



MORGANS PRIMARY SCHOOL AND NURSERY

LITERACY POLICY

Our school believes in giving all children equal opportunities to become literate. Literacy unites the important skills of reading, writing, speaking and listening. Language is used by young people to think, explore and to communicate their ideas in order to develop their potential throughout their lives and contribute to society.

We need to offer adults as a positive role model in all aspects of Literacy in order to inspire and enthuse the younger generation.

Statement of aims and principles

At Morgans we understand the importance of improving literacy standards. It empowers the learner and it is fundamental to raising self-esteem, confidence and achievement in the classroom as well as the world of work and many other aspects of life.

The school will actively pursue its literacy policy by:

- Offering children a range of quality resources that are stimulating and which will reflect the children's interest as well as support their language development.
- Improving the schools assessment of literacy through target setting linked to systematic planning, monitoring and planning.
- Providing a wide range of language experiences, in a variety of contexts linked to real purposes, audiences and both gender and cultural differences.
- Offering structured progressive and a balanced range of differentiated learning opportunities, which are regularly reviewed through assessment.
- Promoting literacy skills across the curriculum.
- Providing advice, training and support to all members of staff.

Teaching methods and learning strategies

Literacy is a core subject in the National Curriculum.

Literacy is categorised into 6 attainment targets:

Speaking and listening
Reading
Writing
Spelling
Handwriting
Presentation

Speaking and listening

Speaking and listening are developed through:

- Providing a range of opportunities for children to talk and listen in formal and informal settings
- The use of drama and role-play to explore imagined situations and characters thoughts and emotions
- Links between language and music exploring rhythm
- A regular story time in KS1 when the teacher or another adult reads aloud to the class
- A regular reading time where KS2 pupils read independently, sharing with the rest of the class what they have read.
- Class discussion and debate on topical or contentious issues, both local and worldwide
- Showing times or news sharing when pupils are encouraged to speak to their assembled classmates
- Interviewing carried out as part of a topic or project

Reading

Reading is developed through:

- Providing a wide range of reading material and opportunities for children to read to extract information or simply for enjoyment
- Use of a structured reading scheme to support all pupils until they are capable of independent reading
- Daily one to one reading support for all children who have not yet reached the stage of reading independently
- A programme of phonics and word recognition development in the early years
- A daily reading period of quiet reading
- A home-school reading diary to be filled in by both parties when the child has read

Writing

Writing is developed through:

- Providing a wide range of contexts for writing
- Paying increasing attention to punctuation, grammar and spelling as children become more fluent and confident
- Encouraging the process of drafting and redrafting notably through the use of computers
- Providing opportunities for collaborative writing

Spelling

Spelling is developed through:

- The marking of work
- Regular learning of spelling lists allocated according to ability groups from Year 2 onwards
- Encouragement of dictionary use

Handwriting

See Handwriting policy

Teaching assistants

Teaching assistants (LSA) are to assist:

- In the classroom by hearing children read on a one-to-one basis
- A small group of children either supporting them in the classroom or challenging the children- generally to work with the Focus Group
- Individual children with specific needs

Reading scheme

Pupils with special needs in Literacy

are withdrawn for extra support provided by a full time special needs teacher and receive extra support in the classroom from a non-teaching assistant.

These children include:

- Pupils with difficulties in learning to read who are given extra opportunities for reading with an adult.
- Pupils with particular ability and flair for Literacy who work more quickly through the levels of the National Curriculum and are extended through the use of a wide variety of reading materials and projects involving speaking and writing.
- Pupils for whom Literacy is a second language who are offered extra support from teachers specifically employed for this purpose.

Homework

is used to support Literacy through

- The home-school reading project which involves each child taking a book home every evening.
- The learning of spelling lists (expected of all pupils from Year 2 onwards)
- Specific tasks set periodically by teachers which may involve completion of work started at school.

Excellence in Literacy is celebrated

in display and performance, including:

- Display of handwritten and word processed work
- Read or spoken presentations to the class or whole school assembly time
- Performance of improvised and scripted dramatic productions

Planning in Literacy

is a process in which all teachers involved, wherein

- The foundation for curricular planning is the whole school Improvement Plan, developed through a process of collaboration between staff and approved by governors.
- Schemes of work for Literacy are developed by the co-ordinator, in collaboration with the staff
- A termly staff meeting is used to discuss the Literacy curriculum and ensure consistency of approach and standards
- Work plans, including detailed lesson plans, are drawn up by individual teachers for each half term and monitored by the head teacher

The role of the Literacy co-ordinator

is to

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Literacy throughout the school
- Support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities
- Monitor progress in Literacy and advise the head teacher on action needed
- Take responsibility for the purchase and organisation of central resources for Literacy
- Keep up-to-date with developments in Literacy education and disseminate information to colleagues as appropriate

Feedback to pupils

about their own progress in Literacy achieved through discussion and through marking the work. Effective marking:

- Aims to help children learn, not to find fault and comments aim to be positive and constructive
- Is often done while task is being carried out through discussion between the child and the teacher
- Of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time-this will vary according to age and ability

Teaching staff will:

- Mark according to the learning objective, which is written as the title for the piece of work
- Mark three things that the child has done well and will highlight one area that the child could do to improve their written work

Formative assessment

is used to guide the progress of individual pupils in Literacy. It involves identifying each child's progress in each aspect of this subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include:

- Hearing children read in a one-to-one context
- Small group discussions perhaps in the context of a practical task

- Short tests in which the teacher gives questions orally and pupils write answers
- Specific assignments for individual pupils
- Individual discussions with the teacher in which children are encouraged to appraise their own work and progress
- Children marking the learning objective with a red, amber or green dot to show their own learning within that lesson. Red means that the child has not really understood the objective, amber means the child needs more practice and green means the child has fully understood and is ready for more challenging work

Strategies for recording and reporting

Records of progress in Literacy kept for each child contain:

- A termly record of progress in each attainment target
- A portfolio of work, dated and annotated with teacher comments containing one item for each half term which shows achievement and progress
- A record of books read

Reporting to parents is done on a termly basis through interviews and annually through a written report. Reporting in Literacy will focus on each child's progress in:

- Reading
- Speaking and listening
- Writing

Formal summative assessment is carried out at the end of each National Curriculum Key Stage through the use of SATs and teacher assessment.

Strategies for the use of resources

Classroom resources in Literacy include:

- A class reading library containing fiction, non-fiction and poetry
- Dictionaries
- Textbooks, work cards and worksheets to support comprehension activities
- A selection of papers and guide lines for writing activities
- Pencils and pens
- A computer
- A whiteboard with a laptop

Central resources in Literacy are the responsibility of the Literacy co-ordinator who has a budget available. They include:

- The school reading scheme
- A reference library
- Tape recorders
- Pre-recorded tapes of stories and radio broadcasts
- Television, video recorders and DVD players

External resources include:

- Real authors, who visit the school to read and discuss their work with pupils
- Public libraries, which the children are encouraged to visit.

Information technology is a major resource which is used in Literacy for:

- Word processing, involving the drafting and redrafting of work originated at the computer
- Desk top publishing of materials for a variety of audiences
- Information access using out stock of CD-ROMs

The library is a substantial resource of reference materials for the whole school. All children are taught how to use the library effectively and how to make the best of reference materials such as encyclopaedia and dictionaries

There are no specific Health and Safety issues in Literacy

To be reviewed: October 2010

October 2007