

Gawthorpe Community Academy Literacy Policy

AIMS

At Gawthorpe Community Academy our aim is for all children to develop a wide range of literacy skills within an integrated programme of Speaking and Listening, Reading and Writing that will together provide a strong foundation for each child to become independent life long learners. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach across the curriculum, with opportunities to consolidate and reinforce taught literacy skills. The creative curriculum provided by our Academy provides opportunities to enhance learning by providing children with a real context for developing and applying their literacy skills through a wide range of experiences.

By the time children leave our school our aim is that they are able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment.
- have an interest in words, their meanings; developing 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 appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of ability, gender, ethnicity or home background. Teaching will be tailored to Wave I, Wave II or Wave III to allow all children to make progress towards achieving Age Related Expectations.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the [National curriculum English Programmes of study key stages 1 and 2 \(updated December 2014\)](#) and in the [Statutory framework for the early years foundation stage \(updated July 2014\)](#).

Foundation stage

Children should learn:

- to link sounds and letters and to begin to read and write.
- to access and increase their interest towards a wide range of reading materials (books, poems, and other written materials)
- to express themselves effectively, showing awareness of listeners' needs, and being encouraged to use past, present and future forms accurately when talking about events.
- to develop their own narratives and explanations by connecting ideas or events

At Key Stage One

Children should learn:

- to speak confidently and listen to what others have to say.
- to begin to read and write independently and with enthusiasm.
- have opportunities to use language to explore their own experiences and imaginary worlds.

At Key Stage Two

Children should learn

- to change the way they speak and write to suit different situations, purposes and audiences.
- to read a range of texts and respond to different layers of meaning in them.
- to 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 will be reviewed every three years or in the light of changes to legal requirements.

SUBJECT ORGANISATION

The English Curriculum is delivered using the [National curriculum in England: framework for key stages 1 to 4 \(updated December 2014\)](#) and in the [Statutory framework for the early years foundation stage \(updated July 2014\)](#), whilst ensuring that provision is matched to the needs of our children and community. The Foundation Stage guidance is followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

A full hour a day is devoted to literacy. In addition 45 minutes is timetabled for handwriting, spelling and guided reading.

All children have access to the literacy lesson with planned learning opportunities to ensure that all children can make progress towards achieving age related expectations.

Teaching and learning is regularly monitored through lesson observations and book scrutiny to ensure that Age Related Expectations are being taught, in line with the National Curriculum, and that high expectations and standards of teaching is maintained across the school.

The learning environment within the classroom supports the development of literacy skills through the use of the Literacy Wall, high quality displays and texts. A range of ICT resources are used to support learning in class. High quality visits and visitors provide children with rich and varied experiences that then enhance their literacy skills across the curriculum.

Age related assessment grids are used to assess independent writing, from Year One to Year 6, following each unit of work. This allows children to have ownership of their individual literacy targets. Progress and attainment made by individual children is continually assessed through 2x 'big writes' per half term. Pupil progress meetings allow teachers (with a member of the Senior Leadership Team) to analysis assessments and identify children who have not made sufficient progress. From this, remedial strategies and interventions are put in place and reviewed at the next pupil progress meeting.

INTERVENTION PROGRAMMES

All children from Year One onwards are assessed for reading at the end of the summer term. Those children who fall below their chronological reading age are identified for inclusion in the Catch Up reading scheme and/ or 'Fisher Family Trust'. Children can be screened at the end of Year Two, or at any point in Key Stage 2, for dyslexia and receive additional support through the 'Toe by Toe' programme from Year Three. Tailored Wave I, Wave II or Wave III (One to one) tuition provides further literacy support for identified children in order for children to make progress and work towards meeting Age Related Expectations.

SPEAKING AND LISTENING

We want our Academy to be a place rich in language, where both children and adults are spoken to, and listened to with respect. By listening to children we help to build their confidence, and value the skills they have. As a whole staff we recognise the need to create a stimulating context for encouraging; speaking; listening; group discussion and interaction; and drama across the curriculum. We want our children to be confident to express their opinions and to have the language and skills to do so.

Aims to encourage Speaking and Listening

- Children will be encouraged to talk for a range of reasons, and be able to choose language appropriate to the situation.
- Children will be able to discuss their work with a partner.
- Children will be able to discuss work with adults.
- Children will be encouraged to participate in larger group discussions, i.e. through P4C, assemblies and class discussions.
- Children will be encouraged to respond to peers/adults to show they've understood.
- Children will be read stories regularly, including non-fiction and stories from other cultures.
- Children with speech or hearing difficulties will be given special provision, and fully encouraged to participate.

