



Literacy Policy

VISION

At Holy Trinity we welcome you to an exciting world of learning, discovery and friendship. We are passionate about nurturing every child, helping them to find and develop their own talents and be the best that they possibly can. Children will learn within a Christian community, surrounded by support, kindness, respect and fun; and will leave with fantastic memories to cherish forever.

CHILDREN'S VOICE

"Learning to read and write is really important because when we are older we will get important letters and we will need to be able to understand them. If we want to be able to read the newspaper will need to learn to read. We will also want to be able to help our own children with their school work. "

Policy drafted by:	Natalie D'Cruz
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Holy Trinity C of E Primary School Literacy Policy

The importance of English and the teaching of Literacy

In studying English pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers. The study of English helps pupils understand how language works by looking at its patterns, structures and origins.

The National Curriculum 1999

Aims and Principles for the Teaching and Learning of Literacy at Holy Trinity Primary School

English/literacy education is an integral and fundamental component of the whole Primary Curriculum. We believe that every lesson is a language lesson. Excellent literacy education is pivotal for all learning in every curriculum area.

At Holy Trinity we are concerned with the development of the whole child. A child who can communicate effectively has every reason to be confident and have a healthy self-esteem. We acknowledge that in order to participate fully and confidently in public, cultural and working life our pupils need to be able to use Standard English, spoken and written - distinguished by its vocabulary and rules and conventions of grammar and spelling. We also value appropriate use of non-standard forms of English.

We aim for pupils to:

- read and write with confidence, fluency and understanding
- use a full range of reading cues to monitor their reading and correct their own mistakes
- understand the sound and spelling system and use this to read and spell accurately
- have fluent, cursive and legible handwriting
- be able to write in a range of genres
- plan, draft, revise and edit their own writing
- be interested in books, read with enjoyment and evaluate and justify their preferences
- develop their imagination, inventiveness and critical awareness through reading and writing
- speak in a range of contexts, adapting what they say and how they say it to the purpose and audience

The acquisition of good language skills will enable pupils to:

- acquire knowledge for personal interest and pleasure, as well as educational attainment
- express their creativity through writing, poetry, singing and musical composition
- express their own needs, feelings, emotions and spirituality and understand those of others
- resolve misunderstandings and conflicts
- ascertain information to make sense of their environment and the wider world

Literacy objectives for the different Key Stages

Foundation Stage

Speaking and Listening

By the end of the Foundation Stage children should have learnt how to:

- Interact with others, negotiating plans/ activities
- Take turns in conversation
- Enjoy listening to and using spoken/written language-readily turning to language in their play and learning
- Sustain attentive listening, responding to what they have heard appropriately
- Listen with enjoyment and respond to stories, rhymes and poetry
- Extend their vocabulary, exploring the meanings and sounds of new words.
- Speak clearly and confidently with control and awareness of the listener.
- Use language to recreate and imagine roles/experiences.
- Develop and use communication skills with increasing confidence.

Reading

By the end of the Foundation Stage children should have learnt how to:

- Hear and say initial and final sounds in words and make phonetically plausible attempts at more complex words
- Link sounds to letters, naming and sounding the letters of the alphabet.
- Use their phonic knowledge to read a range of familiar/ commonly found words and simple sentences.
- Explore and experiment with sounds, words and texts.
- Know that print carries meaning and in English, is read from right to left/top to bottom.
- Enjoy sharing a wide range of books/texts

Writing

By the end of the Foundation Stage children should have learnt how to:

- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.
- Write their names, simple labels and captions.
- Begin to form simple sentences sometimes using punctuation.
- Use a pencil and hold it correctly to form recognizable letters (most of which are correctly formed).

Key Stage1

Speaking and Listening

By the end of Key Stage 1 children should have learnt how to:

- Speak clearly, fluently and confidently to different people.
- Listen, understand and respond to others.
- Join in as members of a group.
- Participate in a range of drama activities.
- Use some of the main features of spoken Standard English.
- Begin to be aware of how speech varies.

Reading

By the end of Key Stage 1 children should have learnt how to:

- read with fluency, accuracy, understanding and enjoyment.
- use a range of strategies to make sense of what they read, for example: -
 - phonemic awareness and phonic knowledge
 - word recognition and graphic knowledge
 - grammatical awareness
 - contextual understanding
- read for information
- develop an understanding and love of fiction, poetry and drama
- begin to understand the characteristics of different text types.
- develop their knowledge, skills and understanding through a range of literature, non-fiction and non-literary texts.

Writing

By the end of Key Stage 1 children should have learnt how to:

- use basic composition skills when structuring their writing
- plan, review and extend their writing
- use capital letters, full stops and question marks correctly and begin to use commas
- recognize and use simple spelling patterns and spell common words
- check the accuracy of their spelling
- form each letter correctly using a cursive style and join letters with some fluency
- use some of the grammatical features of written standard English
- consider word choice and order when writing
- write for a range of purposes including narratives, poems, notes, lists, captions, records, messages, instructions

Key Stage 2

Speaking and Listening

By the end of Key Stage 2 children should have learnt how to:

- Speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences
- Listen, understand and respond appropriately to others
- Talk effectively as a member of a group
- Participate in a wide range of drama activities and evaluate their own and others' contributions.
- Understand the grammatical constructions that are characteristic of spoken Standard English and apply this knowledge appropriately in a range of contexts.
- Appreciate language variation.
- Develop their knowledge, skills and understanding through a range of activities, contexts and purposes.

