



Literacy Policy

Introduction

At Ambleside Primary School we believe that Literacy is a fundamental life skill. Literacy develops children's ability to listen, speak, read and write for a wide range of purposes. 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.

Aims and Objectives

- 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, including the communication of their ideas, views and feelings.
- 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.

Teaching and Learning

At Ambleside Primary School we use a variety of teaching and learning styles in our Literacy lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, and understanding. In Key Stages 1 and 2 we do this through a daily lesson in which children experience a reading or writing activity, a focused word or sentence activity, a guided group or independent activity, and a whole-class session to review progress and learning. In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Staff have high expectations that all children can achieve their full potential. Wherever possible, Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

Speaking and listening activities are embedded throughout the Curriculum. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and individual word banks. Staff provide balanced and varied learning opportunities within the classroom, i.e. VAK, content and organisation. Children use ICT in Literacy lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the Curriculum.

In the Foundation Stage language and literacy development are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of language through signs, notices and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves. Children receive daily phonic sessions.

Curriculum planning

Literacy is a core subject in the National Curriculum and we use the National Primary Framework for Literacy as the basis for implementing the statutory requirements of the programme of study for Literacy.

We carry out the curriculum planning in Literacy in three phases (long-term, medium-term/short term). The National Primary Framework details what we teach in the long-term, while our yearly teaching programme identifies the key objectives in literacy that we teach with purposeful cross-curricular links with other subjects.

Our medium-term/short term plans are adapted from the framework and give details of the main teaching objectives for each unit. These plans define what we teach, and ensure an appropriate balance and distribution of work across each unit covering a range of genres.

These plans include weekly short term planning details the objectives and the differentiated activities, including support, where appropriate. This is followed through with teacher assessment against the learning outcomes.

Literacy planning also includes a daily spelling activity in Phases 3 & 4 and the CLLD programme in Phase 1 & 2.

We include a weekly Big Writing session which covers different genres and allows children to re-visit writing objectives. This is levelled against a criterion scale and time is built in for children to evaluate their work against their toolkits.

Guided reading occurs daily outside the literacy session and is based on a rotation during the week within the class. Children are grouped according to ability and when not reading with the children are given a purposeful activity to do independently e.g. spelling games, comprehension questions, follow-up activity.

All teachers have high expectations in the presentation of work in all areas of the curriculum. Handwriting plays an important part and is taught twice a week. This is based on the spelling patterns/phonics children have been learning and/or the Jarman handwriting books. When children have reached a good standard of handwriting in all areas of their work, they receive a handwriting pen from their Phase Manager.

The Foundation Stage

We teach Literacy in the Foundation Stage as an integral part of the school's work. We relate the Literacy aspects of the children's work to the objectives set out in the Early Learning Goals and Foundation Stage Curriculum Guidance, which underpin the curriculum for children aged three to five. We give all children the opportunity:

- to talk and communicate in a widening range of situations
- to respond to adults and to each other
- to listen carefully
- to practise and extend their vocabulary and communication skills.
- to explore words and texts

Contribution of Literacy in other Curriculum areas

The skills that children develop in Literacy are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

Mathematics

The teaching of Literacy contributes significantly to children's mathematical understanding, in a variety of ways.

Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children.

Children in Key Stage 1 experience stories and rhymes that involve counting and sequencing. They focus on new mathematical vocabulary according to the topic.

Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

Personal, social and health education (PSHE), citizenship, SEALs and P4C

Literacy contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues.

Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

Spiritual, moral, social and cultural development

Literacy contributes to all these areas:

The children can offer critical responses to the moral questions they meet in their work.

Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and with texts from a diverse range of cultures.

The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

ICT

The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of Literacy at word, sentence and text level.

ICT is used at whole-class, group and independent level.

The screen projection of text enables it to be read and shared.

The projection of a word processor permits the writing process to be modelled effectively.

Groups can work at a computer and input text.

A range of software is used to develop specific grammatical and spelling skills.

Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website).

A range of equipment such as digital cameras, digital camcorders are used to promote speaking and listening and also prepare children for writing experiences

The Interactive Whiteboard is used regularly to model writing and use at an independent level and allows children to interact and engage with the writing process.

Literacy and inclusion

At our school we teach Literacy to all children, whatever their ability. It is part of the school Curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties and those learning Literacy as an additional language, as well as providing appropriate, challenging planned work for those children who are Gifted and Talented. Work in Literacy takes into account the targets set for children in their toolkits.

Racial Equality & Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Ambleside Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

Assessment for learning

We assess children's work in Literacy from three aspects (long-term, medium-term and short-term):

We make short-term assessments which we use to help inform our short-term planning. These are closely matched to the teaching objectives and will often be made from day to day observation and use of toolkits by children and adults.

We make medium-term assessments to measure the progress against the key objectives and to help us plan the next unit of work. We make these judgements with the help of toolkits, Big Writing levels and half termly writing assessments

We make long-term assessments towards the end of the school year and use them to assess progress against school and national targets. We can then set targets for the next school year and make a summary of each child's progress before discussing it with parents and collating it in the child's end of year report.

We assess children's reading ages three times a year and put strategies in place to support children where necessary.

We make these assessments with the help of on-going Teacher Assessment/use of toolkits and the end of key stage SATs tests (year 2 and 6) and optional SATs tests in the Summer term for years 3, 4 and 5.

The Aspect Managers collect Big Writing books throughout the year to monitor progress. This demonstrates the expected level of achievement in Literacy for each year.

Resources

There is a wide range of resources to support the teaching of Literacy across the school. All classrooms have dictionaries and Y2 – 6 have thesauruses. Each classroom has sets of textbooks appropriate to their year group. All classrooms have a selection of fiction and non-fiction texts. Access to the Internet is also available in the computer suite and in the classroom. There is a range of ICT equipment which can be used e.g digital cameras, EDAs. The library contains a range of books to support children's individual research.

Roles and Responsibilities

Head Teacher and Governing Body

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching

Aspect Manager

- To have an impact on raising standards of attainment for Literacy across the whole school.
- Ensure the effective implementation of the Statutory National Curriculum for English.
- Adapt and use the Primary Framework for Literacy across the whole school that meets the needs of our children.
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.
- To maintain the availability of high quality resources.
- To maintain an overview of current trends and developments within the subject.
- To ensure, together with the Head Teacher, a rigorous and effective programme of lesson observation monitoring.
- To ensure a regular and effective programme of analysis of children's work sample monitoring is in place.
- To ensure a regular and effective programme of analysis of short-term planning is in place.
- To ensure there is regular reviewing and monitoring of Layered Curriculum Targets.
- To effectively manage any funding designated to Literacy.

Class Teachers

- Ensure the effective implementation of the Statutory National Curriculum for English.
- Adapt and use the Primary Framework for Literacy across the whole school that meets the needs of our children
- Make effective use of Assessment for learning within Literacy.
- To ensure work is differentiated to enable all children to reach their full potential.

Teaching Assistants

To support the class teacher in the effective implementation of Literacy.

Parents / Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to discuss children's progress
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning
- explaining to parents how they can support their children with homework
- holding coffee mornings to explain relevant developments in their child's education

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible
- ensure that their child is equipped for school for taking part in activities
- inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general
- fulfill the requirements set out in the home/school agreement

Review

This policy will be reviewed in the Autumn Term 2011.

