

Tylorstown Primary School

Literacy Policy

At Tylorstown Primary School, English is the medium through which most learning takes place, both inside and outside the classroom. In an area where many children come from a language deprived environment, it is vital that we give the encouragement, stimulation and as wide a range of linguistic experiences as possible.

Vision Statement

We believe that it is important to foster an enjoyment of all aspects of Literacy and that the ability to communicate effectively is essential if our pupils are to achieve their potential throughout their school days and into adult life. We view the acquisition of literacy to be of the utmost importance and so the teaching of all aspects of Literacy is given a high priority across the curriculum.

Aims and objectives

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Our objectives in the teaching of English are :

- To enable children to speak clearly and audibly and to take account of their listeners;
- To encourage children to listen with concentration in order to identify the main points of what they have heard;
- To show children how to adapt their speech to a wide range of circumstances and demands;
- To teach children effective communication, both verbal and non-verbal, through a variety of drama activities;

- To help them become confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- To develop enthusiastic and reflective readers through contact with challenging and substantial texts;
- To foster the enjoyment of writing and a recognition of its value;
- To encourage accurate and meaningful writing, be it narrative or non-fiction;
- To improve the planning, drafting and editing of their written work.

Partnerships and Responsibilities

Working with parents

At Tylorstown Primary School we value the contribution that parents make to support their children's education. Parents are informed of any new initiatives that are introduced in school through Parent Workshops and Open Afternoons.

We work closely with parents to ensure that they are enabled to support their children in reading. We hold reading workshops to model how to listen to children read and to help their children improve their reading skills. All children take their reading books home every night and are encouraged to read for ten minutes every night. Parents write in the home/school Reading Record Book to inform the teacher how the child has read their book and Key Words.

Parents are encouraged to support their children with their spelling lists which are sent home each week and any additional literacy homework.

Working with Governors

Governors are updated on standards of literacy and new initiatives through termly governors meetings and additional curriculum meetings. All governors are regularly invited into school and the link governor for literacy is encouraged to come to school to observe literacy lessons.

Working with the community

We encourage community involvement wherever possible and work with various agencies e.g. Tylorstown Library, On Track, Communities First which help provide additional support for our children. This sometimes involves agencies working with groups of children in school, funding for after school clubs e.g. storyteller club, funding for authors, storytellers to work with children throughout the school.

Teaching and learning

At Tylorstown Primary School we use a variety of teaching and learning styles in our Literacy lessons, in order to engage and motivate all children whatever their learning style. Our principal aim is to develop children's knowledge, skills and understanding. We do this through a range of whole-class and group activity, where the children have an opportunity to talk and collaborate and so embed and enhance their learning. Independent work is also used to develop children's learning. Wherever possible, we encourage children to use and apply their literacy skills to learning in other areas of the curriculum.

For specific literacy lessons the children are grouped by ability for Success For All (SFA). This allows each child to learn at a level appropriate to their stage of development in literacy. (See separate SFA policy).

In all classes, children have a wide range of abilities. We seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in others, we ask children to work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support some children and to enable work to be matched to the needs of individuals.

Organisation

There are 4 main parts to the SFA programme. Curiosity Corner and Kinder Corner adopt an integrated approach throughout the school day. Roots and Wings groups are taught for 90 minutes every day.

Curiosity Corner - This programme provides young children with an experimental and child-central curriculum, which gives them the necessary foundation for success. Curiosity Corner has an integrated approach and has been written to meet all of the requirements of the Foundation Phase and Early Learning goals. It consists of 36 weekly thematic units.

Kinder Corner - This programme uses the same approach as Curiosity Corner but is based on 16 two-week thematic units.

SFA Roots Programme. This begins in year 1 and gives children the building

blocks to become successful readers and writers. Using a systematic, synthetic phonics programme, children gain confidence in their ability to apply their knowledge to the reading process. Roots groups are taught by teachers and teaching assistants.

