

GIRNHILL INFANT SCHOOL – LITERACY POLICY

1. INTRODUCTION

Children at Girnhill Infant School will develop their ability to listen, speak, read and write for a wide range of purposes. Using a range of fiction, non-fiction and poetry the children will use language to explore and express ideas, views and feelings.

2. OUR AIMS

We aim to develop children's abilities within an integrated programme of speaking & listening, reading & writing. Children are given opportunities to develop their literacy skills within a broad and balanced curriculum and are provided with opportunities to consolidate and apply taught literacy skills.

By the age of 7 we aim for each child to:

- Read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and self-correct.
- Have an interest in books and to read widely and for pleasure.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation.
- Use planning, drafting and editing to improve their written work.
- Speak clearly and confidently, taking account of their listener; make formal presentations and participate in debate.
- Listen carefully and respond appropriately.
- Gain knowledge, skills and understanding associated with the artistic practice of drama.

3. STATUTORY REQUIREMENTS

English is a core subject in the National Curriculum. We use the *English programmes of study: Key Stage 1* and the *Statutory Framework for the Early Years Foundation Stage (EYFS)* as the basis for implementing the statutory requirements.

4. THE GOVERNING BODY

Reports are made to the governors on the progress of English provision through analysis of data. Governors monitor aspects of literacy that are linked to the SDP. This policy will be reviewed every three years or in the light of changes to legal requirements.

5. SUBJECT ORGANISATION

The Early Learning Goals ensure continuity and progression from the Foundation Stage through to the National Curriculum for Key Stage 1 with pupil provision related to attainment, not age. In the Foundation Stage regular taught literacy sessions take place and reading, writing, speaking and listening are encouraged and developed through areas of continuous provision. Daily phonics sessions take place for all children in the Foundation Stage and weekly guided reading sessions take place for all children in Reception. In Key Stage 1 daily literacy lessons and phonics sessions take place along with weekly guided reading sessions for all children.

6. APPROACHES TO SPEAKING AND LISTENING

Spoken language is developed through the reading and writing programmes of study. Other strategies used to develop speaking and listening include:

- Circle time - to discuss thoughts and feelings.
- Co-operative structures - to engage in critical and philosophical thinking and discussion.
- Restorative practice - to resolve conflict and develop own views and opinions, whilst considering and respecting the views of others.
- Role play area in every classroom - to develop a wider vocabulary and co-operation between pupils.
- Daily phonics sessions - to develop listening skills and children's ability to identify and discriminate between sounds. Also, to develop the correct pronunciation of sounds and words.
- Open ended questioning.
- Structured small world activities.

7. APPROACHES TO READING

Word reading and reading comprehension are the two dimensions used to plan and deliver all aspects of reading. Reading books are banded and children progress through the bands from Pink to Lime before moving on to be classed as a 'Free Reader'.

Strategies used to develop reading include:

- Shared Reading - to model fluent and expressive reading and to focus on specific aspects of reading as required.
- Guided Reading - to teach specific reading skills identified by the teacher and to develop reading comprehension skills.
- Individual Reading - in order to identify individual reading need and to ensure that children are quickly progressing through the book bands.
- Take Home Reading - to encourage parental involvement and to give children more time to apply their reading skills.
- Teachers reading to their class - to introduce children to a wider range of books and vocabulary and to model expressive reading as well as reading for pleasure.

- Daily phonics sessions - to develop blending skills and the ability to read simple words and sentences.
- Library area in bungalow provides all children with access to school books and library books.
- Early Birds reading club – to provide daily support for KS1 children identified as having an additional need in developing early reading skills.

8. APPROACHES TO WRITING

Transcription and composition are the two dimensions used to plan and deliver all aspects of writing. 'Magic Five' is used on all pieces of writing to support children's self-assessment of their writing. Exemplification walls are used to model key features of different forms of writing and to support formative assessment. Strategies used to develop writing include:

- Shared Writing - to model writing and focus on specific aspects of writing as required.
- Guided Writing - to teach specific writing skills identified by the teacher.
- Independent writing - to apply writing skills either through a directed independent task or through self-chosen areas of continuous provision.
- Daily phonics sessions - to develop segmenting skills and the ability to write simple words and sentences.
- Opportunities for children to read aloud what they have written.

9. HANDWRITING

Activities such as 'Squiggle while you Wiggle' and 'Dough Disco' develop the early transcription skills of children in Nursery. During Reception, children are encouraged to develop letter formation through areas of continuous provision and through multi-sensory mark making opportunities. 'Mr Mole' is used to introduce and support cursive script across the whole school and in Year 1 and Year 2 a weekly handwriting session is delivered to all children, focusing on the correct formation of individual letters.

