

Barton St. Peter's Literacy/English Policy

1. Overview

a. Philosophy

In accordance with the school's philosophy, we seek to inspire all pupils with a positive attitude towards English and towards the general development of their literacy skills. We want our pupils to gain enjoyment from challenge and to develop a keen work ethic. We want our pupils to be confident and competent users of the English language in school and in their everyday lives.

Our literacy teaching will have an impact across the whole curriculum, offering pupils opportunities to develop their literacy skills in other subjects.

We want to set our pupils on the path to life-long learning through the continual development of their skills in speaking, listening, reading and writing.

b. Aims

The statutory requirements for speaking and listening, reading and writing in the English National Curriculum in the Foundation Stage and Key Stages 1 and 2 are being fully implemented in our school.

Despite the Primary Strategy being dissolved we will continue to use the materials to support our teaching alongside a structured phonics and reading scheme.

Reading and writing are strongly linked in our teaching. Pupils are taught to 'read as writers' and to 'write as readers'.

The QCA document Teaching Speaking and Listening at Key Stages 1 and 2 provides the framework for the development of speaking and listening skills, including opportunities for drama, discussion and debate.

The Speaking, Listening, Learning: working with children in Key Stages 1 and 2 box is available for staff to use in school. Planning for Speaking and Listening has been incorporated into Literacy Units across the key stages.

2. Quality of teaching and learning

a. General Organisation

* Each class is taught by their class teacher with the exception of Foundation Stage who may also be taught by the Early Years Practitioners or TAs.

* Some classes comprise more than one year group. There is a wide range of abilities within the age groups.

Within classes children will work with those of similar ability during Guided sessions.

When undertaking any other tasks, during group time, work will be differentiated in relationship to the task either by age or ability. We endeavour to link tasks as closely as possible to some element taught in the first part of the Literacy lesson.

* Systematic phonics lessons will be taught for 30 minutes every day using the Read Write Inc scheme. All children will be assessed and grouped accordingly within classes. Teachers, TAs and Early Years Practitioners will deliver phonics sessions.

* Children with special educational needs in Literacy are identified by systematic assessment. Those who are currently on the SEN List will generally receive the same input as the rest of the class during the first part of the Literacy session or a

differentiated input. Tasks in the group time will then be differentiated according to the ability and needs of the child. Their needs are also addressed through individual education plans and carefully planned programmes. Specific additional support is provided through the SEN Co-ordinator, and an SEN TA.

Most classes have TA support to aid the delivery of Literacy teaching. TAs may be used to support the class teacher during the first half of the Literacy lesson. During the group time TAs will usually support groups or individual children within the class.

* The school is conversant with the Intervention programmes available. At present, we use ELS (Y1), EMP (Y1), Y3 Literacy Support, ALS (Y4), FLS (Y5) programmes and Booster classes during Y6.

The teaching of Literacy in the Foundation Stage is matched to the EYFS Statutory Framework and Development Matters documentation. Texts are linked to learning areas, celebrations or themes that may be followed over a period of weeks during each term. Systematic teaching of phonics is delivered using Read Write Inc alongside Key Stage 1.

Read Write Inc Phonics is also used in Key Stage 2 to support children who are not ready to access Key Stage 2 materials (Get Spelling, Support For Spelling)

* Children who have English as an additional language will receive support (when appropriate) from the Bilingual Support Service.

b. The Class Teacher in Literacy

The class teacher's role is crucial in the provision of high quality teaching and learning in literacy. The school supports all teachers, so that they:

- take account of the age, gender, ethnicity and capability of their pupils
- show good subject knowledge
- are competent in teaching phonics and other basic skills
- plan effectively, setting clear objectives which pupils understand
- challenge and inspire pupils, having high expectations of them
- use a variety of methods which enable all pupils to learn effectively
- manage pupils well and insist on high standards of behaviour
- explain to the children what they will be learning and how (WILF/LO)
- use time, support staff, other adults and resources, including ICT effectively
- assess pupils work thoroughly and use assessments to help encourage pupils to make progress
- set targets related to present and future achievements
- review targets regularly, at least, every term
- where appropriate use homework effectively to reinforce and extend what is learned in school

In Speaking and Listening the teacher provides opportunities for children to:

Talk for a purpose-talk as somebody else.

to persuade, respond, explain, announce, narrate, entertain.

talk to investigate, to report, find out, summarise, solve.

talk during an activity.

to respond, reflect, criticise.
talk to create together.
to describe, argue, persuade.
talk to find out what you know, think and feel.
to explore, clarify, evaluate.
talk to instruct.

Consider strategies for an effective delivery-vocabulary choice, clarity of dictation.
Model their talk behaviour on others-through observation, participation and explicit advice.

