

Literacy Policy

Date	Review Date	Coordinator	Nominated Governor
May 2015	May 2017	Mandy Page	Julie Clatworthy

This policy needs to be read alongside other school policies including:

- Homework policy
- Early Years Foundation Stage policy
- Gifted and talented policy
- Special Needs policy
- Assessment policy

This policy also should be read alongside the 'National Curriculum in England Key Stages 1 & 2 and other documents from the Standards and testing Agency.

Our Curriculum overview, medium and short term planning can also help support this policy, as will the Marking Guidance document.

Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At Thornhill we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant through-out school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

We are an inclusive school, we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every stage, throughout their learning journey and in whatever circumstances. We use one to one support, small groups and setting, by ability and booster classes to help with this. We plan extra group support to support those children for whom English is an additional language, for children who have speech difficulties and for those with disabilities as outlined in the SEN code of practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13)

1 Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10) They should:

- Justify ideas with reasons
- Ask questions to check understanding

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- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

1.1 Our aims and connected provision

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach children to express themselves orally in an appropriate way, matching their style and response to audience and purpose, to listen and respond to literature, to give and receive instructions and to develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- School Plays
- Class debates
- Termly and special assemblies
- School Council
- Talk partners
- Drama / role play
- PSHE and circle time

2. Reading:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13) Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13).

Schools are expected to have library facilities and support and encourage reading at home.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. These areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary and that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of that journey.

2.1 Our Aims and Connected Provision

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- Pupils learn to read easily and fluently through daily phonics sessions which start in Nursery and continue through Reception and KS1. Children practise these skills by regularly reading to adults in school and through guided reading sessions.
- Once pupils know all the sounds and are confident with blending and segmenting they can then develop their skills in reading for understanding through comprehension linked to the Read Write Inc scheme.
- Comprehension is assessed in a formal test each half term.

- Pupils are encouraged to read widely, through our use of differing class texts, library books, cross curricular reading, research and high quality, attractive topic books in every classroom, which are changed each term.
- Pupils are encouraged to read for pleasure using quiet reading time, or listening to an adult read, as well as the various methods outlined above.
- Pupils also need to read to find information in all lessons.

3. Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

Both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

3.1 Our aims and connected provision

- We teach grammar as a separate lesson where necessary
- We correct grammatical errors both orally and in written work
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice
- We encourage and promote 'talk for writing'
- We provide writing frames to support the least confident
- We provide time for planning, editing and revising
- We mark extended pieces of work in-depth and set targets with the pupil
- We use checklists for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively
- We encourage joined handwriting to support spelling and speed
- We use drama and hot-seating to help pupils to think about another point of view
- We give 1:1 or small group support for pupils with learning and/or motor difficulties

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4. Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching is:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Includes 'instruction verbs'
- Subject specific- accurate mathematical, scientific, topic words

4.1 Our aims and connected provision:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words to take home and learn
- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- Word based VCOP sessions looking at patterns or root words
- Using a dictionary or thesaurus
- Exploring vocabulary choices and the effect they have during SPAG/VCOP sessions
- Up-levelling sentences

5. Planning and Assessment:

5.1 Planning:

- Long term overviews can be found on our website
- Pupils are taught in mixed age range but similar ability classes
- Planning shows differentiation
- Medium term (half –termly) planning is stored centrally.
- English is planned for separately to other subjects but is also identified in other subjects
- Schemes of work for phonics and grammar and spelling are used to ensure developmental learning building on prior knowledge
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions
- Pupils entitled to Pupil Premium funding will be given additional English support where necessary
- Pupils with EAL will be given additional English support which is tracked and monitored termly

5.2 Assessment:

- Staff assess pupils learning during and as part of every session, they adapt their practice accordingly
- Weekly/fortnightly Independent writing tasks are marked in depth and progress is tracked

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- Formal assessments of Reading Comprehension ability are carried out, tracked and monitored half termly
- Writing levels are monitored and evaluated through Target Tracker
- Staff attend moderating sessions within county, including the local cluster
- End of Key Stage Assessments are analysed by the Co-ordinator and Head teacher and feed into the school SEF, development plan and performance management

6. Professional development:

- The English Co-ordinator attends any training within county and reports back to all staff
- The local cluster has an English group which meets half termly
- Staff are expected to attend relevant courses during the school year
- Moderation takes place in house, within the cluster and with support from county
- A writing moderation file is held in the staff room for consultation

7. Specific groups:

- Analysis of English achievement is carried out half termly, pupils who are slow moving or making little or no progress are discussed and plans put in place to support these children to make better progress
- Pupils entitled to pupil premium are given additional English support if necessary and this is monitored for progress half termly
- Pupils with EAL are given additional support in all aspects of English if necessary and progress IOS tracked half termly through target tracker
- Pupils who are gifted and talented receive additional challenge, differentiated curriculum and may be entered for Level 3 KS1 test and Level 6 tests at the end of Key Stage Two
- Pupils with SEN will have English based targets on their IEP. These are reviewed constantly and updated half termly

8. Homework

- We recognise the importance of homework and the significant difference parental support can have on a child's progress. Literacy homework is set once every two weeks in KS1 and every week in KS2.
- The homework set should further challenge the children's knowledge of concepts they have learned in class that week

Headteacher:	Julia Lawson	Date:	May 2015
Chair of Governing Body:	Julie Clatworthy	Date:	May 2017