

Literacy Policy

Intent:

At Tonacliffe Primary School, we believe in giving all pupils, irrespective of gender identity, sexual orientation, race, religion, disability, socioeconomic status or academic ability, the opportunity to develop their abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will access Literacy throughout a broad and balanced curriculum, with opportunities to consolidate taught literacy skills. In order to fulfill this aim, the teaching of Literacy will be based on the National Curriculum in England 2014 using the Lancashire Scheme of Work for Literacy which is adapted to make connections with other subjects and the local area.

We believe the Curriculum should develop the children's love of reading, writing and discussion. We believe that the children need to develop a secure knowledge-base in Literacy which follows a clear pathway of progression from the Early Years through to Year 6. A secure knowledge-base in Literacy is crucial to high quality educational outcomes and will give our children the tools to be prepared for wider learning and life beyond school.

We aim for a child to be able to:

- Read and write with confidence, fluency and understanding using a range of independent strategies to self-monitor and correct.
- Have an interest in books and read for enjoyment and develop the habit of reading widely, for both pleasure and information.
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.

- Have an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation.
- Develop the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.
- Use discussion to learn and be able to elaborate and explain clearly ideas and understanding.
- Use speaking and listening to participate in debate, presentations and demonstrate to others.

STATUTORY REQUIREMENTS

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, and appreciate our rich and varied literary heritage.

IMPLEMENTATION

Subject Organisation

The English Curriculum is delivered using the National Curriculum in England 2014. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

There will be daily opportunities for the teaching of Literacy, work being based on objectives taken from the National Curriculum in England 2014, using the Lancashire Scheme of work to support this. These opportunities will use elements of shared work, word and sentence level work, independent work, guided reading and writing and plenary sessions. The timings of these elements are adapted to accommodate the objectives and the needs of the pupils.

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.

To develop our pupils as speakers and listeners we:

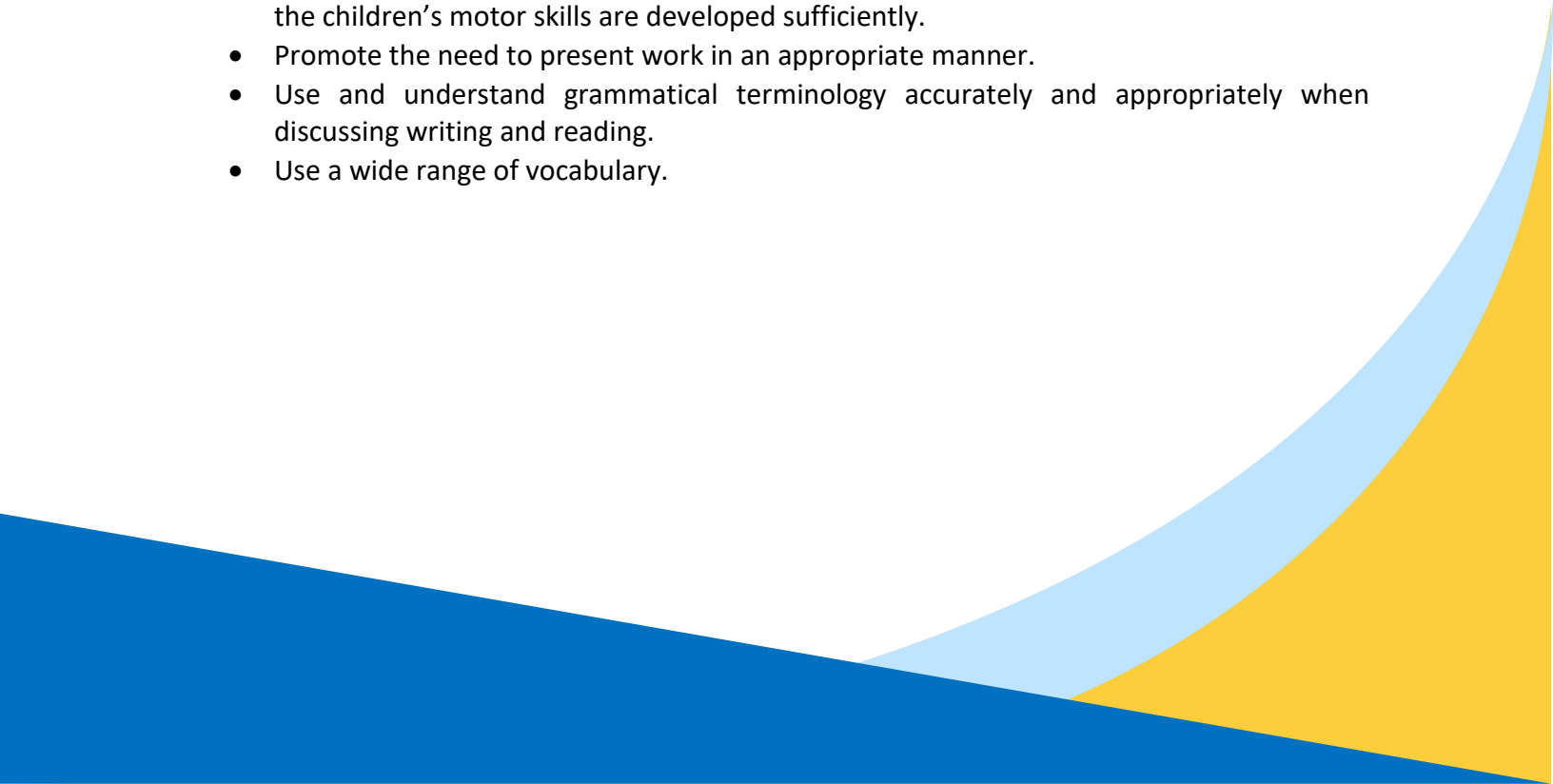
- Give children opportunities to express their ideas to a range of audiences.
- Give children opportunities to take part in group discussion and drama activities.
- Encourage children to develop good listening skills and respond to the speaker.
- Help children to understand the importance of adapting their speech to different situations.
- Encourage children to use appropriate vocabulary and grammar of Standard English.
- Encourage the awareness of the use of appropriate gestures, eye contact, facial expression, intonation, tempo.
- Help children develop discussion skills.

