



Latymer All Saints C of E Primary School

Literacy Policy

Date: October 2015

Review Date: October 2016

Rationale

At Latymer All Saints we strive to develop a love for the English language in its written and spoken forms. We encourage children to develop skills to communicate confidently and effectively in speech and writing, to listen with understanding and to be responsive, enthusiastic and knowledgeable readers. We aim to provide an environment for language development, which is stimulating and is characterised by high expectations of success so that the fullest potential of each individual child may be realised.

We recognise that:

- English is pre-requisite for educational and social progress.
- English empowers pupils of communicate both creatively and imaginatively.
- English is essential for independent learning.
- The mastery of English is essential in most aspects of everyday life.

Aims

At Latymer All Saints we work towards every child becoming literate. By the age of 11 we aim for a child to be able to:

- develop the necessary skills to use the English language confidently
- speak clearly, fluently and audibly in ways which take into account their listeners
- listen to the spoken word attentively with understanding, pleasure and empathy in order to identify the main points they have heard
- read a range of texts fluently and with understanding for enjoyment and for information through an appropriate focus on word, sentence and text level knowledge
- write effectively for a range of audiences and purposes using spelling, punctuation and syntax accurately and confidently
- reflect and evaluate on own and others' contribution and the language used
- use planning, drafting and editing to improve their work

Organisation

- Children in Nursery begin learning sound discrimination (using RML – Ruth Miskin Literacy) in focus groups, as children are developmentally ready.
- Children in Reception continue with daily sessions using the RML programme.
- Children in Year 1 are reading daily with an adult (Daily Supported Reading).
- Children in KS1 continue with a daily phonics session (using RML) until they are confident and secure readers.
- All children in KS1 and KS2 receive a daily Literacy lesson using guidance from the Literacy programmes of study 2014 curriculum.
- All literacy lessons are delivered through a core text– Talk for Writing KS1, Exploding the Text KS2.
- Weekly Literacy sessions, include an extended writing session.
- Before an extended writing session children will be set ‘Talk Homework.’ The ‘Talk Homework will be linked to extended writing task and is designed to develop children’s vocabulary and speaking and listening skills.
- Guided Reading takes place outside the Literacy hour in KS1 and KS2. Children also have one discreet comprehension lesson weekly.
- Classes have the opportunity to visit to the school library on a weekly basis to change reading books.
- Children visit Edmonton Library once a term.

Planning

- Teachers in the Foundation Stage follow the Early Years Foundation stage Profile and RML programmes.
- All teachers in Key Stages 1 and 2 plan using guidance from the Literacy programmes of study 2014 curriculum. Planning is cross-curricular to reflect the topic focus in each year group.
- Teachers plan on a weekly basis using the school’s standard planning format.
- Weekly plans are collected by the Literacy Co-ordinator and monitored for consistency on a half-termly basis.
- Weekly planning meetings are held in year groups, to share ideas.

Teaching and Learning

A variety of teaching and learning styles are used at Latymer All Saints in order to engage all learners.

A range of interactive techniques are used-paired talk, individual white boards, interactive whiteboards, listening banks etc.

Reading

- The Ruth Miskin Literacy (RML) programme is a phonics approach to the teaching of reading (within this scheme are a series of texts that gradually increase in difficulty).
- Home reading books are changed weekly and all children are encouraged to take these books home and read with parents.
- The main schemes for Guided Reading are; Project X and Scholfield and Simms.
- Children in need of extra support receive help on a regular basis from intervention groups led by Teaching Assistants and Learning Support Assistants.
- In KS2, some children continue to receive daily RML sessions where there is a specific need.

Spelling

- Spelling is taught discreetly using guidance Literacy programmes of study 2014 curriculum.
- Spellings are tested weekly using Rising Stars New Curriculum Spelling Tests.

Handwriting

- Handwriting is taught outside the Literacy hour and reinforced across all areas of the curriculum.
- Pens are introduced from Year 4, when the child is ready.
- Pupils follow the Kingston Cursive handwriting scheme.

Speaking and Listening

- Delivered through the 2014 National Curriculum Framework.

Assessment Recording and Reporting

- Baseline assessments at the beginning and end of Nursery
- Baseline assessments at the beginning and end of Reception
- Baseline assessment at the beginning of Year 1
- Phonics test at the end of Year 1
- S.A.T.s tests at the end of Key Stage 1
- S.A.T.s tests at the end of Key Stage 2
- Children in Year 1 are continuously assessed for reading on the DSR programme
- Half termly writing assessment in writing is placed in child's writing portfolio
- Half termly reading, writing, spelling and grammar tests in KS1 and 2
- RUTH MISKIN reading assessments are completed every 8-10 weeks
- Groupings change as and when appropriate
- Ongoing teacher assessments in Foundation
- Guided Reading sessions require weekly teacher assessment
- Speaking and Listening is assessed termly

Teachers record information about pupil progress on a half termly basis. This information is used to measure pupil progress, identifying strengths and weaknesses and determine where pupils need support or extension. Teachers use this information when in discussion with parents and colleagues.

Progress in Literacy is reported at open days and other contact with parents/guardians. A written report with current levels and targets for Literacy is sent home termly.

Foundation teachers focus on 3 children every week and meet with these parents/guardians at that time to discuss progress.

Target Setting

Individual pupil targets are given in writing based on the writing assessment sheets.

Reading targets are worked towards in weekly guided reading sessions.

Parental Involvement

Workshops in reading and writing skills are delivered for parents / carers & pupils throughout the year. The workshops give parents / carers the opportunity to work with their child on the type of activities that the children work on every day.

Home school reading journal have a list of National curriculum spellings for each Year and strategies that parents can use to help improve children's literacy.

Monitoring and Reviewing

- The standard of children's work is monitored by the Literacy team in liaison with the headteacher.
- The Literacy team monitor lessons through formal observations and informal learning walks throughout the year.
- Children's books are monitored once a term.
- The Literacy co-ordinator provides termly feedback on progress for the Governors.

This curriculum policy was agreed by the staff in September 2012 and should be alongside the policy for Teaching and Learning.

Agreed by the Headteacher: _____ Date: _____

Agreed by the Governing Body: _____ Date: _____