

## Literacy Policy

<b>Date:</b>	September 2016	<b>Review Date:</b>	Annually
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### 1. MISSION STATEMENT

Our English Policy is very much a reflection of our Mission Statement. At St. Dominic's Primary School we as our Mission Statement says:

*"In Jesus we love, learn, hope, trust and care"*

### 2. AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing.

At St. Dominic's Catholic Primary school we strive for children to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have a love for books and read for enjoyment
- have a love for words and their meanings and to develop a growing vocabulary in spoken and written forms.
- understand a range of text types and genres - be able to write in a variety of styles and forms.
- develop the powers of imagination, inventiveness and critical awareness.
- have a broad vocabulary and good understanding of grammar to articulate their ideas.

### 3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of Literacy are laid out in the National Curriculum 2014.

**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 is a working document which is constantly updated and reviewed in order to keep it current and relevant to our school's needs.

### 4. SUBJECT ORGANISATION

The Literacy Curriculum is delivered using the Helen Savva Programmes of study, The FOCUS Challenge curriculum and Development Matters which leads to the Early Learning Goals. These are followed to ensure

continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

## **5. APPROACHES TO SPEAKING AND LISTENING**

The 2014 Literacy Curriculum makes provision for: Speaking; Listening; Group Discussion and Interaction, poetry and drama. These aspects 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**

**Supported Reading** in Years 1 and 2 every morning.

**Phonics** is taught daily from Nursery to Year 2.

**Shared reading** as part of the whole class shared text

**Guided reading** as a daily part of Years 3-6 curriculum.

**Independent reading** opportunities are provided within the weekly guided reading timetable.

**Destination Reader** - Hackney initiative to support reading for pleasure and good comprehension skills.

**Resources** - We have a dedicated team of TA's who assist with supported reading every morning and help with guided reading. Resources for guided reading are available in the Literacy Room.

**Links to parents** - Reading at home is actively encouraged. KS1 and KS2 send books home to be read with parents. These books are changed weekly. Library visits take place in KS2.

**Wider reading**- through the use of the school library or book corners in each class.

## **7. APPROACHES TO WRITING**

**Phonics and spelling** - Daily Phonics teaching in Foundation stage, Year 1 and 2 using CLLD. KS2 pupils who need additional support are set in Letters and Sounds phases appropriate to their level and supported in the mornings or during the school day. Spelling words are sent home and tested on a regular basis.

**Emergent writing**- Foundation stage actively encourages mark making as a precursor to writing letters. Letter formation and writing of words is started in Reception and actively taught in Year 1.

**Shared Writing** - Shared writing and teacher modelling is actively used throughout the school.

**Extended writing**- One piece of extended writing is completed every week.

**Handwriting**- Handwriting starts with mark making in the Foundation stage, followed by cursive writing throughout the school.

## **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 is planned for and used as appropriate.

## **10. ASSESSMENT AND TARGET SETTING**

The school is using formative assessment to ensure that children are assessed for learning.

**Writing:** The AFL in writing comprises marking to the LI and SC affirm a child's achievement and point out areas for improvement. Children are actively encouraged to take ownership of their own learning through responses to a teacher's comments and Green Pen questions.

Assertive Mentoring provides a structured system to support this. This system also highlights the targets that children need to improve their writing. One piece of unaided extended writing is assessed per term.

### **Reading**

The assessment of children working towards 'expected standard is completed through the PM benchmarking system or the Reading Recovery levelling system.

For children at expected standard and above there is ongoing assessment through Assertive Mentoring. We are currently trialling NFER and Testbase for summative assessments twice yearly

## 11. INCLUSION

We identify pupils or groups of pupils who are under-achieving and rigorously improve their attainment through carefully targeted interventions. Children who are working at greater depth are identified and learning challenges provided.

## INTERVENTION PROGRAMMES

### Reading interventions:

-**Daily supported reading**- All TAs used to support KS1 to improve reading standards.

TAs have reading groups of targeted children to support throughout the week.

-**Reading Recovery**- Ms. Demetriou does reading recovery for children at risk of underperforming in KS1.

**Small group support** ( Need identified after first Reading assessment) provided by Literacy consultant in KS2

**Letters and Sounds** provided for low attaining readers in Year 3

### Writing interventions:

-**Assertive Mentoring targets**- These targets are based on the assessments that are conducted alongside individual pupil conferencing.

**Writing tutorials** - Used for year 5 & 6 throughout the year.

**1:1 support** - for children in Years 5 and 6

## EQUAL OPPORTUNITIES

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

## 12. ROLE OF SUBJECT LEADER:

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

- pupil progress meetings
- book looks
- teaching and learning walks
- provision of Literacy (including Intervention and Support programmes)
- the quality of the Learning Environment

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

Parents are actively encouraged to read with their children throughout the school.

Parent workshops in EYFS and KS1 that model best practice in reading skills: phonics workshops, Colourful Semantics, Launch Pad etc

The school also celebrates reading for pleasure through occasions such as World Book Day, Roald Dahl Day and reading and writing competitions.

Veronica Frankland (Literacy Leader)

Date policy written:

September 2016

Date to be reviewed: September 2017

Signed Chair of Governors \_\_\_\_\_ Date \_\_\_\_\_