Approaches to Reading

To develop our pupils as readers we:

- Promote a positive reading culture and reading for pleasure
- Teach the children to read through a systematic approach to teaching phonics and additional reading approaches as required.
- Develop children's understanding of text through shared and daily guided reading.
- Teach the children to read accurately and fluently using a full range of reading cues (phonic awareness, graphic, syntax and contextual.)
- Help them to understand and respond to what they are reading through discussion, and creative medium.
- Give children access to a wide range of reading material.
- Encourage children to read for enjoyment.
- Teach children to seek information from the written word.

Approaches to writing

- Teach the children to develop a phoneme/grapheme awareness.
 - Celebrate emergent writing.
 - Develop writing through shared and guided writing.
 - Teach the children to write with interest and enjoyment.
 - Teach the children to write for a range of purposes and a range of readers, adapting style and vocabulary as necessary.
 - Show the children how to plan, draft and edit their own writing.
 - Develop the skill of independent extended writing.
 - Teach children how to use punctuation and grammar to make meaning clear to others.
 - Teach them a fluent and legible style of handwriting with cursive script, introduced when the children's motor skills are developed sufficiently.
 - Promote the need to present work in an appropriate manner.
 - Use and understand grammatical terminology accurately and appropriately when discussing writing and reading.
 - Use a wide range of vocabulary.
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Cross curricular writing opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links when planning Literacy and wider curriculum subjects agreed on the long-term plan for each year group. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

The use of ICT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate. Presentations prepared and delivered by the children with speaking and listening outcomes may be recorded and presented in assemblies, shared with parents and other classes in school.

Assessment and target setting.

Work will be assessed in line with the Assessment Policy.

Targets will be set on a termly basis and reviewed regularly. These targets will be shared with pupils so that they are clear about how they can make progress.

Monitoring and Evaluating

The subject leader will:

- Monitor planning
- Pupil interviews

- Lesson observations
- Conduct work scrutiny
- Purchase resources
- Keep up to date with literacy developments.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. Our aim is to unlock the potential in every child. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment through carefully chosen intervention groups, individual reading programmes, 1:1 tuition and quality first teaching. Gifted children will be identified and suitable learning challenges provided.

IMPACT

The teaching of Literacy is progressive and is planned to meet the needs of all children. We want out provision to provide pupils with an array of skills, knowledge and experiences to enable them to:

- Read fluently
- Read aloud and present information
- Express opinions in written and spoken language
- Write for a length of purposes
- Select books to read for pleasure
- Select books for information about topics that interest them

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