Listen attentively, using appropriate body language.

Respond appropriately to what is being said by making comments, asking questions, clarifying.

Teachers know that reading is an applied process. It is the ability to make meaning from text and visual images whether it is for pleasure, to acquire knowledge or to manage our lives. When developing a child's reading skills we provide opportunities for children to:

Hear stories, poems and non-fiction read aloud.

Participate in a variety of reading activities.

Select books for their own reading and for their own work.

Keep records of their own reading (at KS2)

Comment, in writing or discussion, on what they have read.

Read aloud to a variety of audiences.

Respond in an appropriate manner to aspects of a text.

Reflect on the accuracy of their reading and check for errors, which might distort meaning.

Be shown how to read different materials in different ways for different purposes.

Find information from a variety of sources to pursue a line of enquiry.

In the classroom teachers endeavour to promote a 'print rich environment'. This enables children to see examples of transactional, expressive and literary writing. Children are provided with examples of a full range of fiction and non-fiction texts to listen, read and use examples to model writing styles in their own written work.

Teachers all plan using the guidance set out in the National Curriculum supported by Primary National Framework materials. They actively and frequently demonstrate how to produce different forms or styles of written work. Pupils are provided with opportunities and time to practice these skills for themselves.

Children are encouraged to write for different audiences or situations or purely for their own personal needs.

The teacher aims to support the child during each stage of the writing process.

Where appropriate children are given time to draft, revise, edit or share work with a response partner.

Note taking and redrafting are also taught processes.

c. The Pupil in Literacy

The school supports pupils, so that they:

- * acquire new knowledge and skills, linked to targets
- * develop ideas
- * increase their understanding
- * apply intellectual and creative effort in their work
- * are productive and work at a good pace
- * work collaboratively
- * show interest and pride in their work
- * develop the ability to sustain concentration
- * think and learn for themselves in independent sessions
- * demonstrate in the plenary and at other times that they understand what they are doing, how well they have done and how they can improve

d. Planning

- * All teachers, to ensure continuity and progression, follow the school's agreed format for long term and medium term planning for literacy.
- * Long and medium term plans are prepared using the Primary Framework and Non Negotiables materials. Class teachers are encouraged to select texts which are relevant and appropriate to individual classes thus promoting motivation to engage. Text lists are given to support these choices and ensure coverage.
- * All class teachers, using the agreed format for each key stage, undertake short term planning for the Literacy Hour.
- * Weekly timetabled lessons in English/Literacy include: a daily Literacy lesson; daily phonics/spelling lesson; individual reading time; reading comprehension; speaking and listening opportunities; verbal and written learning logs; handwriting and spelling. Opportunities to develop communication skills in Speaking and Listening and Writing are also provided in other curricular areas. Children also have the opportunity to participate in productions or other services held at the local Churches.
- * Essential elements for all short term Literacy planning are; objective, activity, differentiation, resources and assessment/lesson outcomes/success criteria.
- * Learning objectives are specific. Teachers assess against the objectives. Marking is linked to the key objectives and the Primary Framework unit objectives.
- * There is a balanced programme of Shared and Guided Reading and Writing through each and every week of Literacy sessions (e.g. three Shared Reading and two Shared Writing), with more Shared and Guided Writing towards the end of Key Stage 2 as children become more proficient.
- * Guided Reading is undertaken daily by all classes, with activities planned on a carousel system ensuring that all children get 1 x 20 minute focussed session delivered by a teacher/TA. All activities planned for a guided reading session will be appropriate to required learning and will be meaningful and relevant.
- * Phonics is taught daily in EYFS and Key Stage 1. In Key Stage 2 phonics materials are used to support children who have fallen behind in reading and spelling. Spelling is taught daily in Key Stage 2 using Support for Spelling/Get Spelling Materials
- * The Head teacher and Literacy Co-ordinator monitor literacy planning weekly. The Phonics Leader monitors phonics planning.
- * Cross-curricular links are exploited wherever possible. It is essential that reading and writing across the curriculum is marked to the same level and that appropriate feedback

and ways forward are given on all pieces of written work. Cross curricular writing will form part of the materials used to obtain an overall writing level judgement.

e. Assessment

Evidence of learning is used to inform planning, teaching and reporting.

Evidence is derived from informal and formal processes.

Short term plans have precise objectives and differentiation for children's individual needs which are assessed at the end of each session.

Termly writing assessments are completed by all children and marked using National Curriculum Levelling Guidance,

Reading and guided reading records are used to support reading assessments

Reading tests and analysis of test scores

SAT results and teacher assessment results

Co-ordinator monitoring

In service training

* The school also uses Otrack and APP as part of its assessment procedure.

