



LOVING LEARNING  
LIVING LAUGHING  
TOGETHER IN FAITH

## HOLY NAME CATHOLIC PRIMARY SCHOOL

### LITERACY POLICY



#### **Mission Statement:**

**We aim:** “to provide a broadly-based and balanced curriculum so that the children acquire the skills, concepts and knowledge appropriate to the Primary stages of education, and in particular, to promote high standards of ..... Literacy” (Mission Statement)

#### **Introduction:**

This document is a statement of the aims, principles and strategies for teaching and learning of Literacy at Holy Name Catholic Primary School.

#### **Rationale:**

English is the principle means of communication for most of us who live in this country. Children and adults communicate with each other and understand others through the use of this language. They can do this most effectively if they are taught how to speak it, understand it, write it and read it to a high standard. The skills involved in learning and using English are generic..... it is a key skill in the learning of all other subjects and is therefore an essential area of the curriculum.

The teaching of Literacy within our school is based on the requirements of the National Framework for Literacy (2008).

**Aims:** We aim to ensure that all our children...

- develop the necessary skills to use the English language confidently, appropriately and accurately to the best of their ability
- are able to speak clearly, fluently and sensibly
- are able to listen to the spoken word attentively, with understanding, pleasure and empathy
- can read a range of materials fluently and with understanding for enjoyment and for information
- are able to write effectively for a range of audiences and purposes using spelling, punctuation and syntax accurately and confidently.

#### **Continuity and Progression:**

- The school uses the Primary Framework for Literacy to develop Unit Plans (Blocks of learning objectives) and from these, short term planning which outlines the areas to be covered within each year group in separate lessons.
- The results of end of unit assessments are recorded on an individual basis by teachers and twice a year results are recorded as part of the class cohort tracking.

- This enables teachers to identify the child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage of his/her learning.

### **KS1 & 2 Teaching Strategies:**

#### **The teaching of Literacy is based on:**

- The National Framework for Literacy
- Early Years Foundation Stage 0 – 5 Document (Sept. 2008)

Pupils are given opportunities to work in:

- Whole class activities
- Group work
- Paired work
- Individual work
- In Key Stage 2, additional time is allocated to Literacy to be used to develop the children's Extended Writing skills.....
  - Fortnightly 'Extended Writing' as homework in KS2
  - Fortnightly 'Big Write' sessions for the whole school
  - Learning Logs (Homework) Y2 & KS2.

### **Reading:**

Children are taught to read using a variety of skills, including picture / word recognition and phonic awareness ('Letters and Sounds: 2008'). They are then encouraged to develop wider skills for decoding unknown words including grammatical, syntactical and contextual clues. These skills are taught through the use of two published Reading Schemes (Oxford Reading Tree and Ginn) accompanied by a range of group reading materials. These provide both continuity and progression, whilst giving opportunities to consolidate reading techniques from a range of quality literature.

We continually review our use of these Reading Schemes and evaluate their effectiveness.

### **Writing:**

Children are encouraged continually to develop their writing through the provision of a wide range of contexts for writing both individually and collaboratively. It is important that the children are able to express their ideas and information coherently, and as their fluency increases attention is paid to punctuation, grammar and spelling.

The use of correct spelling is developed and taught through specific (but measured) marking of work and regular spelling tests and the encouragement of dictionary use. (See: Marking Policy 2008)

A fluent, legible, handwriting style is developed through regular teaching and practice sessions based on the 'Penpals for Writing' scheme (which is ICT based). We also make use of the Charles Cripps 'A Hand for Spelling' scheme. (See: School Handwriting Policy).

The joining of letters starts with the teaching of individual letters with 'flicks'. These individual letters are then joined as regular and common blends are put together. We aim for all children to be showing signs of regular joining by the end of Year 2.

### **Speaking and Listening:**

This is developed through a variety of activities and experiences. Opportunities are provided for children to talk and listen in both formal and informal settings. Other strategies include:

- The use of drama and role play to explore imaginary situations.
- Story times when the teacher reads aloud to the class.
- Class discussion and debates on topical or contentious issues, both parochial and world-wide.
- Show & Tell Sessions or News Sharing when children are encouraged to speak to their assembled classmates.
- Interviewing carried out as part of a topic or project.
- Participation in class assemblies, school productions etc.
- With the introduction of a themed topic approach to much of our foundation subject learning, we encourage children to present their learning to an audience at the end of each topic. (This might be an invited group of children from another class, or some parents or the headteacher).

### **Early Years Teaching Strategies:**

In Reception the children will work towards the achievement of the 'EYFS 0 – 5 Guidance'. This complements the Literacy Framework in KS1 and 2. The development of the children's phonic knowledge is in line with the 'Letters and Sounds Programme 2008.

### **KS1 & KS2 Planning**

- **Long Term Planning**

This explains what should be taught over the year and is based on the National Framework for Literacy 2008.

- **Medium Term Planning**

This provides the detail of when objectives are to be taught with reference to the Unit planning

Copies of these plans are submitted to the headteacher at the beginning of each Unit.

- **Short Term Planning**

This provides details of the tasks, activities strategies and classroom organisation for the teaching of literacy during a week and is based on the Unit planning.

