

St John Vianney Catholic Primary School

Literacy Policy

Reviewed January 2016

Rationale

This policy reflects the school's values, philosophy and mission statement in relation to the teaching and learning of the English Language. It sets out a framework within which teaching and non-teaching staff can operate and it gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the National Curriculum Guidelines. These set out in detail the rationale for teaching each area of the English language curriculum and specify the skills that will be developed for all pupils.

This document has been prepared in consultation and discussion with all teaching staff, together with the Governing Body, at St John Vianney Catholic Primary School.

It has been produced for all teaching staff, non-teaching staff, school governors and LEA advisors.

Aims

- To develop pupils' abilities to communicate effectively in speech and language.
- To develop pupils' understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers, readers and writers.
- To develop pupils' listening skills essential to communicating effectively in a range of situations.
- To help pupils understand how language enables them to experience and appreciate their world and the realms of the imagination through all the media.
- To help pupils understand the part language plays in enabling them to express their ideas, feelings and experiences, and those of others.
- To help pupils understand the function and importance of Standard English.

Objectives

These objectives are derived from the aims and should inform planning, teaching and assessment.

To develop effective speaking and listening pupils should be taught to:

- Use, with increasing confidence, the vocabulary and grammar of Standard English.
- Formulate, clarify and express their ideas.
- Express themselves in a variety of situations using language which is appropriate to their needs and the intended audience.
- Listen, understand and respond appropriately to others.

To develop as effective readers, pupils should be taught to:

- Extend and develop as readers throughout their time in school.
- Read for purpose and pleasure so that they enjoy reading a variety of texts and become enthusiastic readers.
- Master their initial reading skills so that they become independent readers with the knowledge and experience of a wide range of reading strategies.
- Read a range of text accurately, fluently and with understanding.
- Find information they need in order to research and answer the questions of others.
- Understand and respond to a wide range of books and media texts on paper and on screen.
- Understand the variety of written language, and the differences between fiction and non-fiction.
- Improve their abilities to read, analyse and evaluate a wide range of texts, including literature from other cultures and traditions.
- Develop higher order reading skills, enabling the use of inference and deduction.

To develop as effective writers, pupils should be taught to:

- Express themselves clearly and precisely for enjoyment.
- Use knowledge acquired from their range of reading texts to model their writing in the style of different authors and also in different genres.
- Demonstrate their understanding of how writing enables them to remember, communicate, organise and develop their ideas and information.
- Write for an increasing range of purposes, matching their language to the needs of the appropriate audience.
- Understand the appropriate use and purpose of an increasing range of written forms on paper and on screen.
- Develop ideas and communicate meaning to a reader, using a wide-ranging broad vocabulary and effective style.
- Write neatly with accurate spelling and expression.

Progression – Principles of Teaching, Learning and Progression

Teaching and learning in St John Vianney Catholic Primary School is based on the New Primary Curriculum. Pupil provision is related to attainment, not age. We believe that the New Primary Curriculum statements should be practiced and applied through cross-curricular links with other Primary Curriculum subjects.

The school is currently using the Primary Curriculum to plan from and in KS2 Spelling, Punctuation and Grammar sessions take place daily, taking objectives from this document. Further development and training will continue in Spring/Summer Terms 2015/16 and the policy will be updated again and reviewed at this time.

Teaching Methods and Organisation

Approaches to Speaking and Listening

The four strands of Speaking and Listening: Speaking, Listening and Responding, 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.

Approaches to Reading

- Shared reading
- Guided reading
- Independent reading
- Paired reading
- Phonics and Spelling taught daily in small ability groups (Read, Write, Inc/SPAG)
- Links with parents – including homework, home-school liaison/communication books
- Wider reading (including Library; class novel etc)
- Home reading

Approaches to Writing

- Phonics and spelling
- Emergent writing/mark making
- Shared writing
- Supported writing
- Modelled writing
- Guided writing/Independent writing
- Extended writing
- Handwriting

Breadth and Balance

Teachers should have a clear idea of the knowledge and skills to be taught in the four areas of speaking, listening, reading and writing, which incorporate composition, handwriting, spelling, punctuation and grammar. It should be noted that these four

language modes are inextricably interrelated and that a balance must be struck between them across Key Stage 1 and Key stage 2.