* All class teachers complete the assessment column on short term planning sheets.

* Marking in Literacy is in accordance with the school marking policy. Teachers provide pupils with written or verbal focussed feedback on their written work so that pupils are more aware of

what they are doing well

what they need to develop

what is the next stage for them to make more progress

what they produced that enabled them to meet that lessons objective

As assessors of children's competence in oracy we can take advantage of the whole range of curricular tasks. In order to compile a profile of the child's strengths and needs comments could be usefully made in the following areas:-

Quality of his/her collaboration with other people.

Quality and strength of his/her involvement in a group task.

Level of concentration in a discussion.

Willingness to take initiative.

Relevance of contributions and depth of knowledge.

Clarity of speech.

Confidence in front of different audiences.

Ability to listen.

Willingness to respond.

Ability to extend ideas in the light of other responses.

Respect for others point of view.

Ability to compromise.

Ability to accept majority decisions.

* Assessments in phonic knowledge are made from Years R - 2 and for all children on the SEN List at least termly. Children in KS2 who are receiving phonics teaching will also be assessed

* School summative assessments in Literacy include:

Foundation Stage - LA's assessment and schools assessments on entering school.

Foundation Stage profile.
Data is inputted into O track assessment management system
Formal and informal observations.
Incidentals.
Look, listen and note on short term planning.
Assessing phonic progress.
Word checklists.
Teacher assessments.

Year 1 - in Y1 children undertake some formal assessment.
The school assessment timetable for Y1 includes - Assessing phonic progress/skills.
Assessing spelling ability.
Word checklists.
Teacher assessments.

Year 2 - Assessing phonic progress.
Word checklists.
SATs
Teacher assessments.

Year 3 - Optional SATs.
Teacher assessments.

Year 4 - Optional SATs.
Teacher assessments.

Year 5 - Optional SATs.
Teacher assessments.

Year 6 - SATs.
Teacher assessments.

Reception to Y6 - termly writing assessments.

- * All Literacy assessments are made in accordance with Assessment Policy guidelines.
- * The Head teacher, Assessment Co-ordinator and Literacy Co-ordinator, review attainment and progress annually for individual pupils, year groups and sets.

f. Moderation

- * Class teachers undertake joint training in moderation each year.
- * Regular slots are allocated in staff meeting time for across school moderation.
- * Teachers are invited to attend cluster moderation meetings

g. The Role of the Literacy Co-ordinator

The Literacy Co-ordinator's role will include the following responsibilities:

- * to ensure that the Literacy policy document reflects the requirements of the National Curriculum and the needs and ethos of the school;
- * to review and update the Literacy policy document as required and at least every three years;

- * to provide leadership and guidance in the area of English/Literacy, and to support staff as required;
- * to be actively involved in whole school planning, in co-operation with other subject managers, in order to maintain a broad, balanced and differentiated curriculum;
- * to monitor, review and update medium-term planning for Literacy;
- * with the Head teacher to monitor and evaluate short term planning for Literacy and evaluate this against the requirements of the National Curriculum
- * with the Head teacher and Assessment Co-ordinator to oversee summative school assessments in Literacy, in accordance with Assessment Policy guidelines, and to be consulted in Literacy target setting through the school;
- * to be involved in monitoring pupils' written outcomes;
- * to lead staff meetings and training sessions on issues related to the implementation of the English curriculum throughout the school;
- * to attend relevant training and co-ordinators' meetings to update knowledge, and to disseminate advice and current information in the subject to staff;
- * to maintain, evaluate and assess the resource base for English/Literacy teaching, and the identification of future resource needs;
- * to promote parental and governor interest in English/Literacy;
- * to liaise with other schools and agencies;
- * where appropriate, to liaise with secondary schools to ensure continuity and progression at the point of transition.

h. The Role of the Head teacher

The role of the Head teacher includes the following responsibilities:

- those responsibilities outlined above
- the evaluation of standards in speaking, listening, reading and writing at the end of the school year and on a yearly basis
- with the Literacy Co-ordinator prepare Literacy Action Plans.

i. Monitoring and Evaluation

* The Literacy Co-ordinator and the Senior Management Team will undertake monitoring and evaluation of Literacy-related planning, teaching delivery and assessment.

j. Record Keeping

* The following Literacy records are maintained in each child's personal profile folder and are passed to the following class teacher/school:

- i) the last assessments in fiction and non-fiction writing for each academic year in pupil progress books;
- ii) any standardised reading/writing or spelling tests;
- iii) SAT/QCA test papers;
- iv) Group individual targets.

Each child also has a Record of Achievement folder that contains work chosen each year by themselves and a personal termly review of their progress in each subject.