SFA Wings Programme exposes children to carefully selected literature covering all the different genres to develop their skills as effective readers and writers. The aim of the Wings programme is that by the end of year 6 children have a love of reading and are able to question and clarify their understanding of any text. Wings groups are taught by teachers and HLTAs.

Literacy across the curriculum

Children are encouraged to apply their literacy skills across the curriculum to the same standard as in specific literacy lessons. Specific literacy skills are targeted from the Literacy and Numeracy Framework (LNF) in teachers' planning to ensure that all literacy skills are covered during the school year at the appropriate level for each child.

Oracy (Speaking and Listening)

We give children a range of purpose for speaking and listening, using conventions of speech e.g. manners.

We encourage using a variety of different sized audiences to contrast purpose. Speaking and listening will sometimes be taught discretely, but more often it will be taught within other areas of the curriculum.

Examples of where speaking and listening might occur within the classroom :

- Stories, songs and poems
- Storytelling
- Describing events, observations and experiences.
- Giving reasons for actions.
- Explaining ideas and opinions in discussion and responding to others.
- Planning, predicting and investigating in small groups.
- Presentation to different audiences.
- Reading aloud.
- Imaginative play and role play.
- Drama.
- Hot seating

- Listening to tapes and CD's
- Eco council/School council.
- Circle time.
- Talk for Writing
- Socially Speaking.

Resources

- Fiction and non- fiction books
- Novels
- Poetry Books
- Plays
- Music
- Flip cameras
- Taped stories
- DVDs/CDs
- Photographs
- ICT e.g easispeak, chatterblock
- Pie Corbett's Jumpstart Storymaker
- Pie Corbett's Jumpstart Poetry
- I-Pads

Reading

Reading is taught discretely as well as in conjunction with other subjects in the National Curriculum and the Foundation Phase. During SFA, children read shared stories and real books. They are taught specific reading skills and participate in partner reading, encouraging and supporting their partners. All children from Reception to Year 6 have individual reading books that they take home every night. We encourage parents to comment in the children's reading record books to promote continuity in reading and improve home/school links. Children from Class 2 to Class 6 visit Tylorstown library once a month to borrow books or for story telling sessions.

Reading skills are also taught across the curriculum at the appropriate level for the child. Specific reading skills are targeted from the Literacy and Numeracy Framework (LNF) in teachers' planning to ensure that all reading skills are covered during the school year at the appropriate level for each child.

Resources

- School reading areas -both inside and outside classes- non-fiction/fiction
- Reading Schemes - located in Foundation Phase corridor and Key Stage 2
- Topic books in classrooms
- SFA

Assessment

Teachers assess children's reading in a variety of contexts (both informal and formal) continuously and recorded in INCERTS.

Some examples of reading assessment opportunities:

- SFA assessments (every 9 weeks)
- Past SATs papers to assess reading comprehension
- Ongoing teacher assessment
- Use of home/school reading record books
- Salford Reading Test for all children from Reception to Year 6
- All Wales Reading Test.

Writing

Children are provided with opportunities for emergent writing from their entry to nursery. Adults model the writing process for the children and give the children opportunities to experiment with writing for themselves through mark making, symbols and conventional script. Each Foundation Phase class has a writing area for the children to access independently throughout the day. Writing challenges are planned for the writing area as part of enhanced provision. A range of writing opportunities are available in various areas of learning across the curriculum in addition to specific literacy lessons.

Children are given the opportunity to :

- Write in a variety of contexts including in discreet literacy lessons, continuous and enhanced provision and across the curriculum.
- Study language through shared writing activities where the teacher works with the whole class to demonstrate, explore and discuss the choices we make as writers. Teachers scaffold some aspects of the writing process. Shared writing provides an essential step towards independent writing by helping the children to understand and apply specific skills and strategies.
- Learn compositional skills
- Drafting

- Grammar
- Punctuation

Every half term all children in Roots and Wings groups will take part in a writing week to produce an extended piece of writing.

