




Bonneygrove Primary School

"The highest standards of learning and achievement for all"

Policy Document	
Subject	Literacy
Approval Date Spring 2016	Review Date Spring 2021
Signed by:  Name: Janette Dane Role: Subject Leader	Written by: School Author name: Janette Dane

Introduction

"This policy document sets out the school's aims, principles and strategies for the delivery of Literacy. It will form the basis for the development of Literacy in the school.

Purpose of Study for Literacy

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society: pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The school's aims for Literacy

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 word, 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 for 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, adaption 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.

The school's curriculum organisation

The school's scheme of work for Literacy is based on the Herts for Learning Framework. Long term plans with grammar links are used to ensure that fiction, non fiction and poetry are covered accordingly and grammar is interwoven into these. Weekly Literacy plans highlight: SMSC, learning intentions, success criteria, focus questions and key vocabulary. Adaptations are made to ensure the plan is progressive in developing pupil capability. These are used as working documents to identify additional resource needs and to indicate whether extra activities have been undertaken. Once a unit has been completed, an audit is carried out by the class teacher, for the subject leader and to inform future planning. As well as this, daily Guided Reading sessions occur in every class (both Key Stage 1 and Key Stage 2). Daily phonics is taught in EYFS and in Key Stage 1 based on the Letters and Sounds: Principles and Practice of High Quality Phonics document.

Curriculum Management

The Literacy Subject leader will

1. Monitor and evaluate the school's performance in Literacy by carrying out classroom observations, work sampling, pupil interviews and other appropriate monitoring methods (relating to standards and progress)
2. Assist the Leadership Team in evaluating data and in developing strategies which will secure improvement.
3. Maintain a School Evaluation Form and use this as a basis for drawing up an appropriate action plan at the end of the year
4. Identify where spending is needed and secure best value from the Literacy budget
5. Advise and support staff in their teaching of Literacy
6. Keep well-informed about teaching and learning in Literacy and attend appropriate training.
7. Be familiar with the Scheme of Work for each year group in all key stages/stages, and to know what each class is covering in Literacy
8. Promote and encourage a range of extra-curricular in Literacy throughout the school

Approaches to teaching

The school believes that pupils learn more effectively if they are enjoying their experiences. Computing is used across the school to motivate pupils and to

support teachers with the teaching of Literacy. The school uses community and other links to expose pupils to relevant community members for example guest speakers and 'experts' that the children may question. Teachers provide a rich and varied input of teaching methods that motivate all types of learner. The use of rich, high quality texts, VAK teaching and active learning help to engage children's motivation in Literacy.

Cross Curricular links

Cross curricular links will be used wherever possible in the teaching of Literacy. Links to Numeracy and Literacy are shown on the plans in foundation subjects. The main approach to the curriculum is skills based. The key concepts, principles and themes are developed through cross-curricular links with the intention of giving children, teachers and teaching assistants more opportunity to work creatively. Long term planning allows cross-curricular links to be developed through topics wherever possible

Promoting British Values

Part of our vision at Bonneygrove is to prepare the children of the future to become valued members of society. Promoting British Values within the teaching of Literacy enables children to develop a sense of community and begin to understand their responsibilities and role within it.

Recording, assessment and reporting

A variety of recording methods will be used and children's work will be regularly marked with improvement comments to move the children on. Children will make improvements to their work during improvement sessions. Teachers assess children daily using classroom monitor HFL criteria. Judgements are made and data recorded termly. Reports to parents are prepared annually with regard to child's ability linked to the skills required in Literacy.

Inclusion

Regardless of a pupil's ability, ethnicity or gender the emphasis is on the whole pupil, whole school inclusive approach. We have high aspirations and expectations of all our pupils, whatever their starting points. All staff are committed in providing all children with an appropriate and high quality education within a broad-based, appropriate curriculum.

Resources and Accommodation

"A variety of resources are available in school. These include children's reference books, teachers' resources, books, big books, CD ROMs, real artefacts and audio/visual materials. Resources can be allocated to particular year groups to ensure progression and these are kept in the classrooms.

The Literacy Subject leader is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the Literacy budget.

Literacy Specific Resources

Each Key Stage has a selection of Literacy equipment appropriate to the age group including:

- Books in every classroom levelled at stages
- A selection of fiction, non fiction and poetry books in every classroom in designated Reading Area
- Guided Reading Books in shared areas (in KS1 PPA room and in KS2 Library) which are banded and in groups of six
- Phonics resources (in KS1 PPA room). These are boxed according to Phase and include flash word cards, games etc.

Homework and involvement of parents

Homework is set where appropriate and is wherever possible aimed at involving parents. Children are expected to carry out homework to the same standard as in school and to meet deadlines. Parents will be encouraged to share skills and experiences with pupils where appropriate.

Health and safety

Teachers are responsible for the safe delivery of Literacy lessons. Subject leaders are responsible for the safety of equipment.