Reading

By the end of Key Stage 2 children should have learnt how to:

- Read with fluency, accuracy and understanding using a range of strategies
- Understand texts by employing a range of comprehension skills
- Read for information using a range of skills and strategies
- Develop understanding and appreciation of literary texts
- Develop understanding and appreciation of non-fiction and non-literary texts
- Identify and comment on features of English language structure and variation
- Develop their knowledge, skills and understanding through a range of literature, non-fiction and non-literary texts

Writing

By the end of Key Stage 2 children should have learnt how to:

- Use and understand writing as an essential and enjoyable thinking, investigating, organising and learning tool.
- Begin to explore how the English language can be used to express meaning in different ways.
- Use punctuation marks and the main conventions of written English correctly
- Use the planning, drafting and editing process to develop their on-paper and on-screen writing and presentation skills.
- Develop their fiction and non-fiction writing.
- Use further spelling strategies, including morphemes (e.g. suffixes/prefixes).
- Use both joined and printed styles of clear, legible handwriting with fluency and speed, matching form to purpose.
- Appreciate variable degrees of formality in written Standard English.
- Appreciate some of the differences between standard and non-standard English usage.
- Understand Language Structure and its uses (e.g. nouns/pronouns/phrases).
- Develop their knowledge, skills and understanding through addressing a range of purposes, readers and forms of writing.

Organisation and Planning for the Teaching of Literacy

Foundation Stage

The Foundation Stage Profile provides the long term planning structure for the teachers in the Foundation stage. From this structure teachers make medium and short term plans for reading, writing, speaking and listening.

Class teachers write detailed weekly plans showing the learning objective(s) for each activity which are carried out in the session. Teachers evaluate their lessons and in doing so inform their future planning which alters to meet the needs of each child in the class. Across the Foundation Stage there are numerous opportunities where teachers choose to use different aspects of literacy to support and enhance the teaching of other subject areas.

Key Stage 1 and 2

The revised National Curriculum English (1999) programme of study is divided into three main themes:

- En1 Speaking and Listening
- En2 Reading
- En3 Writing

The programmes of study for English and the National Literacy Strategy Framework for teaching are closely related. In order to ensure full coverage of all aspects of the English Curriculum, our medium and short term planning is based on the National Literacy Strategy. Our teaching reflects the three broad areas of Literacy: Speaking and Listening, Reading and Writing.

From September 2007 we implemented the Revised Literacy Framework (2006). This Revised Framework (2006) provides a detailed basis for implementing the statutory requirements of the programmes of study for reading, writing, speaking and listening. The Revised Literacy Framework is used as a medium term planning document which teachers use to inform their weekly plans. In addition teachers occasionally plan series of lessons which link with other subject areas so bringing a more creative element to our curriculum.

Class teachers write detailed weekly plans showing the learning objective(s) for each lesson and the activities which will be carried out during each lesson by each child or group of children. Teachers evaluate their lessons and in doing so inform their future planning which will alter to meet the needs of each child in the class.

The Literacy curriculum is usually organised and planned for as a discrete subject area. However there are many opportunities where teachers choose to use different aspects of literacy to support and enhance the teaching of other subject areas.

All language and learning in Literacy will be within the context of the school's Equal Opportunity Policy.

Inclusion

The weekly literacy plans indicate where and how provision has been made in lessons to meet the needs of lower attaining pupils. This provision maybe in the form of a published intervention programme which has been timetabled for specific children over a period of time. The weekly plans also show where tasks have been set to challenge our more able and gifted pupils.

SEN

Children with an Individual Education Plan for Literacy have specific targets which they are repeatedly working towards over the term. The tasks and activities for these pupils are also planned for and recorded on the weekly plans.

EAL Provision

Children learning EAL are supported to access the literacy curriculum through careful planning. They should be given opportunities to have key vocabulary explained to them before lessons.

ICT

The use of ICT is incorporated into the teaching and learning of literacy. Teachers use a variety of ICT resources to enhance their teaching. The children are given opportunities to learn and reinforce different literacy skills independently using ICT.

Handwriting – see separate Handwriting Policy

Marking – see separate Marking Policy

Library

Following the extension to our school premises will be fortunate to have two library facilities at Holy Trinity. The libraries will provide children with the opportunity to choose from a selection of graded fiction and non-fiction books as well as a larger non-fiction section. The children will also be able to read from a selection of newspapers and comics and listen to stories from CD.

All the children from Year 2 have computerised accounts, which allow us to track their reading profiles. In upper key stage 1 and throughout Key Stage 2 children have the opportunity to visit the junior library between 9.00 and 9.30 each morning to change their individual reading books.