Planning for Speaking and Listening

The school aims for children to experience the following activities throughout the school year:

- Role Play and drama (telling / reporting to the class)
- P4C sessions (questioning and expressing opinions)
- Reciting nursery rhymes and poems (delivery of language)
- Listening and giving instructions (working with words)
- Listening to and responding to stories, including stories on tape (asking questions, sharing opinions)
- Opportunities to discuss and analyse texts (asking questions, sharing opinions)
- Listening to poetry (enjoyment of language)
- Listening to their peers (discussion work)
- Recording their opinions using ICT (communication and presentation skills)
- Story telling (enjoyment of language, expressing opinions)
- Evaluating work in a range of subjects (expressing opinions)
- To investigate and use technical language (experimenting with language)

Drama

At Gawthorpe Community Academy drama is used as a way of developing children's confidence during speaking and listening activities. We encourage children to participate in a range of drama activities which should enable them to:

- use language and actions to convey situations, characters and emotions.
- sustain roles individually and working with others.
- comment constructively on drama they have watched, or in which they have participated.

READING

We aim to engender a life long love of reading through providing appropriate support and encouragement and good quality texts in a wide range of genres to appeal to all children.

All children will be able to and encouraged to borrow books (both from the classroom and the Academy library) to read at home and to enjoy sharing reading with others.

Children read through the use of different strategies: looking at pictures; the phonic process; identifying words within words; sight vocabulary - working out word meanings within the context of a story.

Reading is taught in three main ways at the school;

- Individual reading books to be shared in school and at home.
- Shared reading within the whole class. This may involve direct instruction on parts of a text.
- Guided reading of texts with other children of a similar ability.
- Comprehension activities.

Shared reading

Beginning in nursery, and throughout school, children will participate regularly in a shared session. The class teacher will take particular points from the text for the children to look at each day. This will include punctuation, grammar, illustrations, spelling patterns, the structure of the writing and other elements relevant to interpreting the text. Children will be encouraged to comment on the text and contribute to a discussion, then follow up with reinforcement work. This method is intended to further strengthen a child's literacy skills. The range of texts concerned will include fiction and non-fiction.

Class novels (linked to topic areas where possible) will be read to children on a regular basis. This will also form the basis of a discussion, and develop their questioning skills. Group sets of books are available in school for more able children to read within a group.

Guided reading

All children will participate regularly in guided reading. Guided reading offers children the opportunities to look in detail and examine texts matched to their ability. Group guided reading sessions are held weekly using Rigby Star. Those children who cannot access Rigby Star use the Rigby Navigator series. Questions relating to age related expectations are asked to develop children's understanding of the text.

Independent reading

The main scheme used (Oxford Reading Tree) is used to introduce children to independent reading. A range of activities are used to support their learning. Children are introduced to all of the sounds throughout the beginning of their school life, using Letters and Sounds, and are encouraged to identify

and hear sounds as a strategy for tackling words in their reading books. Children work their way through the scheme using a home / school reading record to encourage parents to listen to their child read.

Children are assessed by the teacher and will be able to move up a reading level following discussion with the Teacher. On reaching white/ lime levels children are able to choose their own books to read. Once children have moved through the colour banded system they are perceived to be 'Free Readers' and can select their own books from a wide range within school or the school library. Children can choose up to two library books to have 'out' at any one time. An individual reading record is kept in the class and children are encouraged to record the book in their record and change their books on a weekly basis or when read.

The aim is for children to consolidate their skills and extend their vocabulary through access to a wide range of reading genre, fiction and non-fiction. During this time the children will learn about the methods of classifying books and locating books.

The classroom environment plays a large part in encouraging children to become early readers. Classroom displays are used to enhance literacy. Teachers will ensure that the Literacy Wall, notices, labels and captions add to a literate environment for the children. We endeavour to have a varied and attractive selection of books, and a time set aside each day when the children can enjoy reading these books. Children are able to make use of class reading areas, the library and the computer to build their skills in reading.

Phonics

Letters and Sounds is used in the Foundation Stage and Key Stage One. Phonics / spelling sessions are held twice a week with identified children participating in mixed age phonics sessions. ICT is used to support phonics.

Home Reading

We place an emphasis throughout school on encouraging parents to listen to their children read. Teachers are always happy to share with parents the strategies that are used in the Academy to develop reading. Children across the school have a home/school reading record.

Recording and Assessing Progress in Reading

Children are assessed at the end of Foundation Stage using the Foundation Stage profile. Children are assessed during guided reading sessions against AF targets and formally through the use of Sats tests in January and May of each year. Text will be analysed to identify any children who are not achieving their targets and to inform future planning and teaching.

WRITING

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

Teaching develops pupils' competence in these two dimensions.

Pupils are taught how to plan, revise and evaluate their writing as well as developing effective transcription (spelling quickly and accurately through knowledge of phonics, word structure and spelling structure). Effective composition is developed by planning opportunities for forming, articulating and communicating ideas, and then organising them coherently for a reader. Where

teaching involves the awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

The Writing Process

This involves a number of stages:

- Motivation: teacher input or stimulus, giving the children chance to think, and discuss ideas. Children need a strong sense of purpose to make writing worthwhile.
- Modelling: whole class teacher input, giving children the chance to have a go alongside the teacher.
- Drafting: children are encouraged to try their ideas in their 'try it books' as independently as possible – sharing then editing where needed.
- Reading: the child reads their work to themselves.
- Edit and Improve: children check success criteria, spellings, punctuation and meaning and are given the chance to improve their work.
- Write up work and complete further independent tasks in their literacy books.

