing and language.

We recognise that literacy is a core subject within the National Curriculum and a pre requisite for educational and social progress. The successful acquisition of language and literacy skills empowers children to communicate creatively and imaginatively as well as allowing engagement with the world at large. Development in Literacy is essential for independent learning, it is continuous and it is present in most aspects of everyday life. At Drax, Literacy is planned within its own framework but it is also an integral part of other subject areas of the creative curriculum.

### Overall Aim

We aim to enable all children to appreciate and enjoy literature and language in its many forms, as a powerful tool to express their thoughts, imagination and feelings. We aim that all children will develop the necessary skills to use literacy and language confidently.

### Objectives

Specific objectives are set down for all aspects of the English Curriculum in the National Curriculum and the National Literacy Strategy. These objectives are based around speaking and listening, reading and writing, and include word level, sentence level and text level objectives.

Through these objectives children develop their powers of imagination, inventiveness and critical awareness.

### Speaking And Listening

**Aims / Objectives** – Children will :

- develop listening skills,
- express ideas clearly,
- participate in class, group and individual discussions,
- express personal views with confidence,
- present work to an audience,
- respect opinions of others,
- understand the spoken word.

### Reading

**Aims / Objectives** -Children will :

- read with enthusiasm, enjoyment and confidence
- develop skills of reading fluently
- be able to use a range of reading strategies
- be able to discuss their reading
- through reading experiences develop imagination and critical awareness

## **Writing**

**Aims / Objectives** -Children will :

- write with enthusiasm, confidence, fluency and understanding
- recognise and write in a variety of genres
- plan, draft, edit and present their own writing
- develop imagination and critical awareness through their writing
- develop skills in word and sentence level
- produce independent pieces of writing, construct sentences, use punctuation

## **Teaching And Learning - Approaches And Strategies**

### **Speaking & Listening**

At Drax we provide a range of opportunities for our children to talk and listen in formal and informal settings. Through modelling the correct use of language, the use of drama and role play, discussions, question and answer sessions, story time, circle time, the children are able to engage with others.

### **Reading**

**Phonics And Spelling** are taught using the Letters And Sounds scheme of work, daily in Foundation Stage, Key Stage 1 and Key Stage 2. The National Literacy Strategy Support For Spelling materials, high frequency word lists and the Spelling Bank is used alongside specific word level objectives from the N L S Framework.

**Reading** - At Drax a variety of reading strategies are used by teachers – children use a wide range of texts and genres in different contexts, develop phonic knowledge, grammatical knowledge, and word recognition knowledge.

Reading is taught discreetly and during guided reading sessions to develop comprehension and text level skills. Children are read to, and are heard read aloud individually. They enjoy paired and shared reading, whole class reading using big books or Interactive Whiteboard reading resources. Books are displayed and are readily accessible to all children. From Year 2 through to Year 6, reading journals are completed to promote the reading of complete books. Optional SATs assessments are used on a half termly basis to support teacher assessments.

**Guided Reading** –Each reading group will read to a teacher or teaching assistant. When they are not reading, they work on comprehension type tasks. Foundation stage will access guided reading throughout the week when the other children are accessing continuous provision.

In KS1 and KS2 the core fiction and non-fiction reading scheme is Oxford Reading Tree. Parallel readers from a variety of schemes supplement the main scheme.

## **Writing**

**Handwriting** – Our aim is that children will achieve a smooth, comfortable and legible handwriting style using correct letter formation. This is taught and structured by the teacher and practised and developed by the children. The style of letter formation is displayed in Foundation Stage and KS1 classrooms. Teaching joined handwriting begins in Foundation stage and is developed in Year 2. Handwriting practice continues in KS2 where joining should be the norm. Children move onto using a black handwriting pen when a joined style is fluent. Line guides are used to support handwriting style, shape and sizing. At Drax we will follow the Sheffield Handwriting Scheme.

**Writing** - The development of writing is taught during literacy lessons and across the curriculum. Children have the opportunity to write for a variety of purposes and audiences. A wide range of genres are used. Teaching strategies include ICT, role play, drama, texts, film, shared, guided and modelled writing, sentence level and word level objectives.

**APP writing** – Independent writing is carried out on a fortnightly basis to aid the assessment of writing.

## **Planning**

Lessons are planned with reference to the objectives set out in the National Curriculum and the NLS Primary Framework and the supporting materials for each year group. Long Term Plans are drawn from the Primary Literacy Strategy. Medium term plans are taken from the NC and NLS objectives. All teachers are responsible for weekly planning sheets which identify the appropriate learning objectives and success criteria, the teaching and learning strategies required, and provides a balance of variety and content.

## **Time Allocation**

Literacy is taught everyday. At times it will be taught as a discrete subject, at other times it will be delivered as part of other curriculum areas.

## **Monitoring Assessment And Recording**

The monitoring of Literacy is ongoing and is the responsibility of the Subject Coordinator. It operates within the whole school monitoring schedule and a variety of monitoring strategies are used. A Literacy action plan is set at the beginning of each school year. Standards are monitored through lesson observations, evaluating planning, and work samples and work moderation. For evidence of monitoring see the monitoring file.

Assessment is in keeping with the whole school assessment calendar and reported to the assessment co-ordinator on a half termly basis. Assessment carried out by the class teacher is an integral part of their role and is used to inform planning and develop teaching. It identifies children's progress against learning objectives. Work is marked using the school marking policy. Assessment for learning strategies are used throughout the school. Individual Reading and Writing Literacy Targets are set in the Autumn Term and updated when they have been met. A written report is received by parents annually.

Pupil progress is recorded in the following ways :-

- APP Writing levels
- APP Reading levels
- Writing APP Books
- O-Track Pupil Tracking Teacher Assessment.
- Phonics Sheet
- Rising Star SPaG tests Year 1 – Year 6
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In addition to teacher assessment other assessments include:-

- EYFS Profile
- Year 2 end of key stage statutory assessments
- Year 3, 4, 5 Optional National Curriculum Tests
- Year 6 - Key Stage 2 NC Tests

### **Inclusion, Equal Opportunities and SEN**

All children at Drax will have access to the same Literacy Curriculum, regardless of gender, race and mental and physical ability. Activities both inside and outside the classroom are planned in ways that involve the inclusion of all children. Teachers plan and assess for the specific needs of all children. Work is differentiated to cater for individual needs and individual targets may be used to inform planning.

### **Resources**

The Literacy Coordinator is responsible for monitoring and maintaining resources. New resources are agreed in consultation with staff. Resources are stored in the Literacy cupboard or classrooms. The Literacy Coordinator is responsible for requesting a yearly budget allocation.

### **Review**

This Literacy Policy will be reviewed by the Literacy Coordinator