

**St Francis of Assisi Academies Trust**



**St John Rigby Catholic  
Primary School**



*'God's will be done through work and play, as we follow Jesus day by day'*

# **LITERACY POLICY**

**September 2015**

# LITERACY POLICY

Literacy skills are essential in understanding and appreciating the world God has created. We aim to develop literacy skills so that our children are equipped as God would want them to be, to live purposefully in His world.

## Philosophy

We believe that, in order for a pupil to become a developed and fulfilled individual, knowledge and enjoyment of both the English language and literature is essential. The development of language and literacy skills is vital in enabling children to:

Speak clearly and confidently  
Listen with consideration to the views of others  
Read for information and enjoyment  
Write independently for a range of purposes

## Aims

Using the National Curriculum Programmes of Study and the Primary Framework we aim to develop the skills of each child to the highest level and provide a stimulating and creative curriculum that promotes interest and enjoyment.

## Speaking and Listening

Our aim is to:

- Provide meaningful opportunities for speaking and listening
- Encourage children to listen and respond appropriately to others
- Teach children to plan and discuss work co-operatively
- Help children to develop social skills
- Rehearse ideas orally before writing through 'Talk for Writing' techniques
- Help children acquire a wide vocabulary
- Teach children the skills related to formal presentations and debate

## Reading

Our aim is to:

- Provide a wide range of literature for pupils to enjoy and learn from whilst ensuring that all levels of text should be appropriate to the needs of each pupil.
- Help children to develop into confident, fluent readers who can understand essential keywords needed to understand their work across the curriculum.
- Develop children's comprehension skills and DARTs (Direct Activities Related to Texts) across all areas of the curriculum.
- Develop children's interest in all kinds of texts for both pleasure and information
- Use synthetic phonics as the primary approach to the teaching of reading
- Teach phonics as set out in the Letters and Sounds Programme

## Writing

Our aim is to:

- Help children to enjoy writing and recognise its value

- Teach children to use a variety of forms suitable to the context, purpose and audience
- Write independently to a high standard
- Present work that demonstrates thought, care and pride

## **Spelling, grammar and punctuation**

Our aim is to:

- Provide opportunities to enhance children's vocabulary
- Teach the correct grammatical terms in English
- Develop children's knowledge of and use of grammar
- Teach the conventions of punctuation as set out in the new National Curriculum
- Teach the spelling programme set out in the new National Curriculum with the aim of ensuring that **all pupils** are able to spell regular and most irregular words appropriate to their Key Stage and year expectation for their school work.

## **Intended outcomes**

Speaking and Listening

Children should be able to:

- Speak clearly and audibly
- Make relevant points
- Listen attentively
- Follow instructions
- Use language to share their feelings
- Express and share creative ideas through 'Talk for Writing'
- Use Standard English

Reading

Children should be able to:

- Tackle a range of unfamiliar texts with confidence
- Read independently
- Understand and discuss texts
- Express opinions about texts
- Express preferences in reading

Writing

Children should be able to:

- Write confidently and competently in a range of styles and contexts
- Write grammatically accurate sentences using correct punctuation
- Use phonic knowledge to attempt unknown words
- Learn and recall spelling patterns
- Write legibly and fluently using letters of a consistent size
- Translate oral ideas explored through 'Talk for Writing' into appropriate written form

## **Planning**

Long and medium term planning follows the Primary Framework and therefore the National Curriculum and is part of the school's creative curriculum. Short term plans contain clear lesson objectives, expected outcomes, success

criteria and assessment opportunities. From September 2014 the school adopted the programmes of study for key stages 1 and 2 of the new National Curriculum in English.

## **Differentiation**

Each lesson is differentiated with special awareness given to SEN, EAL and MAT children. We set appropriate and challenging targets for all children, including targets set for children with special needs in IEPs.

## **Equal Opportunities**

We give equal opportunities to all children in our literacy lessons allowing for gender, cultural, racial and ability differences. We use materials that are free from discrimination or stereotyping which reflect many diverse cultures

## **ICT**

All teachers use a variety of ICT in the teaching of their lessons. The IWB provides access to a wide range of stimulating and motivating programs. It encourages pupil participation in a visually exciting way. Alongside the IWB, individual ICT programs are available to enhance learning. All teachers have a list of useful websites and programs.

## **Teaching and Learning**

We use a variety of teaching styles in literacy lessons in order to support all types of learners. Teaching should include teacher modelling, whole class and group teaching, independent work and a plenary to review progress and learning. Children are encouraged to explore their ideas through talk partners and groups before writing.