* Reading records should be maintained in a reading file/s, and should include:

- i) phonic records where appropriate;
- ii) weekly reading records for each term;

- iii) group reading records for all children, based on observations made in individual or group reading;
- iv) home/school records;
- v) key words and spelling records.

k. Reporting

* Reporting to parents about attainment and progress in Literacy will be in accordance with the school's reporting policy.

l. Meeting children's needs in Literacy

* All Literacy planning and teaching should take differentiation into account, to ensure appropriate pupil access to learning and to maximise their progress.

* All Literacy sessions should take into account the particular requirements for children on the SEN List, as outlined in their IEPs and in accordance with the school SEN Policy document.

* The Equal Opportunities Policy document should be consulted to ensure balanced and fair access to the Literacy curriculum for all groups.

* Opportunities via Literacy teaching should be taken to encourage positive attitudes towards our multi-cultural and multi-ethnic society.

m. Resources

* The school recognises that the most valuable classroom resource is the class teacher.

* The work of other adults, including TAs who work with children in the intervention programmes, should be carefully planned by the teacher, in consultation with those adults.

* Literacy resource areas are established, and will be updated annually to support classroom Literacy work. Resources should always be returned to the point of loan after use.

* Home school reading books are located in Acorn library and the Key Stage 2 Corridor. There is a mixture of core readers based primarily on the Oxford Reading Tree Scheme supplemented by the Ginn Scheme and other examples of good quality fiction from other schemes or 'real books'.

* The texts provide examples of fiction, non-fiction, poetry and plays. Colour coded for readability on 13 levels and children use them on a system of guided open access.

* Guided reading resources for KS 1 are in Acorn library and on the shelving outside the office for KS 2.

* KS 1 Big books are in Acorn library. They are labelled with the appropriate year group.

* KS 2 Big books can be located in the Study Centre.

* Other useful sets of reading books are housed in both Acorn library and the Study Centre. These can be used to supplement Home/School reading books or as Guided Reading books.

* Every class has access to a range of reading material, fiction and non-fiction, to support Literacy work, to aid independent learning and to develop positive reading habits.

* Every pupil has access to the resources of the school library.

* We host regular book fairs that are usually well supported.

* Each class will have an "Author of the Term" which will provide a basis for in depth author studies

* Project collections may be requested on a termly basis to supplement our own material.

* Every class has access to appropriate ICT facilities to support Literacy work.

n. Training

- * All staff are encouraged to take full advantage of Literacy training opportunities, to develop their confidence and update their expertise, through school and INSET.
 - * A record of training needs and provision is maintained by the CPD Co-ordinator.
- Members of staff also maintain their own individual CPD file.

o. Home/School Links

- * Parents are recognised as educators too, and their support in Literacy is encouraged at every opportunity, formally through homework and in the other ways listed below.
- * Children are encouraged to take reading books home to support their reading development, interests and independence.
- * Parental workshops and information relating to Literacy/Phonics are provided, to foster positive relations and to provide guidance and support.
- * Parental support in classrooms and/or in resource making is encouraged, in accordance with school guidelines.

p. Homework

We expect children to practice reading and spelling skills outside the classroom. Where appropriate other Literacy homework may be set. We believe homework can be a useful tool because

- * homework provides children with opportunities to practise and consolidate Literacy/English skills and knowledge, to develop and extend their strategies, and prepare them for future learning.
- * However, homework tasks need to be frequent, short and focused, and in accordance with the school Homework Policy and Home-School Agreement. Not all homework activities need written outcomes.
- * Homework may also be set as part of the plenary session, if so it should relate to work being undertaken in class. Opportunities should then be created to provide feedback on homework the children have been asked to complete.

q. The contribution of literacy to pupils' attitudes, values and personal development

During the literacy lesson, and in other English/Literacy activities, pupils will

- * reflect on what they do and the impact of what they do on others;
- * understand and respect the feelings, values and beliefs of others;
- * show initiative and take responsibility;
- * work individually, in groups and as a class.

3. Outcomes

Standards are evaluated in speaking, listening, reading and writing based upon;

- * Baseline and SATs results
- * RAISE and Fischer Family data
- * Other summative and formative assessments

4. Policy Review

The Literacy Policy should be reviewed and updated every two years. Date of next review. April 2015

6. Supporting Documents

The following school policy documents should be consulted to support the Literacy Policy;

Handwriting Policy

SEN Policy

Homework Policy

Marking Policy

Assessment, Recording and Reporting Policy

Monitoring, Evaluation and Review Policy

Equal Opportunities Policy

ICT Policy

Staff Development Policy

Home/School Agreement

Health and Safety Policy

Sample long, medium and short term plans

Appendices - Reading

Spelling

Writing

A J Brack January 2013