**LITERACY POLICY**

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**MARCH 2017**

MISSION STATEMENT

The Holy Name Primary School is a voluntary aided, inclusive, Roman Catholic School serving the children of the Our Lady’s with St Alphonsus and neighbouring parishes.

The school exists to help the Catholic Community fulfil the promise made to each child when welcomed in Baptism by the promotion of Catholic values in school. This is undertaken in partnership within the home and parish.

Recognising the variety of children’s backgrounds, the Governors and staff seek to be sensitive to and cater for their individual needs. We work to create a safe and secure environment with consistency, tolerance and generosity of time for all members of our school community.

We emphasise the positive aspects of all parts of school life, teaching the children about their value and worth and at the same time having high expectations in relation to academic and personal development.

**Literacy Policy**

At Holy Name we believe the most important skill any child can leave primary school with is the ability to read independently and effectively for meaning. Through our enriched curriculum reading encompasses all areas of learning. We promote a culture of reading not simply as a life skill but to also develop in pupils a love of books and literature that will not only support their learning across the curriculum, but also enrich their lives.

The majority of children who join us in the Early Years are working significantly below the age-related expectations in reading, by the time children leave us in Year 6 most are on or above track.

**Aims:**

**At Holy Name our aims in teaching literacy are that all children will:**

• be able to communicate effectively and confidently in standard English

• be able to listen to the spoken word attentively with understanding, pleasure and empathy

• be able to read a range of materials fluently, critically and with understanding for enjoyment and for information

• be able to write effectively for a range of audiences and purposes using spelling punctuation and grammar accurately and confidently.

**Speaking and Listening Aims:**

• To listen, evaluate and respect the opinion of others

• To speak expressively and confidently about a range of topics through class discussions and debates

• To provide a range of opportunities for children to talk and listen in formal and informal settings

• To use drama and role play to develop confidence when addressing an audience • discussion during shared and guided reading and writing sessions

• To create an environment in which children feel safe when speaking about their thoughts and feelings

**Teaching and Learning:**

• Use of talk partners

• Class discussions and debates

• Retell stories and poetry

• Talk for Writing

• Role play and drama

• Listening to a range of text/story phones

• Story time

• News sharing

• Listening, responding and evaluating their own and others’ contributions

• Incorporating days where no pens are allowed

**Reading Aims:**

• To create a reading culture that celebrates a love and enjoyment of books

• To help children become critical readers to give them greater understanding of the wider world

• Provide a wide range of reading materials, e.g. big books, comics, newspapers, encyclopaedias, posters

• Develop children’s reading skills through using books graded according to challenge and difficulty.

• Develop retrieval skills through a range of information texts, including those related to the class topic.

**Teaching and Learning:**

• Experiences of hearing high quality texts

• Use of big books and digital books for class reading and the teaching of reading strategies

• Modelled and shared reading

• Read and see plays performed

• Daily guided reading sessions using texts appropriate to level

• Regular opportunities to share books with the class teacher

• Interventions when appropriate, including opportunities to join reading club and gain help from Year 6

• Opportunities for independent reading, both at school and at home

• Studying books by significant authors, including visits and projects

• Termly targets shared with children and parents at Parents Meetings

**Writing Aims:**

• To understand the importance of audience and purpose

• Develop strategies to communicate effectively through the written word.

• To write in a variety of forms

• To recognise that writing can be a collaborative effort.

• To recognise that drafting and redrafting is an essential part of the writing process

• That spelling is an important skill and that children have a range of strategies to move towards the conventions of the written word

**Teaching and Learning:**

• Modelled, shared and guided writing

• Using dictionaries and thesaurus to support the use of interesting vocabulary.

• The use of big books to develop key skills in writing

• Children need to know the steps taken in the drafting and editing process

• Opportunity to write from real life experiences

• Given opportunities to write in a variety of forms and for different audiences

• Grammar skills are taught in the context of writing for real purposes

• Opportunities to publish work through a variety of media

• Through marking children are required to make improvements from teacher’s comments

• Peer marking against Learning intention and success criteria

• Use of ‘magpie books’ to enrich vocabulary

• Termly targets shared with parents

• Termly assessments of reading with PIRA

**Spelling:**

Is a continuation of the teaching of synthetic phonics through Letters and Sounds – See phonics policy

**Teaching and Learning:**

• Literacy planning in KS1 and KS2 will be supported by the Hamilton Trust in accordance with the revised (2014) framework.

• Children in KS2 have been streamed and will work in small ability groups. Children with Special Educational Needs will be withdrawn for booster sessions and be supported by I.E.P’s. All children will be taught by a qualified teacher and some groups will also have the support of a teaching assistant.

• Phonic sessions will be delivered across the entire school and a rigorous assessment procedure will be in place to monitor the effectiveness of these sessions.

• Sound check will be used to support children who have failed the phonics screening check in Year 2. It will also be offered for a group of children earmarked for support in Year 1, to stop the possibility of failing Phonic Screening.

• Reading will be assessed on a termly basis using PIRA assessment tool and benchmarking. Writing will be assessed on a half termly basis using Pupil Tracker

• Weekly spelling tests will be carried out across both key stages using Schofield and Sims spelling books and spelling will also be tested during phonic sessions.

• Reading Explorers will be continued in years 2-6 as the guided reading scheme

• More books have been purchased to support the home reading scheme, which is proving a great success. This incorporates ‘reading for pleasure’ as children choose from a selection of ‘real books’ to take home. Children are heard read on a weekly basis, if not more.

. Oxford Reading Tree scheme was purchased to have a whole school approach to reading.

. Accelerated Reader scheme was purchased to support independent Reading from Year 4 upwards.

**Handwriting and homework – see Policy**

**Planning:**

• High quality children’s books are carefully chosen as a basis for rich learning experiences and to provide opportunities for writing with a purpose

• All teachers use the Hamilton Trust format and Curriculum Maps which set out written outcomes, including purpose and form, for each class book.

• Plans include clear learning objectives, success criteria, independent and plenary activities, the support staff and class teacher’s focus groups and differentiation.

• Plans are monitored by the literacy subject leader according to the monitoring timetable

**How we cater for pupils who are more able**

Where possible more able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct some questions towards the more able to maintain their involvement. Very occasionally special arrangements will be made for an exceptionally gifted pupil e.g. they may be taught with children from a higher age range or may follow an individualised programme with more challenging tasks and activities, in order for them to broaden and deepen their understanding.

**Pupils with special educational needs and individual education plans**

Teachers will aim to include all pupils fully in their daily literacy lessons. All children benefit from participating in modelled, shared and guided sessions. However, a pupil whose difficulties are severe or complex may need to be supported with an individualised programme in the main part of the lesson. Precision Teaching is used in Intervention situations to support automaticity of reading.

**Literacy Resources:**

• Book corner which includes:

-Picture books

-Range of fiction

-Big books

-Books made by children

-Religious books

-Poems

-Comics

-Variety of non-fiction

-Story phones

-Cushions, rugs, dressing up boxes

-Toys

-Home/setting links

-Story visuals

• Writing area which includes:

-Variety of writing tools, e.g. pencils, pens, chalks

-Visuals

-Letter heads

-Envelopes

-Invitations

-Writing checklists