

STUART ROAD PRIMARY SCHOOL LITERACY CURRICULUM POLICY



STUART ROAD

PRIMARY SCHOOL

growing every day

This Policy reflects the School's values and philosophy in relation to the teaching and learning of Literacy. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment.

This document has been prepared by the literacy co-ordinator in consultation and discussion with all the teaching staff of Stuart Road Primary School. It has been produced for all teaching staff, non-teaching staff with classroom responsibilities, school governors, parents, inspection teams, LA advisors and interested others.

Our rationale: Why teach Literacy?

We believe literacy is an essential life skill and a fundamental component of the whole primary curriculum.

A good language education is pivotal for all learning in every curriculum area. Our children need communication skills to equip them for everyday life. Good communication skills are required for the most basic routines to enable us to survive and function in a civilized community.

Literacy is not taught simply to prepare pupils for a qualification required by future employers - it is a language for life!

At Stuart Road Primary School we are concerned with the development of the whole child. A child who can communicate effectively has every reason to be confident and to have a healthy self-esteem.

What are our aims when teaching Literacy?

Through a variety of teaching styles, we aim to encourage all children to...

Speaking and listening:

- Listen attentively, paying attention to detail, to process the information and retain aurally as much detail as they are able;
- Speak confidently with intonation, clear diction, accurate grammar and style with regard for their listener;
- Take an active role in role play and drama activities developing empathy and encouraging confidence through performance;
- To communicate and express themselves effectively. Showing respect for, and allowing personal opinions to be shared within school, drawing upon speaking and listening skills, maturing socially through working collaboratively in groups and in pairs.

Reading:

- Read fluently, which is reflected in appropriate expression and intonation, from a wide variety of text at their own level for pleasure and relaxation;
- Comprehend a text, being able to answer open and closed questions; and be able to infer and deduce information using the text.

Writing:

- Develop their cognitive skills, imagination, and personal expression through a range of writing tasks using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purposes;
- Make progress through the school to become confident spellers in line with the expectations of the National Curriculum using a variety of spelling strategies.
- Use the correct formation of letters leading to a neat, legible, fluent and joined handwriting style by the end of year six.

How do pupils learn?

Literacy is concerned with acquiring and applying a set of skills and a body of knowledge about language and its use. The natural chronology for acquiring these skills is listening, then speaking, then reading, and then writing. All four skills will eventually be developing concurrently. True communication is two-way: it involves careful *listening* or *reading* skills to ascertain relevant information, and then *speaking* or *writing* skills to make an appropriate response.

Literacy in the primary school setting extends and enhances a natural development by providing relevant activities and focused teaching to advance the acquisition of these skills. The teacher will also aim to be a good model of effective communication.

Literacy is taught through a balance of different teaching methods. Pupils will be given opportunities to learn through real experiences and practical tasks, through focused analysis of written text, published learning material, teacher prepared materials, educational visits, appropriate use of television/visual programmes, information and communication technology (word processing, other language based programmes, internet etc) and tasks set to complete at home.

For information on the following areas below please refer to the individual policies regarding each.

- **Inclusion**
- **Equal Opportunities**
- **Special Education Needs**
- **Foundation Stage**
- **EAL**

Planning Literacy

It is the responsibility of the class teacher to plan work for their pupils using objectives and the programme of study from the National Curriculum for English.

Effective planning ensures:

- That there are achievable learning objectives for all of the pupils
- The intended outcome for the end of each unit of work is explicit
- That work is matched to pupil's abilities and experience
- That the teaching is differentiated by outcome(s), resource(s), support or task(s), allowing children to self-select their level of challenge
- That the teacher's/teaching assistant's time is employed effectively throughout the lesson
- That there is progression and continuity related to previous learning; not previous teaching (there can be a marked difference between what has been taught and what has been learned)
- Coverage of a range of text types over the course of a year
- That pupils are appropriately grouped; e.g. in ability or mixed ability groups/pairs for collaborative activities, or individually for independent work
- That work is marked, according to the marking policy, and provides next steps in learning to move the child forward.

Planning is monitored by the senior leadership team who track the sequence, differentiation and progression of the planning. All staff keep their weekly planning in their planning folder and in an electronic format on the staff server, in planning file.

Differentiation.

Differentiation by outcome is achieved by setting tasks, often allowing for independent work, which are suitable and appropriate for all the pupils' starting level and which allow the more able pupils to be challenged.

Differentiation by resource is achieved when the teacher depicts the amount of exposure to additional learning aids.

Differentiation by support is achieved by the amount of adult supervision made available to an individual or a small group.

Differentiation by task is achieved when pupils, who are working towards the same objective(s), are given a range of different but related tasks, according to their levels of ability.

Writing:

At Key Stage 1: we deliver Read Write Inc. to ability, cross phased groups for four days a week. This takes place Monday, Tuesday, Thursday and Friday. The Wednesday literacy session is used to teach EGPS (English Grammar, Punctuation and Spelling) discretely to small groups of children.

At Key Stage 2: we deliver quality first teaching to year groups through the implementation of the RWI Literacy and Language scheme of work. Class teachers are also required to teach at least one EGPS lesson per week. We read a range of genres and text types throughout our literacy teaching. When starting a new unit of work we read and analyse the text; identify key features; model and practise skills, to create our final outcome.

In both Key Stages, we encourage staff to plan purposeful outcomes with genuine audiences so that children are motivated to write and can see the relevancy of their writing tasks.