Writing opportunities are provided across the curriculum to ensure the writing skills from the LNF are covered. During these sessions, children are expected to apply the skills learnt in SFA to their written work across the curriculum. The children may use Talk for Writing strategies where they memorise the story by using a story path and actions. Then innovate the story to write a similar story of their own.

They may also be encouraged to use VCOP (Vocabulary, Connectives, Openers, Punctuation) strategies to improve their own writing. For each quality piece of writing across the curriculum, the children will use a Learning Skill Grid with the aim and success criteria for that piece of writing. They refer to this during the writing process to produce their best piece of work. They check on completing their writing and make any improvements before bringing it to be marked.

Children's writing will be displayed wherever possible creating a literacy rich environment which celebrates writing.

Resources

- SFA
- Pie Corbett's Talk for Writing
- Pie Corbett's Talk for writing across the curriculum
- Pie Corbett's Models for Writing
- Pie Corbett's Jumpstart Storymaking
- Pie Corbett's Jumpstart Poetry

Assessment

Each quality piece of writing in SFA and across the curriculum is assessed against the aim and success criteria using 2 stars and a wish. From Year 3 onwards, when completing writing tasks across the curriculum, each child fills in the Learning Skill Grid using traffic light colours to indicate whether they have met the success criteria. They sometimes take part in peer assessment on the Learning Skill Grid and the class teacher completes the teacher assessment. Children are encouraged to return to their work to make improvements and to remind themselves what wish they have been given in

order to improve their writing. Children are then given time to go back over their work. Teachers assess each child's writing and track their progress on INCERTS.

Spelling

Spelling is taught as part of SFA and also in conjunction with other subjects across the curriculum. Children are also encouraged to use dictionaries and thesauruses to support their spelling in all lessons.

Children learn spellings in different ways e.g. Look, Say, Cover, Write, Check and the visual spelling strategy.

The children are encouraged to spell difficult words in their Have a Go books and check with an adult before writing it in their books.

Resources

- Dictionaries / Thesauruses
- Individual word spelling tests
- Letters and Sounds programme
- Dewi the Dragon
- POPAT
- Skill Teach
- Alphabetic Code
- Have a Go books
- Word Shark

Handwriting

Children will use a variety of writing implements ranging from pencils, chalk and a range of writing pens (eg felt tipped pens) in the Foundation Phase to handwriting pens in Key Stage Two.

Children are taught the Nelson Thorne pre-cursive script from Nursery.

For more details see separate Handwriting Policy.

Additional Learning Needs

Children's work is differentiated within each class to ensure that the needs of all children are being met. Where a child is working significantly behind the expected level for his/her age the class teacher works closely with the

SENCo to plan an individual educational plan for the child. Additional support is provided and the child is placed on the Special Educational Needs Register. Parents are informed when children are placed on the SEN register and targets are discussed with the pupils and parents. At the end of each term outcomes are written on the IEP and pupils and parents are informed of the child's progress and new targets.

Intervention groups to promote literacy include :

- Teaching Talking
- Socially Speaking
- Language Support
- Cumbrian Reading Intervention
- Catch Up

Children with English as an Additional Language are immersed in the language and may take part in Teaching Talking activities to develop confidence and to learn new vocabulary.

More Able and Talented children are identified on Class Profiles and on the school data base. These children are identified in teachers' planning to ensure that work is differentiated to challenge them appropriately.

Reporting

Children's progress will be formally reported to parents/guardians in the summer term and may be discussed with parents/guardians at the termly parent's evenings. Informal discussions may happen at any time.

Monitoring and Review

Literacy books are monitored every term to ensure consistency and progression across the school. Standards are monitored to ensure that the children are working at the expected level. Monitoring of Literacy sessions takes part as part of our monitoring cycle. Feedback is provided for the class teachers and suggestions for improvement.

