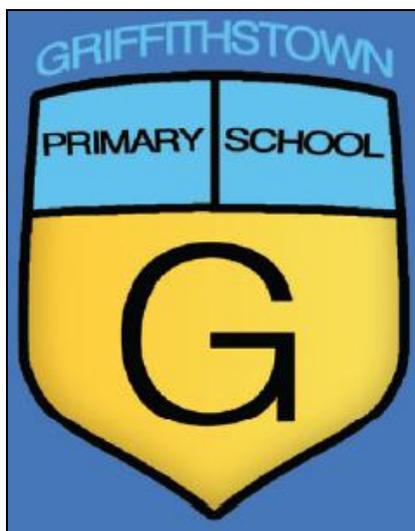


# GRIFFITHSTOWN PRIMARY SCHOOL



<b>Title</b>	Literacy Policy
<b>Date</b>	Autumn 2014
<b>Author</b>	J Crane



**INCLUSION IN THE HEART OF THE COMMUNITY**

**Literacy Policy 2014**  
**GRIFFITHSTOWN PRIMARY SCHOOL**

This document is a statement of the aims, principles and strategies for the teaching and learning of literacy. At Griffithstown Primary School, we believe that communication, both oral and written, is the key to educational progress, to social integration and to personal development and happiness. Literacy is about the development of fluent readers, confident writers and effective speakers and listeners. We believe it is the right of every child to become a competent and confident user of the English language.

**Aims**

Our aims in teaching literacy are that all children will be able to:

1. Communicate clearly and confidently, expressing opinions, adapting talk to audience and purpose, using appropriate gesture and intonation to engage the listener
2. Listen to others, take account of the speaker's talk, respond thoughtfully and demonstrate the skills necessary for effective speaking and listening.
3. Reflect on their own talk and that of others, evaluating the effectiveness and suggest ways of improving their performance in relation to the task and the intended audience.
4. Develop the necessary skills to read confidently, fluently and with enjoyment and understanding.
5. Read a wide range of genre and be able to process information that is presented in a variety of forms, including multimodal texts.
6. Demonstrate effective research skills, confidently reading a range of information based material from a variety of paper and digital sources, e g Factual books, websites, encyclopaedia etc
7. Enjoy writing and recognise its value as an essential communication tool.
8. Write confidently in a range of forms, for different purposes and audiences.
9. Demonstrate accurate use of spelling, grammar and punctuation.
10. Present written work neatly.
11. Use ICT skilfully and appropriately, exploring opportunities to create different pieces of multimodal literacy.

**Wider school aims/ethos**

The policy is underpinned by the schools vision, aims and values.

**Consultation**

This policy has been created by J Crane, in consultation with the Head teacher and staff.

**Principles for the teaching and learning of Literacy**

The acquisition of effective literacy skills depends on a carefully planned curriculum that offers broad experiences which include integrated opportunities to develop oracy, reading and writing. From entry to the school, all children are immersed in a

language rich environment and as teachers we seek to ensure that the classroom is equipped and organised so that children may develop and practice their skills continuously. Our Literacy curriculum is delivered through the Curriculum (2008) Framework. We want our children to experience a wide range of both spoken and written English. Children with Special Educational Needs and those with English as an Additional Language will be given support, which will enable them to access the language curriculum so that they can achieve their full potential. EAL children's expertise in their first language will also be valued and respected. Throughout their time in our school all children will be supported and encouraged to achieve their personal best.

### **Bilingualism**

In addition to the skills in English that we teach, the development of Welsh as a second language is of high importance. We foster positive attitudes to learning Welsh, engage the children in daily oral activities, ensure that our school environment reflects both Welsh and English and encourage pupils to confidently use both languages. In the context of Literacy, we also plan for "Curriculum Cymreig". Through our planning we ensure that children are given opportunities to read stories and poems by Welsh authors. They will also explore through discussion, local and national issues. Pupils will be given opportunities to respond through oral and written activities. Annual events in school celebrating Welsh culture will also provide a suitable context for further developing both literacy skills and a deeper understanding of local and wider heritage.

### **Organisation of Literacy teaching**

Within our school Literacy is planned as follows:

1. All teachers follow the national curriculum guidelines for teaching English at Key Stage 2 and Literacy in the Foundation Phase. These encompass the subject as a whole and teachers use the new Literacy framework document (LNF) to plan for literacy skills across the curriculum. In addition to this, teachers refer to First Steps for further guidance and structured information on effectively teaching all three attainment targets. These documents all provide the long-term planning for Literacy and are referred to by teachers when developing their medium term planning.
2. Medium term planning takes place every half term and short term planning takes place every week. This sets out stimulating planned opportunities for pupils to develop their oral, reading and writing skills. Teachers capitalise on opportunities to teach specific text types when the theme is appropriate e.g. – Explanation texts during a science based theme.
3. Literacy teaching takes place every day in every classroom. The format of this teaching varies to include different activities for each day.
4. Teachers ensure that the work planned is appropriate for the age, stage and ability of their children. They use strategies such as talk partners and small group work to allow children to develop their oral skills and their ability to communicate and cooperate with their peers.

