

SKEGNESS INFANT ACADEMY LITERACY POLICY July 2016

This policy outlines what we are aiming to achieve in respect of pupils' language and literacy education. The study of Literacy develops pupil's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking, listening, reading and writing across a range of different situations. The school's policy incorporates elements from the Framework for Literacy and the EYFS curriculum in the Foundation Stage. This policy has been drawn up as a result of staff discussion. The implementation of this policy is the responsibility of all the teaching staff.

INTRODUCTION

English is a vital way of communicating in every aspect of academy life. We hope that children will develop the essential life skills in speaking, listening, reading and writing. Language enables children to express themselves creatively and imaginatively and to communicate with others effectively. By the end of year two we hope that children will be enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. We hope that they can choose and adapt what they say and write in different situations with confidence.

CURRICULUM OBJECTIVES OUTLINE-

The aims of Literacy are:

- to enable children to speak clearly and audibly in ways which take account of their listeners
 - to encourage children to listen with concentration in order to be able to identify the main points of what they have heard
 - to enable children to adapt their speech to a wide range of circumstances and demands
 - to develop children's abilities to reflect on their own and others' contributions and the language used
 - to enable children to evaluate their own and others' contributions through a range of drama activities
 - to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge
 - to encourage children to become enthusiastic and reflective readers through contact with challenging and exciting texts
 - to help children enjoy writing and recognise its value
 - to enable children to write with accuracy and meaning in narrative and nonfiction
 - to increase the children's ability to use planning, drafting and editing to improve their work.
- Literacy is defined as the united skills and knowledge of reading, writing and oral language. In order

for children to become literate they must understand that the written word represents the spoken word and that both have a variety of forms and purposes. Having excellent language skills empowers children to communicate creatively and imaginatively as well as allowing them to engage with the world at large. We, therefore, aim – through practice in speaking, listening, reading and writing - to help children develop their English language skills to their fullest potential. We recognise the importance of ensuring that EAL learners are taught the basics of the English language, so that they may accompany their peers in accessing the curriculum effectively.

SKILLS

By the end of year two, we aim for pupils to be able to:

- Talk, listen, read and write with confidence, fluency and understanding
- Have an interest in books and read for pleasure
- Use a full range of strategies – phonic, graphic, grammatical, contextual – to deal with reading and writing tasks independently
- Have developed a growing vocabulary in speaking and writing
- Discuss a wide range of fiction and non-fiction texts expressing opinions and justifying preferences
- Write in a variety of styles and forms appropriate to purpose
- Produce a legible fluent style of handwriting that may be joined

PROGRAMME OF STUDY, ORGANISATION AND PLANNING

Pupils are taught objectives appropriate to their year group and have a clear understanding of these objectives. Teachers plan for appropriately paced lessons using the guidance for EYFS and the renewed framework as their basis. Long-term and medium-term plans are produced as a team by the teachers in each year group. Individual teachers take this planning and adapt it to suit the needs and interests of the children in their class. All planning is monitored by the subject leader and senior management team. Teachers, having high expectations of success for the children, employ a range of teaching strategies:

- Whole-class teaching
- Guided group work
- Demonstration and modelling
- Explanation
- Targeted questioning
- Discussion and carpet time
- Shared reading and writing Teachers take account of opportunities for developing literacy skills across the creative curriculum.

DIFFERENTIATION including, SPECIAL EDUCATIONAL NEEDS AND GIFTED AND TALENTED

Teaching is effectively differentiated within mixed ability classes and lesson plans identify the different ability levels and needs of the children. Teaching is differentiated by outcome, task, questioning and the level of support offered. A variety of classroom management strategies and learning styles are used in order to support and ensure effective differentiation takes place. Children with special educational needs are supported either within whole class teaching, where appropriate support is made available in order to ensure success. Or children are taught in small groups at specific times in a day/week out of the classroom. Children who have been identified as gifted and talented in the areas of literacy are able to work within the whole class teaching where work is suitably differentiated or children work in small groups out of the classroom at specific times of the day / week.

