



# MANOR PRIMARY SCHOOL

## LITERACY POLICY

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*This policy document is a statement of the intent, implementation and impact of the teaching and learning of Literacy at Manor Primary School.*

### **Intent**

Our intention in teaching Literacy is that all children learn to and are confident in reading and writing. We have implemented a Literacy curriculum based around books in order to give context and meaning to the skills being learnt. Literacy books support wider themes within the curriculum and aim to increase children's enjoyment of Literacy. Our Literacy curriculum includes teaching reading, spelling, grammar, vocabulary and language as well as learning sentence structure and different writing styles or formats. It aims to introduce children to a world of writing while giving them the skills to replicate these different writing styles. It teaches structures and skills that can be applied and coupled with individual's imagination to create a love of writing.

*The school's policy for Literacy follows the National Curriculum for Literacy Guidelines and aims to ensure that all pupils:*

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

With Early Years, the school follows *the Early Years Foundation Stage Framework for Literacy*

**Comprehension ELG** Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

## **Spoken Language**

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

## **Principles of good Literacy teaching**

- Explicitly teach required skills
- Encourage an active learning environment where children are focussed and motivated to learn
- Communicate high expectations and model effective time management
- Enrich classroom with a wide and diverse range of books for independent reading and discussion
- Make connections between knowledge and skills
- Establish a culture that supports Literacy across other subject areas
- Provide quality feedback and support to pupils
- Respect for different learning styles and ways of learning
- Provide enrichment learning opportunities through visitors and trips

## **Implementation**

The taught books and relevant skills or writing structures are set out within the Literacy curriculum for key stages 1 and 2. In Early Years, there are a bank of books and themes drawn upon as relevant to the children's interests.

## **Curriculum Planning**

We have a well-established curriculum that ensures all National Curriculum objectives are covered. Please refer to our implementation grids.

It is the responsibility of the class teacher to ensure that the weekly lessons for any subject are tailored to meeting the needs of the individual children in their class.

Cross-curricular links to other subjects will be made so that pupils can develop an understanding of this subject in an appropriate context. Where there is no link, units will be stand-alone to ensure curriculum coverage. In Early Years, 'Communication and Language' alongside Literacy is the central part of themes being taught.

## **Impact**

Progress and achievement in Literacy is evident throughout the curriculum, with pupils continuously building upon skills they acquire each year and applying their skills and knowledge in a variety of contexts. When written work is completed, Teachers will mark pupils' work in line with the school marking policy where appropriate, to help the pupils make progress. Individual progress can be seen and monitored on children's individual target cards and reference to this achievement can be cross referenced within children's books and our marking and feedback policy.

*It is the responsibility of the class teacher to maintain an overview of each child's progress in Literacy.*

- Assessment is carried out in line with the school policy against National Curriculum expectations through our target card system.
- Assessments are carried out using both summative and formative assessment procedures.
- Formative assessments are made through observations in lessons as well as written work.
- Summative assessment takes place during half termly writing assessments.
- Assessments are used to inform planning and teaching and learning.
- Written or verbal feedback is given to the child in line with school marking policy, to help guide their progress.

## **Equal Opportunities and Inclusion**

*We recognise that in all classes children have a wide range of abilities, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:*

- *Involving all of the children in oral work.*
- *Planning differentiated work to suit the ability of the children.*
- *Allowing access to materials and equipment.*
- *Providing additional equipment and resources that allow children to access the subject where necessary.*
- *Ensuring planned activities are relevant to all pupils.*
- *Having high expectations of every child.*
- *Ensuring examples are free from stereotyping.*

## **Resources**

All classrooms have interactive whiteboards which are used as a starting point for each lesson and have internet access. A wide range of other resources are accessible from key areas in school. Objects/resources that are specific to a single year group are kept within those classrooms in KS1 and in the store cupboard for KS2.

All staff members are responsible for collecting and returning necessary items to the correct place to ensure that resources are easy for all staff to find. Staff are responsible for informing the subject leader; when extra resources are needed, when there are breakages and when consumables are running low.

## **Health and Safety**

All members of staff will ensure that conditions apply which will minimise the risks and potential hazards involved in this subject. The school's "Health and Safety Policy" should be consulted for details regarding scissors, other tools or risks involved in more practical lessons such as drama style lessons. Where appropriate, staff should seek advice from the Curriculum Leader/Competent Person. If teachers are unclear as to any potential risk within their lesson, they should consult the relevant Health and Safety posters displayed and also consult the named Competent Person before proceeding. Teachers need to take account of both the children's and their own health, safety and wellbeing when involved in activities.

## **Role of Literacy Leader**

- *To be enthusiastic about Literacy and demonstrate good practises.*
- *To keep up to date with current developments in Literacy.*
- *To audit resources, identify needs and order equipment in school after consultation with colleagues.*
- *To 'sample' the work of children across the age range (curriculum monitoring).*
- *To review and evaluate the effectiveness of teaching and learning in Literacy, including the monitoring of planning and teaching within lessons.*
- *To provide guidance on the implementation of the Literacy policy.*
- *To suggest appropriate assessment activities where needed.*
- *To provide support to those colleagues who request/require it, including help with planning and organisation*