Other methods for ensuring outstanding progress in pupil literacy include:

- A consistent and systematic approach to the teaching of literacy across the curriculum
- All staff are working to a common marking and correction policy
- Attention to spelling, punctuation and grammar is the responsibility of every teacher
- The children are made aware of the purpose of their writing and oral tasks and the audience for whom they are using the language to complete these tasks.
- Visuals are used where they aid learning the meaning and, ultimately, the spelling of new words.
- In writing, pupils will be taught to use correct spelling and punctuation and to follow grammatical conventions. They will also be taught to organise their writing in logical and coherent forms, communicating content and meaning clearly, in relation to the specific features for different text types. The text types are:
  - Information
  - Recount
  - Explanation
  - Instruction
  - Persuasion

- Discursive writing
- Analysis
- Evaluation
- Formal essay
- In speaking, pupils are taught to use language precisely and cogently
- Pupils are taught to listen to others and to respond and build on their ideas and views constructively
- In reading, pupils are taught strategies to help them read with understanding, to locate and utilise information, to follow process or argument and summarise, and to synthesise and adapt what they learn from their reading

## Resources

There is a range of resources to support the teaching of literacy across the curriculum. All classrooms have a selection of fiction and non fiction texts. Children have access to the Internet through classroom computers and the computer suite. The library contains a range of books to support children's research and promote interest in reading. A range of resources, like puppets and story bags are used to support drama and story telling activities. Teachers in KS1 have access to a wide range of resources for use in Phonics teaching. These resources are also available for intervention work in KS2.


## The Marking Process (Refer to the Marking and Feedback Policy and p4: The Methodology of Marking Children's Work)

- Work will be marked regularly and promptly, with a minimum of one piece of work being quality marked every three weeks.
- Marking will indicate what the pupil has done well and **how** to improve
- Opportunities will be given for the pupils to read a teacher's comment and act on it
- All forms of feedback marking should always be related back to the learning objective.

## Marking of Work

Common marking:

^ word/s missing

 spelling (to be corrected in margin)

P punctuation (for KS2)

Gr grammar (for KS2)

T tense (for KS2)

? meaning is unclear

O capital letter needed

// new paragraph needed

## Marking for Spelling

- Where possible teachers will give attention to spelling during the drafting of work
- All subject teachers will identify in each substantial piece of work 3 misspellings for attention by underlining the word and writing <sup>3</sup> in the margin. These may be words in frequent use. **It may be useful to make it clear to pupils what focus your spelling correction will have when marking each piece of work**
- When there is an opportunity for working with individual pupils the following strategies are recommended:
  - Ask the pupil to have a second try at the word, using the 'Look, Say, Cover, Write, Check' method
  - Give clues to help identify where the problem lies
  - Draw out any rules, roots or interesting features of the word, including possible memory strategies such as mnemonic
  - Get the pupil to record the spelling in an appropriate place (spelling page in back of exercise book)
  - Retest another time
  - Give opportunities for pupils to get used to proof reading their own and each other's work.

## Assessment and Recording

Peer and self assessment opportunities are provided for pupils to assess their own achievements and plan for next steps. Conferencing techniques are used to allow pupils to discuss the quality of their work against success criteria and learning objectives. In this way we are following guidelines for Assessment for learning and assessing pupil progress.

Teachers employ a range of assessment techniques to monitor pupil progress. Teachers assess daily in the lessons, regular reading and spelling tests are carried out and unaided writing is assessed and levelled three times a year. Statutory SAT tests are carried out at the end of KS1 (and from 2014 at the end of KS2) and QCA testing and other assessment packages are used at the end of years 3 and 4 and 5. In addition the children self assess at the end of each lesson using a traffic light system to evaluate their understanding. Progress in Literacy is reported through our open evenings and other contact with parents. A summative report is presented to parents at the end of the school year detailing progress made, highlighting areas for support and giving targets for improvement.

## Responsibilities

### Subject Leaders and Teachers must:

- Introduce and explain key vocabulary, especially where the spelling roots are easy to identify
- Display in classrooms the key words for the current topic
- Ensure key words are referred to regularly and updated and revised on a rolling programme

- Encourage pupils to learn the meanings, spelling and usage of a given number of words on a regular basis
- Ensure features of the specific text type being studied are displayed
- Encourage the display of examples of pupils' work in the classroom as well as in and around the subject area
- Be fully aware of pupils both on SEN and EAL registers and especially those students whose first language is not English, when preparing work and displays
- Ensure that dictionaries are available for common use in every classroom
- Give positive feedback to pupils who make progress with the accuracy of spelling, punctuation and grammar
- Present spelling as an integral part of their work in all areas of the curriculum, encouraging pupils to act on marked work by learning and recording spellings.

### **The Role of the Parent/Carer**

- Parents will be informed of the school's policy on the learning of spellings at the start of each year.
- They will be asked to keep a good dictionary at home
- They will be issued with supportive written guidance, e.g. 'Look, Say, Cover, Write, Check' method
- They will be encouraged to support their children with spelling at home.

### **Monitoring and Review**

The policy will be monitored throughout the year by the Head and Deputy Head teachers, Literacy Coordinator, Leaders of Learning and the School Council. This will include:

- Sampling work
- Observation and Drop-Ins – pupils and literacy teaching (with Directors)
- Meetings
- Pupil interviews
- Scrutiny of curriculum maps and lesson plans
- Encouraging all year groups to share good practice by exhibiting or exemplifying pupils' work

September 2015: For review September 2017.