Emergent writing

Throughout the Foundation Stage and into Year One there are opportunities for mark making in all areas of provision. We recognise the need to take into account the different experiences of pre-school children and consider each child's understanding of the purpose of written symbols; their knowledge of letter shapes; their hand-eye co-ordination and fine motor control; and their ability to hold a pencil correctly.

Shared Writing

Through investigating a wide variety of texts, as well as teacher modelling, children are taught to write in a range of styles, for different purposes, organising their work appropriately to suit the intended reader. The teacher demonstrates the process of drafting and reworking writing in order to improve it. Children will be taught to ask themselves questions as they write, and begin to think of themselves as writers. Shared writing also gives children the opportunity to reinforce grammatical corrections, punctuation and spelling techniques. Classrooms promote a creative environment for writing, providing support and writing frames which encourage independence, and reinforce a culture of quality rather than quantity. Opportunities for writing at age related expectations are identified across the curriculum to consolidate and extend writing taught in the Literacy lesson.

Independent Writing

Independent writing provides an opportunity for children to apply their knowledge in a focused activity. Support may be provided within a small, focused writing group where resources are provided to stimulate and widen language choices.

Extended writing

At the end of each Unit of work children have an opportunity to produce an independent piece of writing that is assessed using the Academy's writing assessment grid. This provides evidence for individual literacy targets for the children and helps the teacher in lesson planning, teaching and assessing. Each child has an individual record on the Academy's tracking system that is updated and reviewed throughout their time in school to provide a clear assessment of an individual's attainment.

Punctuation

The teaching of punctuation is taught in relation to age related expectations and alongside grammar. Children will be taught that the use of punctuation will aid the readers' comprehension of their work. Each class will display the Punctuation Pyramid in the classroom to support learning. Opportunities across the curriculum will allow children to consolidate punctuation concepts.

Grammar

The teaching of grammar is taught in relation to age related expectations. Children will be taught the use of grammar both within literacy lessons and as a stand-alone grammar session. Each class will display the week's grammar focus to support learning and reinforce grammar expectations within their written work. Opportunities across the curriculum will allow children to apply and consolidate grammar concepts.

Spelling

The aim is to provide children with a range of spelling strategies that they can apply. Children will use the phonic process beginning with Letters and Sounds in the Foundation Stage. The approach of 'look, cover, remember, write, check' is used. Spelling / phonics lessons are held daily with ICT used to support learning. National Curriculum age related spellings will be taught across both Key Stages and correct spellings are promoted through high expectations across all subject areas especially for the correct use of displayed spellings and high frequency words.

Handwriting

High expectations, for the presentation of children's work, is promoted across the school. Handwriting is taught alongside spelling patterns in order to assist spelling. Children in Key Stage One and Year 3 do handwriting daily and use drawing to support the development of fine motor control. Children in Years 4, 5 and 6 are taught formal handwriting twice a week, and are encouraged to join their letters for fluency to develop a fluent and legible handwriting style. Children are reminded about correct posture and how to hold a pen or pencil. Children in Reception and Year 1 focus on correct letter formation, and follow Nelson handwriting. Children from Y2 onwards will work in parallel lined books to encourage correct letter size. In Y4 children are encouraged to use handwriting pens. Spelling patterns are taught with the joining of letters in mind. Children write in pencil until Year 4 when they begin to write in pen.

Assessment and Target Setting

Work will be assessed in line with the Assessment Policy. Children are encouraged and given opportunities to edit and improve their writing against their individual literacy targets, and year group expectations, taking ownership of their work and promote independent learning. Self and peer assessment is also used throughout Key Stage Two.

Progression of writing throughout the school is assessed through lesson monitoring and book scrutiny half termly in addition to analysis of formal testing termly, including SATs in Year 2 and 6 at the end of the academic year. Writing is assessed across the curriculum to ensure that skills learnt in Literacy lessons and age related expectations are applied in writing in all subjects. Good practice is shared with staff and areas for development identified and resolved through regular monitoring.

INCLUSION

We aim to provide a literacy curriculum that is tailored and/or differentiated according to the needs of individual children so that all children can achieve and become successful learners according to their ability. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment, working towards meeting age related expectations. Gifted and talented children will be identified and suitable learning challenges and opportunities are provided to promote mastery of writing. Teaching assistants will support children to access age related expectations and the literacy curriculum.

ROLE OF SUBJECT LEADER

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

- Monitoring and evaluating pupil progress.
- 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
- Maintaining subject file.
- Organisation of events to promote literacy.

CONCLUSION

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Marking policy
- Special Educational Needs Disability Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy

Appendices – found on the website literacy information section

- National curriculum – literacy including reading, writing, spellings and grammar
- Writing assessment grid

Executive Principal:		Date:	
Chair of Governing Body:		Date:	