A range of genres and texts are selected to ensure that children get a balance drawn from a variety of sources enabling cross-curricular links.

Intervention Programmes

Summative data is scrutinised and pupils below Age-Related Expectations are placed on a variety of Intervention Programmes. This information is collated on the Provision Map. These interventions should be managed by the class teacher and should closely match the learners' needs in order to improve the children's rate of progress.

Equal Opportunities

Children of all ethnic and cultural groups, races, genders, sexual orientation and abilities, have equal access to the English Curriculum. Positive images in terms of all groups are promoted throughout the school, both in the use of language and in the provision of resources.

Resources

Funding for English will be included within the school budget plan for each financial year.

Assessment, Recording and Reporting

Opportunities for teacher assessment will be identified in planning documents, together with opportunities for any pupil self-assessment. There are three Assessment Weeks per year and each child is given End-of-Year targets, which are discussed with teachers during Pupil Progress Meetings/Appraisal reviews.

Assessment in English is continuous, to inform planning and diagnose strengths and weaknesses. In speaking and listening this involves observing children using a variety of spoken language for different purposes. In reading, this involves formal and informal observation and close monitoring of children's developing use of strategies and responses to texts. Summative assessment is gained through a mid-term reading paper (SATs style) and reading age testing. In writing, it involves effective marking which is positive, instructional and developmental. Feedback to children about their progress in English is through verbal comment, discussion and the marking of work. (See marking and assessment policy for further details.)

Cross-Curricular Literacy Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through Literacy lessons to other areas of the curriculum.

ICT

ICT should be used to aid and support teaching and learning wherever possible. This may be in the classroom or ICT suite. Children should be actively engaged in developing their English skills through their own use of ICT.

Variety

The Literacy session will ensure that children will be engaged in a variety of activities appropriate to their special needs. Child initiated activities, storytelling, talking about their own experiences and ideas, drama and improvisation provide a sound base at Foundation Stage and are developed through Key Stage 1 and 2.

Teaching and learning styles incorporate direct instruction; group collaboration; paired work; practical activity; performance; individual research and investigation with other appropriate strategies all encourage effective learning through language.

Such is the importance of language to effective learning that this variety will be encouraged across all subjects and aspects of the curriculum. A wide range of resources (big books; picture books; stories; sound and film clips; fairy tales; myths; legends; poetry; nursery rhymes; songs; non-fiction; magazines; comics; multicultural resources.) are used to help children discover and explore the rich variety of linguistic experience.

Relevance

Language is relevant to all aspects of learning. This relevance is enhanced by enabling children to explore and express their own experiences (e.g. family, pets, favourite toys), explore appropriate texts (e.g. fairy tales, nursery rhymes, television programmes) and express their thoughts, feelings and responses to an increasing range of styles and forms.

Cross-curricular skills and themes

Language pervades all aspects of our lives and culture. It is the driving force behind learning across all aspects of the curriculum. The Primary Curriculum recognises the centrality of language by prefacing each subject's orders.

As a school we recognise and identify the aspects of language and language use which occur and encourage effective learning, across all studies, topics or subjects. Language makes a valuable contribution to cross-curricular elements in the development of key concepts, skills values and attitudes.

Planning

Teachers produce unit planning and translate these into weekly plans. Annotated plans are monitored weekly by the Literacy Leader.

Differentiation and Special Needs

The development of children’s language necessitates a variety of differentiated texts and approaches across the four language modes (speaking, listening, reading and writing.) Careful planning will ensure that these resources and approaches are appropriately matched to individual pupils, including the more able and those children with particular learning needs, across year groups.

Review

This policy will be reviewed as appropriate in response to local or national initiatives, evaluation of monitoring procedures and as detailed in the school improvement plan.

Regular reports are made to the governors on the progress of English provision.

This Policy was reviewed by the Literacy Subject Leaders _____ on (date)_____

This policy will be reviewed every three years or in the light of changes to legal requirements.

It was approved by the governing body of _____ on (date)_____

Signed: _____ Date: _____