

Stephenson Memorial Primary School



Literacy Policy

September 2017



Stephenson Memorial Primary School Literacy Policy

Rationale

At Stephenson Memorial Primary School we have a dedication to develop children's Literacy skills (language in communication, reading and writing) and support children in engaging in critique and feedback, producing multiple drafts to ensure reviewing and revision is an on-going process. We demonstrate progress in each area of Literacy through our teaching and learning approaches.

Competence in English enables children to **communicate effectively** at home, at school and in the wider world and leads to **improved life opportunities**. The skills of speaking, listening, reading and writing enable children to **organise and express their own thoughts** and to **access the knowledge and ideas of others**. These skills, together with confidence in the use of ICT, are increasingly necessary in today's world.

Speaking, listening and drama

Our aims are to teach children to:

- Listen to, and respond appropriately, to adults and peers.
- Ask relevant questions to extend understanding and knowledge.
- Use relevant strategies to build vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give structured descriptions, explanations, and narratives for different purposes, including expressing feelings.
- Maintain attention and participate actively in collaborative conversations and discussions.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Our approaches:

- Our approach to teaching and learning in Literacy (Appendix A).
- Paired, group and whole class discussions.
- Opportunities to participate in presentations to small and larger groups, including debates.
- Drama activities and performances, including role-play and the retelling of stories/poems/texts.
- Guided reading.
- REAL projects.

Phonics

Our aims are to teach children to:

- Read fluently by using a range of reading strategies.
- Ensure the teaching of phonics is daily, synthetic and systematic.
- Encourage children to apply their phonic skills in all curriculum areas.
- Enable children to start learning phonic knowledge and skills by the age of four, with the expectation that they will become fluent readers, having secured word building and recognition skills, by the end of Key Stage 1.
- Ensure that the children are taught high frequency words that do not conform to regular phonic patterns ('Tricky words').
- Ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely decodable by the children unaided.
- Help the children to apply the skill of blending phonemes in order to read words and help the children to segment words in order to spell words.
- Establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.
- Differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success.
- Prepare children for the phonics screening check.

Our approaches:

- Daily systematic, synthetic phonics beginning in Nursery and ending when the child is a fluent reader (See appendix B).
- Differentiated groups addressing the needs of all children.
- Opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum.
- Use of consistent assessment and monitoring of teaching and progress.

Reading

Our aims are to teach children to:

- Read for enjoyment and develop a love for reading.
- Read fluently with good understanding.
- Use linguistic knowledge to comprehend what they are reading.
- Build and develop their vocabulary through reading a range of genres.
- Extend their learning, making choices about what they read.

Our approaches:

- REAL projects.
- Delivery of phonics and spelling programme, in line with the New National Curriculum 2014.
- Teaching reading strategies, using a consistent whole school approach (see Appendix C).
- Provide and promote a wide range of books in the school library.
- Provide opportunities for children to engage in libraries (library bus and local libraries).
- Shared and guided reading.
- Reading targets, which are communicated and shared with the children.
- Work in partnership with parents to develop reading through a home reading scheme (Bug Club, Phonics Bug which is supplemented with Ginn Pocket Tales and Oxford Reading Tree – Appendix D).

Grammar, Spelling and Punctuation (GPaS)

Our aims are to teach children to:

- Develop knowledge and understanding of GPaS requirements from the New National Curriculum 2014.
- Prepare the children to succeed in the National GPaS tests.
- Help children apply their knowledge of GPaS in their writing.

Our approaches:

- Timetabled GPaS sessions (including the use of Testbase in order to prepare children for the layout and style of questioning for the National tests and opportunities to apply skills in the context of writing).
- Coverage in Literacy lessons (lesson starters, main activity objectives and as part of writing during the lesson).
- The Stephenson Spelling Scheme (see Appendix E) has blocks of spellings to cover all rules and common exception words as outlined in the New National Curriculum 2014. Children will be given a block of spellings to learn either every week or once every 2 weeks – flexible to cater for the needs of each pupil and allow revision of spelling patterns.
- Explicit teaching of spelling is delivered daily and as part of Literacy lessons, as part of the Literacy guide. This includes word sorting, word

meaning learning, spelling games and pre-testing and self correction before spelling tests are administered.

Handwriting

Our aims are to teach children to:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Make informed choices to write in a position and location in the class that allows quality writing to be produced.
- Form lower case letters in the correct direction, starting and finishing on the line.
- Form capital letters and form digits 0-9 in the correct size and orientation.
- Understand which letters belong to which handwriting 'families' (i.e. letters formed in similar ways) and practise these.
- Use the diagonal and horizontal strokes needed to join letters and understand which letters must stay unjoined.
- Use spacing between words that reflects the size of the letters.
- Write legibly and allow time to practise increasing the quality and consistency of their handwriting.
- Write down ideas fluently by developing effective transcriptions (spelling and handwriting).
- Ensure handwriting is fluent, legible and eventually speedy.

Our approaches:

- Cursive Handwriting scheme (see Appendix F).
- Monitoring and intervention where appropriate.
- Exposure to the cursive handwriting script in resources, displays, signs and modelled through teacher and adult use within school.

Writing

Our aims are to teach children to:

- Develop an enjoyment for writing and develop pupil's understanding of the purpose of writing.
- Know the relationships between sounds and letters.
- Write down ideas fluently by developing effective transcriptions (spelling and handwriting).
- Increase knowledge of vocabulary and grammar.
- Write for an audience, purpose and context.
- Develop effective composition by forming, articulating and communicating ideas, and then organising them coherently for a reader.
- Plan, revise and evaluate their writing.
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Our approaches:

- REAL projects.
- Our approach to teaching and learning in Literacy (Appendix A).

- Develop basic skills in spelling, punctuation and grammar (SPaG) through regular phonics, spelling sessions and timetabled SPaG sessions.
- Shared and guided writing.
- Critique and evaluation their own and their peers' writing.
- Writing targets, which are communicated and shared with the children.
- Use of consistent assessment and monitoring of teaching and progress.

Use of technology

Our aims:

- Prepare children for 21st century life and relevant future writing and reading experiences.
- Enhance teaching and learning.
- Further engage children in writing and reading.
- Present writing in different media.
- Provide a wider audience for children's work.

Our approaches:

- iPad@MyPad scheme (all Key Stage 2 children have 1:1 access to an iPad).
- Planning the use of iPad apps in lessons.
- Use seesaw app to store and provide feedback on work produced on iPads. This is to be cross-referenced in books by stickers with the seesaw logo.
- Use of seesaw to provide prompts and work stimulus for the children to access at any time.
- Use of the seesaw blog as a platform to share children's work.
- Use of Twitter and the school website.
- Cross-curricular links with the computing curriculum.
- Develop language and communication skills through iMovie and youtube.
- Use of technology to support visual Literacy, inspire and support writing and reading (e.g. Literacy shed, videos)

Assessment

At Stephenson we use formative and summative assessment in Literacy. Our Assessment Policy details the assessment systems we use.