5. Emphasis is placed on the acquisition of effective oracy skills in the early years and foundation phase. Role play areas are set up in partnership with the children so that they can practise speaking, listening and drama based activities within a meaningful context.
6. In the Key Stage 2, teachers seek to build on and develop these oracy skills by planning drama/role play activities, initiating group discussions/debates and encouraging pupils to make individual or small group presentations
7. Reading is taught, initially, with the introduction of 'Jolly Phonics'. Letter sounds are systematically taught and practiced daily, with opportunities for children to consolidate their knowledge of letters through multi sensory activities that are accessed through continuous and enhanced provision.
8. Once children have grasped some sounds and when the teacher thinks they are ready, they are given a reading book from the scheme adopted by the school - 'Oxford Reading Tree'. From this point, they progress through the stages of the scheme as appropriate. Children take their reading books home weekly to practice with parents/carers, along with a reading record book, in which parents/carers and staff comment on progress and any issues.
9. In the Foundation Phase each child reads aloud to the teacher or learning support assistant at least twice a week. This can be adapted to include additional reading practice for any pupil requiring extra support.
10. In Key Stage 2 children follow the Oxford Reading Tree and Project x Scheme. Their progress is monitored on a weekly basis and pupils take their reading books home weekly to practise.
11. Pupils are able to access extra reading materials in their class libraries, including fiction, non fiction texts and access to appropriate internet websites.
12. Activities to celebrate reading are planned annually to support World Book Day and School Book Fair is also held each November.
13. 'Round Robin' and/or 'Guided Reading' takes place on a daily basis in both The Foundation Phase and Key Stage 2 classes. Children are challenged to develop their knowledge of different text types through effective questioning at word, sentence and whole text levels.
14. Children are given opportunities to develop their writing skills every day and are encouraged to use correct letter formation throughout their time in school.
15. Grammar and punctuation are taught through shared reading and writing activities and children are encouraged to learn about its purpose within a text as well as what it is.
16. Teachers follow a genre overview to ensure that a wide range of appropriate genres are being covered in each year group and that a mixture of fiction, non-fiction and poetry is being taught each half term. There is an emphasis on the 'Talk for Writing' approach to teaching, alongside First Steps principals of modelled and shared writing opportunities. Teachers also recognise the importance of spontaneous, exciting events that might be acted on and used as stimulus for unplanned writing activities.

## **Assessment and Reporting**

- Informal assessments are made during each lesson. These are linked to the learning objective/s of the lesson. Pupils are given constructive oral feedback from teachers and open dialogue is encouraged so that pupils are part of the assessment process and can see how they may move their work on in order to make the next steps.
- Staff in the Foundation Phase use focus sheets to comment on the learning and note progress or areas for development. They also provide oral feedback to pupils and make formative comments in books.
- Teachers make formative comments on children's reading progress and record this information on pupils reading record sheets/books.
- Targets are set for each child in Literacy during the autumn term and reviewed in the Spring. These, along with progress, are shared with parents at consultations.
- During the summer term pupils from Y2-Y6 complete reading tests. The results of these tests will provide information about progress as they move through the school. This data will be analysed to provide information on strengths and areas for development within literacy teaching and learning.
- Children entering nursery are given a baseline assessment in literacy. The baseline data provides information from which to track the pupils and enables teachers to plan the learning experiences appropriately.
- At the end of the Foundation Phase and Key Stage 2, pupils are assessed in Literacy. They are given a level based on their attainment in Oracy, Reading and Writing. These assessments are made by teachers in accordance with the statutory assessment arrangements in Wales. The levels are reported to parents/carers within the child's end of year report.
- All pupils receive a report at the end of each academic year, giving information on the child's attainment and achievements in literacy. Targets are also provided for future development and improvement.

## **ROLES AND RESPONSIBILITIES**

### **Governors**

Will review the policy as and when required and should have an understanding of the policy when conducting their link governor role.

### **Head teacher**

Will ensure the policy is adhered to and monitor and review.

### **Literacy Coordinator**

The Coordinator will ensure that the school implements the teaching and learning experiences outlined in this policy. The coordinator will guide, support and lead teaching staff as appropriate, providing information and practical assistance where necessary. It is also the responsibility of the coordinator to monitor standards in literacy and keep staff informed of recent developments on both a local and national level, provide training and lead initiatives. She will also liaise with colleagues within

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the school cluster, as well as other agencies including advisory teachers and providers of literacy based events/activities. The coordinator will organise and lead events, such as book fairs and competitions on an annual basis. Literacy, at every opportunity, will be given a high profile throughout the school.

### **Teachers**

Should ensure they understand and carry out the policy. Any comments about the policy should be shared during the review process.

### **Pupils**

Should be taught how they can follow the policy and ensure they aspire to the best standards of literacy.

### **Homework/Parent partnerships**

Pupils will take home spelling words or phonic practice and a reading book every week. Alongside this, teachers will set Literacy homework as and when appropriate. The homework policy will be shared with parents and made available via the school website, school prospectus and newsletter and may be discussed during parent consultations.

### **Equal Opportunities**

All children, regardless of gender, race, cultural background, religious belief or ability are able to access the literacy curriculum at Griffithstown Primary School

### **Planning**

All staff should plan to ensure the policy is taught to pupils and adhered to in their every day work.

### **Teaching**

All staff are responsible for the implementation and teaching of the expectations within the policy.

### **Organisation**

The Literacy Policy is organised for the whole school and is age related at certain sections.

### **Resources**

Resources that affect the implementation of the policy should be reported to the Deputy Head. Staff must ensure that resources are in plentiful supply and that development of literacy skills are not affected due to resources issues.

Literacy Policy 2014

**Governor approval date:** Autumn 2014

**Next review date:** Autumn 2015

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