10. CROSS-CURRICULAR LITERACY OPPORTUNITIES

Other areas of the curriculum are used to develop literacy skills and to provide children with the 'reason to write'. Teachers take advantage of opportunities to make cross-curricular links whenever possible and plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to all other areas of the curriculum.

11. THE USE OF ICT

Opportunities to use ICT to support teaching and learning in literacy is planned for and used as appropriate. All classrooms have Interactive Whiteboards and computers in them. Children use ipads as part of their literacy lessons and specific apps are selected by the teacher to develop speaking & listening, reading and writing skills as appropriate. In Year 2 children have access to Storyphone headsets so they can listen to stories and to Easi-speak microphones so they can record their own voices during classroom activities.

12. ASSESSMENT AND TARGET SETTING

Work is assessed in line with the School's Assessment and Marking policy. Short term assessments are made as part of every lesson and weekly plans are adjusted accordingly. Medium term assessments, measure progress against key objectives and individual or group targets are set accordingly. Long term assessments are made towards the end of the school year to assess progress against school and national targets. Children play a key role in assessment; they are encouraged to self-assess against success criteria and to be involved in the marking of their work.

Strategies used to support assessment include:

- 'Yippee Yellow and Green for Growth' - written work is marked together with individual children to highlight areas where objectives have been met (yellow) and areas for future improvement (green).
- Phonics is assessed termly and information on the progress of each child is passed to the Literacy Leader to collate and monitor.
- A selection of written work is moderated by all teaching staff on a regular basis.
- Termly Target Setting meetings are held between the class teacher and the Head Teacher to discuss children's attainment in literacy and to agree future targets. This information feeds into future planning and is shared with parents during termly meetings.
- All children complete statutory tests at the end of Year 2 and the results are shared with parents, staff and governors.
- The phonics test is taken by all children in Year 1 and by any children in Year 2 who previously failed the test.

13. INCLUSION

All children are provided with equal access to the English curriculum. Suitable learning opportunities are provided, regardless of gender, ethnicity or home background. Teachers provide learning opportunities matched to the needs of children with Special Educational Needs and these learning opportunities are documented on children's one page profile. Under-achieving pupils are identified and steps taken to improve their attainment. The highest achieving pupils are identified and suitable learning challenges provided. Children with English as a second language are identified and support provided as required.

14. INTERVENTION PROGRAMMES

Early Birds reading club is the primary intervention strategy used by the school. This KS1 intervention provides daily support for children identified as having an additional need in developing early reading skills. Children on the programme receive daily targeted intervention between 8:45 – 9:15 with breakfast provided before the session begins. 'Fit to Learn' is used for children who need extra support with gross and fine motor control; targeted children take part in three 20 minute sessions per week. Lego therapy is used with targeted children to develop their speaking, listening and cooperation skills.

15. PARENTAL/COMMUNITY INVOLVEMENT:

We recognise and value parental involvement in children's development of literacy and promote a whole school partnership in the following ways:

- Parents are given the opportunity to change their child's reading book every Monday and Thursday.
- Common Exception words, linked to phonic phases are given to parents to work on at home with their child.
- Meetings take place every term where the teacher shares the child's successes and targets with parents.
- When children change year groups their parents are invited to attend a meeting where the teacher talks about expectations for the year group and how to help children develop early literacy skills.
- A 'bedtime story evening' is held in the winter months to develop parents' appreciation of the importance of sharing stories with their children as they settle down to sleep.
- Literacy homework is set for children in Year 1 and Year 2.
- Tricky words, linked to relevant phonics phase, and letter formation sheets are sent home termly with children in Reception.

16. ROLES AND RESPONSIBILITIES:

The Head Teacher and Governing Body:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Monitor how effective teaching and learning strategies are in terms of raising children’s attainment in literacy.
- Ensure that Staff Development and Performance Management policies promote good quality of teaching.

The Subject Leader:

- Maintain an overview of current trends and national initiatives within the subject area.
- Monitor and evaluate pupil progress.
- Monitor and evaluate planning on a regular basis.
- Maintain the availability of high quality resources.
- Monitor and evaluate the impact of any intervention programmes.
- Support colleagues in their CPD.
- Monitor the standard of children’s work and, together with the Head Teacher, the quality of the teaching.

Policy Date 12/05/16

Policy will be reviewed in 3 years

Signed..... (Head teacher)

Date.....

Signed..... (Chair of Governors)

Date.....