



Jarrow Cross Church of England Primary School

Literacy Policy

MISSION STATEMENT

Jarrow Cross Church of England Primary School provides a caring Christian environment where EVERYONE is welcome and given the opportunity to develop their full potential.

In the context of this document the term "literacy" is used to embrace all aspects of language development - reading, writing and speaking and listening.

AIMS

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school. Literacy underpins the school curriculum by developing students' abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. Helping students to express themselves clearly orally, and in writing, enhances and enriches teaching and learning in all subjects. All teachers and staff have a crucial role to play in supporting students' literacy development.

At Jarrow Cross Primary school we strive for children to be a 'Primary Literate Pupil'.

Children are expected to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Programmes of Study (September 2013) and in the Statutory Framework for the Early Years Foundation Stage (September 2014).

In the Foundation Stage (Reception) children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds. They will cover statutory spelling requirements as identified in English appendix 1.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works. They will cover statutory spelling requirements as identified in English appendix 1.

SUBJECT ORGANISATION

The English Curriculum is delivered using the National Curriculum alongside our creative curriculum plans and medium term topic plans. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

Termly literacy topic plans, which can be amended to suit changing circumstances or opportunities, work in tandem with cross curricular topics to create a lively and stimulating literacy curriculum. These medium term plans will be used to inform lesson planning which is completed daily in order accurately and effectively use assessment for learning. Daily plans should demonstrate appropriate progression across days and weeks

and will be monitored regularly (by the SMT), along with pupils' books and teachers' marking and assessment.

Planning will also identify the use of support from TAs, and any other specialist support, and will include daily feedback on any activities undertaken. Teachers will identify differentiated activities and reflect on the needs and outcomes of individuals and groups.

APPROACHES TO SPEAKING AND LISTENING

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p11). Statutory Requirements will be followed and identified in plans. The content will be taught at a level appropriate to the age and ability of the pupils. Pupils will build on the oral skills that have been taught in the preceding year.

They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- School Plays
- Class debates
- Weekly assembly
- Events within the community
- School Council
- Talk partners
- Talk for writing
- Book talk sessions
- Drama / role play
- PSHE and circle time

APPROACHES TO READING

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p14)

Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p14). Our aims and connected provision:

- Pupils learn to read easily and fluently through daily phonics in Key Stage One, regular reading to adults in school and home readers with reading journals going home nightly.
- Pupils develop skills in reading for understanding using our book-banded reading scheme, texts for guided reading and topic related texts. In essence, pupils study a book, related to their half termly/ termly topic, where possible. They will use this book as the basis for reading, writing, speaking and listening tasks. They often study books which are more challenging than those which they might be able to read independently.
- Pupils are encouraged to read widely, through our use of differing class texts, poetry, library visits and high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure by participating in quiet reading time, listening to adults read and use reading corners.
- Pupils are exposed to a range of texts from their literacy heritage during their school career
- Pupils share books in guided reading sessions and complete associated activities
- As a school we look for opportunities to participate in research projects and reflect on current evidence to improve outcomes for our pupils.

APPROACHES TO WRITING

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation

- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
 - Composition (articulating ideas in speech and writing)
- We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

Our aims and connected provision

- We teach grammar as a separate lesson where necessary
- We correct grammatical error orally/ written work (where appropriate)
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice
- We encourage and promote 'talk for writing'
- We provide writing frames to support the least confident
- We provide time for planning, editing and revising
- We mark extended pieces of work in-depth and set targets with the pupil
- We use checklists for pupils to self assess or peer assess, when appropriate so they can evaluate effectively
- We encourage joined handwriting to support spelling and speed
- We use drama and hot-seating to help pupils to think about another point of view
- Support for pupils with learning and motor difficulties
- Meetings with parents to help them support their child

APPROACHES TO VOCABULARY

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p12) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in examinations
- Subject specific- accurate mathematical and scientific words

Our aims and connected provision:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words to take home and learn
- Interactive SPAG activities from Y1 to Y6
- Display of key words linked to topics and subjects
- Read, Write Inc Spelling programme followed in Years 1-6
- Using the correct vocabulary orally
- Word based activities looking at patterns
- Using dictionaries, thesaurus and similar resources and programmes
- Carrying out systematic testing and providing feedback to pupils
- Targeted one to one/ small group support, where appropriate

ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy. Pupils' progress will be monitored and analysed half-termly. Individual targets will be provided in pupils' books and updated as they progress. Half termly summative assessments support teachers with this.

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Those children being identified as higher ability will be provided with challenging mastery activities.

INTERVENTION PROGRAMMES

Intervention programmes are flexible and are used to target individuals and groups based on need for example pupils who are struggling with reading or making slow progress are given accelerated reading support programmes will be measured and assessed for impact. The SENCo and Pupil Progress Co-ordinator will maintain an up to date register of pupils and groups taking part in any intervention and this information is then passed onto SMT.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our Literacy Governor Malcolm Davison.

This policy will be reviewed every three years or in the light of changes to legal requirements.

Approved by Governors October 17