Phonics

It is the policy of Stuart Road Primary to use the phonic scheme: Read Write Inc. as a teaching tool to ensure phonics is taught effectively. The scheme of work demonstrates a positive, consistent, repetitive approach of teaching strategies which allows for continuity and progression throughout key stage one.

At present we are using a cross phased teaching style which allows us to deliver phonics at the correct level for the children's needs rather than their year group. Thus, children are grouped and taught depending on ability, rather than age at key stage one.

We continue to deliver phonics at key stage two for those who haven't fully acquired the skills needed to support spelling by the end of key stage one. This is delivered by a classroom teaching assistant.

We have a dedicated RWI reading leader who offers continuous CPD for RWI staff through the support of planning and the monitoring of teaching.

Reading:

Reading takes place in many ways at Stuart Road.

Independent reading: takes place throughout the week when teaching assistants and teachers listen to children read during the week. We also encourage parent helpers (DBS checked) to come into class to support independent reading activities in the class room.

Shared reading: takes place during literacy sessions, where the adults and children read the text together, analysing the content and features.

Guided reading: this takes place with the teacher and a small group of similar ability children. During this session the text is discussed, with the expectation that the children can extract specific information from the text - answering deductive and inferential questions about the text.

Speaking and Listening:

We use and develop speaking and listening skills during discussion work. The objective are taken from the National Curriculum and added to the literacy planning to show progression of skills across the school.

Spelling:

The spelling patterns we teach are dictated by the National Curriculum and by the RWI phase a child may be working on. We use a range of spelling resources including the Spell Zoo activity books and activity sheets, online games and activities and board games. The RWI staff regularly 'card' children to ensure they remember and apply their complex sounds.

Developing and Monitoring Literacy

The literacy co-ordinator is responsible for the development and monitoring of literacy to ensure a coherent literacy strategy for our school. The co-ordinator supports teachers with their planning and is responsible for updating the school's policy and ensuring the subject's place on the annual management plan. It is also the role of the co-ordinator to monitor standards through book scrutiny, pupil conferencing and lesson observations.

The co-ordinator will assist teachers by leading staff meetings, planning and leading INSET activities, providing constancy and advice, and by supporting them in the classroom. The co-ordinator is responsible for implementing changes required by law and will attend training courses in respect of its implementation. The knowledge and skills gained on these courses should be imparted to colleagues through regular staff meetings and on INSET days.

Resources and Accommodation

Library books are classified by the Dewey system with a colour coded spine label to make it easier for pupils to find books that are of interest to them. The library also offers access to the internet so that a wealth of information is available to our pupils with the click of a fingertip. Our library is open on a daily basis during lesson and playtime and is timetabled for use throughout the week for each class. For more information see the library policy.

With regards to ICT, within each classroom there is access to a computer available for pupils to use. Word processing, editing, and researching using the internet are all highly promoted tasks linking ICT with literacy and many of the foundation subjects. With the installation of interactive whiteboards classes, the children are frequently using ICT as a resource to their literacy learning.

A selection of fiction and non-fiction books of an appropriate interest and difficulty level are kept in individual classrooms. Staff are encouraged to create themed book corners to support children's topic learning.

Guided reading books are kept in each classroom and are appropriate to the reading ability of that cohort. We aim for guided reading to take place on a daily basis in key stage one and twice weekly at key stage two to enable as much use of the books as possible.

Each class has its own literacy learning wall which should be appropriately resourced to support the children's learning for their current unit of work. This may include vocabulary cards, prompts for appropriate punctuation use and displays to show the conventions of a particular text or genre.

The literacy co-ordinator is also responsible for the maintenance, review and reordering of these resources including consumable items.

The co-ordinator is responsible for ensuring that effective resources are purchased and that money is spent wisely. Specific budgets will be made available under the school's funding system. The literacy co-ordinator will be responsible for producing proposals on how this should be spent effectively to facilitate the raising of literacy standards in our school.

Assessment and Record Keeping

The literacy co-ordinator in consultation with the assessment co-ordinator is responsible for ensuring that there is a standardised approach to recorded assessment.

Assessment

Assessment can be mutually supportive - *formative assessment* supports the process of learning, *summative assessment* measures the result. It is important to remember that the main reason for assessment is to enable the teacher to match the tasks set, to the abilities and needs of the pupils as they progress.

Formative Assessment

Teachers will follow the below assessment cycle:

Writing - a progress write will occur approximately every six weeks. The piece of work will be assessed against age related expectations and a judgement will be made as to whether a child's writing is exceeding, expected or emerging for their year group.

Reading - guided reading session observations of each pupil will be recorded after each session in the guided reading files. The observations will show whether a child's reading ability is exceeding, expected or emerging for their year group.

Speaking and Listening - speaking and listening activities will be informally assessed against age related criteria and children will be assigned an emerging/expected /exceeding level at the end of each year

Summative Assessment.

As well as being used for pupil assessment, termly and annual standardised test (SATS/QCA) results are used to monitor the school's overall literacy standards. In order for this monitoring to be effective the same tests will be used each year. The end of key stage tests are carried out and, we consider these useful for assessing pupils' performance and for reporting to parents.

This is part of an annual cycle within the school. Please refer to the Assessment Policy for further information.

This document has been completed, ensuring that all concerned with its production have taken into account current legislation relating to race, gender, age, ability and disability.

This will ensure that, where possible and within the limits of reasonable adjustment, we meet the needs of every child and adult linked to the life of the school.

The school equality policy is available on request or from the school website :

www.srps.com

Chair of Governors.....Date.....

Headteacher.....Date.....