ASSESSMENT

Formative assessment, carried out by the class teacher, is used on a daily/weekly basis to inform future planning and to identify progress against teaching objectives and targets. KS1 children all have individual reading and writing target cards which highlight their current level and next steps. The target cards are child friendly and are maintained by teachers, learning assistants and children. In the Foundation Stage, English is taught through topics within the area of Communication, Language and Literacy. Assessment within Foundation is constant and ongoing. Data is collected and sent to the local authority in July. Results are scrutinized to inform strengths and areas to develop and to inform provision in Year 1. Summative assessments are completed six times a year in KS1 at the end of each term and teachers complete individual record sheets for each child's attainment in speaking and listening, reading and writing. Records are kept of progress in phonics on a termly basis based on the Letters and Sounds programme that is followed throughout the school. In year one all children take part in the phonics screening check to ascertain their phonic knowledge and to inform future planning. These scores are sent to the local authority and compared nationally.

TEACHING METHODS AND ORGANISATION

We teach Literacy in the nursery and reception class as an integral part of Early Years Foundation Stage. The objectives are covered throughout the day in short focused class sessions and followed up in small group work. Within the EYFS the four strands of Communication, Language and Literacy are used to develop language skills in thinking, reading, writing and phonetics. The 'Letters and Sound' guidance is used to structure meaningful developmental learning. Letters and Sounds continues throughout KS1. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations. Great emphasis is placed upon sharing stories, both told and read. This is developed through role play both indoors and outdoors. In KS1 teachers use the following strategies to facilitate literacy in the curriculum:

- Reading and writing strategies are explicitly modelled.
- In shared reading, pupils interact with a range of different text types
- In guided reading, pupils read with an adult at least twice a week and explore texts thoroughly

- In shared writing, pupils work individually, in pairs or as a whole class to plan, draft, redraft, edit and present a range of writing genres
- Teachers aim to ensure a balance of sentence and word level work across the week
- Pupils work independently, in small groups, collaboratively, peer to peer and as a class
- The plenary is used to reinforce and revisit objectives, as well as to consolidate learning and for assessment
- Big Write offers the children a complete writing experience. Children in KS1 are regularly given the opportunity to write at length. Year one children will take part every other week and year two children will take part two out of every three weeks.
- In foundation stage, phonic activities take place every day and in KS1 every class has a daily discrete phonics session of 20 minutes.

READING

Children read in guided groups every day and teachers endeavour to hear children read individually at least once a week. Individual readers reading books are chosen from the colour-coded book banded resource area. Each child has a Reading Record and the child's reading is logged. Teachers and parents can record comments on the child's progress in the record.

LIBRARY

The school library provides pupils with broad and positive experiences of books. Its role is to help create confident, enthusiastic readers and to engage children in a lifelong love of literature and learning. The library promotes the enjoyment of reading and literacy development across the curriculum, and the development of information handling skills. Each has regular timetabled sessions in the library.

LITERACY TEACHING IN OTHER CURRICULUM AREAS

The skills that children develop in Literacy are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school. Teachers plan cross curricular writing tasks wherever the opportunity arises.

LITERACY RESOURCES

Guided reading resources, individual home reading texts and big books for literacy are centrally located. Each class has a book box containing fiction and non-fiction texts and an inviting reading area. Classes have a wide range of writing support materials including alphabet friezes, magnetic letters, alphabet charts, sound games and activities.

MONITORING AND REVIEW

Monitoring of the standards of the children's work and of the quality of teaching in Literacy is the responsibility of the Principal supported by the Literacy leader. The work of the Literacy leader also

involves supporting colleagues in the teaching of Literacy, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject coordinator and the Principal evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. Regular management time enables the Literacy leader to review samples of the children's work and undertake lesson observations of Literacy teaching across the school. Both Skegness Infant and Junior Academies work together and strive to provide our children with an effective and consistent learning journey. This is supported through joint moderation, learning walks, observations and meetings. Both academies belong to the wider, local literacy group encompassing local schools in the area.

Date of policy review 1.7.16