Year 6 have 2 librarians with a brief to keep the library tidy and well maintained. A named member of staff has been allocated the role of over seeing the up keep of the library and its contents.

Homework

Holy Trinity's Homework Policy underpins the importance of Literacy and the need for regular homework at appropriate levels especially personal reading, spelling and writing. At the start of each year teachers communicate to parents when homework will be set and when it will be collected. Literacy homework usually supports and consolidates work which has been covered in class. Throughout Key Stage 1 and 2 children are given weekly spelling lists to learn. They are tested on these words in a weekly test.

Theatre/Drama

We place a high value on drama and performance art. Children experience a wide range of drama activities including improvisation and role-play across the curriculum, writing scripts and performing in various contexts.

We aim to teach positive critical and evaluative skills and for children to develop confidence and self-awareness through performance.

The children often take part in regular full-scale public productions with a large input from the whole school community.

Youngsters have the opportunity to respond to quality professional groups who perform in school.

Classes regularly see performances at such venues as the Orange Tree Theatre, Richmond Theatre and the Battersea Arts Centre. We encourage drama in assembly presentations, drama clubs and the annual school production.

Reporting to Parents

Reporting to parents is carried out through parent/teacher consultations that take place each term and through the annual written report. Targets are discussed and reviewed at the parents' consultations in the autumn and spring terms along with general areas of strengths and weaknesses. The annual written report gives details of each child's progress along with the results of the optional SATS (years 3,4,5) and the end of Key Stage 1 results (year 2). There is a final opportunity for parents to meet with teacher at the end of the summer term.

Assessment and Recording of Progress

We regularly assess the attainment made by each child to ensure that understanding and progress is being achieved.

Foundation Stage

Informal on going assessment through observations and discussions with the children.

Marking of work

Use of individual reading records.

Simple assessment of letter sounds and sight words.

Samples of work are kept throughout the year.
Final FSP score

Key Stage One

On going assessment through observations, discussions with the children and marking of work.

Termly assessments of reading and writing taken in October, February and May

Target setting in October and February

Simple assessments of letter sounds and sight words

Year 2 end of Key Stage Assessment

Key Stage Two

On going assessment through observations, discussions with the children and marking of work

Standardized tests to calculate reading and spelling ages (twice a year)

Optional SATs taken in May for years 3, 4 and 5 for reading and writing

Year 6 end of Key Stage assessments

Termly assessments in October and February

Target setting in October and February

Monitoring and Evaluation

The purpose of monitoring and evaluation activities is to raise the overall quality of teaching and learning across the school. The literacy co-ordinator and the headteacher will monitor the quality of teaching and learning as part of the school's self-evaluation policy. Monitoring will include:

- scrutiny of planning
- quality of teaching through lesson observation and feedback
- moderation of standards in children's work
- evaluation of children's attainment against targets
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As part of external monitoring the LEA inspector and literacy consultant may occasionally carry out similar evaluations. The quality of literacy in the school will also be inspected as part of any Ofsted inspection of the school as whole.

The role of the literacy co-ordinator

- Take a lead in policy development and review
- Support colleagues in the development of weekly plans from the Reviewed Literacy Framework
- Support colleagues in assessment and record keeping activities
- Keep up to date on local and national initiatives and disseminate information
- Take responsibility for the purchase and organisation of literacy resources
- Analyse pupils' test results to inform future policy, set targets for literacy in conjunction with the SMT and to assist staff in setting individual pupil and group targets.
- Take a lead in writing the literacy section of the school development plan.
- Encourage the professional development of staff

Teaching Strategies and Learning Experiences

We aim to ensure that all children have access to and experience of a diverse spectrum of literature and performance art so that they may enjoy English and begin to understand the power and range of English possible in everyone's life. Some of the resources and strategies we use are listed below:

Foundation and Key Stage 1 Resources and Strategies:

- NLS lists of words
- A combination of Jolly Phonics and letters and sounds
- Phonics activities to provide a thorough grounding in appropriate sound/letter links, initial letter sounds and phonological patterns.
- Children are taught to look for simple spelling patterns and common letter strings within familiar and common words.
- They learn about common prefixes and suffixes.
- They use the look, cover, spell, check process.
- Cursive handwriting
- They are introduced to syllabification and how to break up words and sound out phonemes.
- Weekly spelling lists
- Language games and ICT games
- Guided reading
- Big books
- Role play areas

Key Stage 2 Resources and Strategies:

- Cursive handwriting script
- The appropriate NLS word lists are used.
- Children keep a spelling log, which builds into a compendium of collected words (personal dictionary) and a record of word investigations.
- Children regularly learn lists of words associated in word families /topic lists.
- Children who have difficulty with spelling can use PAT or other similar programmes.
- Children are encouraged to use thesauruses and dictionaries
- Guided reading
- Use of ICT to support teaching and learning
- Igniting writing materials
- Reading comprehension
- Whole class texts

Review Date: Autumn Term 2012