



LITERACY POLICY 2010-2011

LITERACY POLICY STATEMENT

RATIONALE

Literacy is fundamental to learning, encompassing all Curricula areas. It is an essential means of communication, through which children are able to develop their abilities in speaking, listening, reading and writing.

At Cleves, we aim to set high standards, motivating and challenging children of all abilities. We seek to encourage children to listen attentively and respond appropriately in a variety of situations, to read with fluency, enjoyment and understanding from a range of texts, and to write effectively for different purposes and audiences.

We fulfil National Curriculum requirements in terms of content, and progression as detailed in the National Literacy Strategy and our medium and short term planning. We use a cross curricular topic based approach to enrich the work and embed it within a meaningful context. ICT also provides a valuable tool for lifelong learning.

Cleves' Teaching and Learning and Equal Opportunities policies provide a framework for our approach to the implementation of the English Curriculum. Specifically, children should experience a range of teaching styles and situations. The Skills Based Curriculum is available to every child.

Elizabeth Earl
Literacy Co-ordinator
Summer 2010

AIMS

We will:

- Ensure that children are stimulated by the experiences that are offered within the Literacy Curriculum.
- Encourage children to be active participants in a linguistic and literate environment.
- Ensure that children have access to a range of opportunities, including the use of ICT, to develop and practise, and extend, their skills in Literacy
- Provide challenge for the more able, and support for the least able.
- Enable children to read efficiently and effectively, encourage reading for pleasure and promote a love of books.
- Ensure that children are provided with a wide range of teaching materials.
- Encourage children to take pleasure in writing, recognising its value as a means of communicating ideas and information.
- Teach children to express themselves clearly in a mode of speech appropriate to the context.
- Teach children to be careful and analytical listeners.

OBJECTIVES

SPEAKING AND LISTENING

We will ensure that children:

- Develop confidence, with regard to speaking and listening in order that they can respond to and participate in discussion and debate.
- Are taught to develop clarity of speech and expression.
- Are encouraged to listen attentively and analytically.
- Participate in Drama, as a means of developing skills in all aspects of speaking and listening.
- Participate in film making, animation and pod-casting

We will provide children with:

- Opportunities to listen and respond appropriately to a range of people.
- Opportunities to respond to what they see and hear in a variety of media.
- The chance to take part in presentations.
- Time to reflect on both their own and others' speaking and listening and evaluate it.

We will encourage children to:

- Take pleasure in expressing themselves confidently via the spoken word.
- Listen tolerantly and respect the views of others.

READING

We will ensure that:

- Reading experiences stimulate pupils' enthusiasm, developing their powers of imagination, inventiveness and critical awareness.
- Children are encouraged to read, and recognise the features of a wide variety of genre, and texts
- Reading materials meet the needs and interests of all children, and are of high quality.
- The children can work with writers, poets and playwrights beyond the classroom

We will ensure that children are able:

- To utilise a range of reading cues (e.g. phonic, syntactic) to monitor their reading and correct their own mistakes.
- To read aloud with fluency and expression to a variety of audiences.
- To read independently for meaning, developing skills of deduction and analysis.

We will develop:

- An awareness of story plot, character development and setting.
- An awareness of poetic structure and poetic devices.
- A knowledge of the structure and organisation of a range of different types of non-fiction text.
- Skills of comprehension and prediction.
- Strategies for the efficient retrieval of information from text.
- An awareness of technical vocabulary to enable children to discuss and analyse their reading.
- A celebration of cultural similarities and differences via multicultural literature.
- A strong home/school partnership with regard to reading.

We will encourage children to:

- Take pleasure in books.
- Connect with others' emotions and experiences through literature.
- Keep their own reading via reading records.

WRITING

We will ensure:

- That the writing experiences children encounter stimulate their enthusiasm and develop their powers of imagination, inventiveness and critical awareness.
- That pupils are taught to recognise the structure, style and special features of a wide range of genre in order that they may write confidently within the same genre.
- That children understand and can use suitable technical vocabulary with which to analyse and discuss both their own, and others' writing.
- Children are taught to organise their writing effectively.
- That children are taught to use V.C.O.P strategy (vocabulary, connectives, openers, punctuation) to develop their writing skills.
- That children plan, draft, revise and edit their own writing both independently and collaboratively.
- That children are presented with a consistent approach to the teaching of handwriting.
- That children explore writing using a range of media

We will enable children to:

- Write with fluency and accuracy using a range of contexts including regular "big writing" sessions
- Write a range of non fiction texts.
- Write within a variety of fiction genre, demonstrating an understanding of narrative structure.
- Write a range of poetry, providing them with opportunities to exercise their powers of imagination, and demonstrate their skill in the use of figurative language.
- Employ a range of spelling strategies when writing.

We will encourage children to:

- Recognise the importance of writing as means of communication and a way of expressing their ideas or views.
- Take pleasure and pride in writing in a range of forms.

SPELLING

We will enable children:

- To consider and discuss how they learn to spell and remember words
- To use personal spelling logs where they initially attempt to spell words independently.
- To use a range of dictionaries and spell checks effectively.

We will ensure that:

- We offer a range of spellings strategies in order to appeal to a variety of learning styles, for example: The S.A.C.A.W.A.C strategy (say and cover and write and check)
- We provide opportunities for children to investigate and discover spelling rules and patterns for themselves where appropriate.

EQUAL OPPORTUNITIES

All children:

- ✧ Are valued equally, and have the same entitlement to English.
- ✧ Receive a rich variety of cultural experiences in Literacy.
- ✧ Receive differentiated activities where appropriate, to allow them to develop at their own pace.
- ✧ Are offered additional support when needed.

ASSESSMENT

1. Pupils work is consistently marked, with a written comment supplied whenever appropriate.
2. At least one writing task per term is identified for detailed assessment. This task is comprehensively marked, using the 'Criterion Referenced Scale' to assess and provide children with written targets for moving their work forward. These targets are set on the February Report and reviewed in July. The assignments are criterion scale levelled, and moderated across year groups in vertical chain groups.
3. Both oral and written work is regularly discussed with pupils during the Literacy focussed session, providing instant feedback.
4. Children are tested using Youngs Spelling and NFER Group Reading test in September and March (Year 6 September only)
7. All children are assessed in spelling at the beginning of the year using Youngs Test. Children are given a weekly spelling test based around NLS Word Level objectives. The tests are differentiated, and results inform spelling groupings.
8. All children sit QCA tests in reading, writing and spelling at the end of each academic year. The results of these tests are sent to parents along with a final report on their progress in English that year.

ORGANISATION AND PLANNING

- We are delivering a skills based curriculum which is topic led. NLS objectives form our scheme of work for literacy alongside this.
- We plan in time to provide extended writing opportunities for all children, including "Big Writing".
- We use a consistent planning format throughout the school.
- We use a wide range of resources, available to all teachers.
- We plan the use of ICT in Literacy where appropriate.

MONITORING AND EVALUATION

- Whole school targets are set, which are then monitored and evaluated through:
 - The teaching and learning policy guidelines
 - Classroom observation and working alongside colleagues
 - Sampling of children's work.
 - Taking staff views.
 - Scrutinising planning.
 - Analysis of internal and external assessment.
 - Talking to children.
 - Curriculum teams meeting regularly

STAFF DEVELOPMENT

Staff development and training needs are met through:

1. Identifying school needs through monitoring and evaluation.
2. Identifying areas for individual focus via appraisal and Performance Management.
3. In house staff INSET.
4. Attending external training courses

Written by: E.Earl
Updated: May 2010
Review date: May 2011