## **Early Years Planning:**

Planning sheets: Appendix 3 (A planning format specific to the needs of the Early Years Curriculum and teaching/learning style is used by the Foundation Stage Teacher)

## **Assessment, Recording and Reporting Arrangements**

### **Marking:**

Children will be involved in the monitoring of their own learning through direct and indirect feedback delivered by the teacher.

Effective marking:

- aims to help children learn, not find fault, and comments aim to be positive and constructive.
- can be undertaken whilst a task is being carried out through discussion between child and teacher.
- of written work is used sensitively and with discretion so that the child can assimilate a limited number of corrections at one time – this will vary according to age and ability and learning objective.

### **Target Setting:**

Children are encouraged to set learning targets for themselves with the help of formal and informal discussions with their teachers. In some situations and certain classes target setting is more frequently used, and children and teachers discuss and set/record individual or group targets on displays, in exercise books, on separate cards and worksheets.

Assessment is a vital part of planning and teaching English. It is both formative and summative.

- **Formative** - Much assessment is ongoing and provides teachers with information on a pupil's knowledge and skills and their ability to apply them. It includes:
  - a) Focused marking
  - b) Short assessment tasks.
  - c) Keeping notes on those achieving below or above expected outcomes.
  - d) Individual reading records are kept for pupils throughout the school.
- **Summative** - This provides end-of-year information on pupils' progress.
  - Statutory Teacher Assessments in English are undertaken in Years 2
  - In Year 6 SATs tests are set in accordance with legal requirements at the end of KS2.
  - All children in Years 3, 4 & 5 undertake the optional SATs.
  - As children enter our Reception class the teacher makes assessments of ability on the EYFS 0-5 criteria.
  - At the end of our Foundation stage, children are assessed in line with EYFS 0-5 criteria under statutory regulations.

- At the end of Year 1 a Teacher Assessment is carried out in line with National Curriculum levels of attainment.

## **Inclusion Provision**

### **Special Needs:**

SEN children (School Action & School Action Plus) have their particular needs recognised and are supported in the classroom by their class teacher who provides IEPs and IBPs and differentiates work as appropriate.

### **ELS**

During the Autumn Term of Year 1, children are assessed in line with DCSF guidelines, relating to the Early Learning Strategy. If a child meets the criteria laid down by the Department she/he will commence a course of additional Literacy lessons in the following January.

### **BASIC SKILLS**

At the end of each academic year, the attainment of children across the school is analysed. Children not achieving to the expected level will commence a course of basic skills lessons taught by an experienced teaching assistant, directed by class teachers and the Intervention / Inclusion Manager.

### **QUEST**

A literacy based intervention programme aimed particularly at children in Year 3 & 4, who have been assessed as falling behind the expected levels of attainment. (Children eligible are identified at the end of the previous academic year)

### **FLS**

A Literacy based programme aimed at Year 5 (Children eligible are identified at the end of the previous academic year)

### **BOOSTERS**

Aimed at children in Year 6 who with additional, targeted support may be more confident in reaching NC Level 3 or 4.

### **LEXIA**

Online ELearning programme used with children who are falling behind on their Reading attainment.

### **EAL**

We are aware that children with English as an additional language may have specific difficulties and so may require differentiated work and support in order to access the curriculum.

### **Children who are Gifted and Talented:**

A range of methods of identification of these children are used within the school including

- a) Test Results e.g. SATs, and Optional SATs
- b) Teacher nominated

These children are then given additional support by their class teacher in consultation with the member of staff responsible for the development of Gifted and / or Talented children (Deputy Headteacher). There are a number of additional 'G&T Stretching / Experience' days organised through the Catholic Cluster of Primary schools feeding CHHS.

### **Equal Opportunities.**

- All pupils irrespective of gender, race, religion or disability, are entitled to a broad and balanced English curriculum. We have high expectations of all our pupils.
- The attainment of boys and girls as well as the achievement of other minority groups (ie: BME, FSM, Looked After) is carefully monitored.

### **Home-School Links**

#### **Parents**

Parents are given the opportunity to discuss progress in English with their child's teacher through Parent Teacher Consultations held during the Autumn and Spring terms and annually through a written report. Reporting in English will focus on each child's progress in all areas of the subject.

We place great importance on home – school links. We have several regular parent and parish helpers in school, some of whom work with groups and individuals with their Reading and Writing.

#### **Homework**

We acknowledge and value the effect that input from home has on a pupil's motivation and attainment.

#### **Homework includes:**

- Reading a scheme book or levelled 'Home Reader'.
- Developing sight vocabulary and other reading strategies.
- Learning Spellings.
- Reinforcing class work.
- Preparing work for use in Literacy or other lessons.
- Learning Logs
- Extended Writing tasks.

### **The Literacy Environment.**

- Pupils are provided with a variety of writing styles, including hand written styles and I.T. generated styles, to read.
- Books, both published and made by children, are carefully displayed.
- Literacy work is displayed both in communal areas and classrooms to inspire and celebrate good work.
- Our School Library is a resource accessible to all on both a timetabled and flexible basis. Library Skills are taught to every child. Teachers remind pupils of the skills they have learnt and teach new ones when necessary.

## **Health and Safety**

The health and safety of all pupils will always be taken into account when Literacy is being taught.

(See: Health and Safety Policy)

## **The Role of the Subject Leader**

- The Literacy Leader will take the lead in policy development and will provide support for colleagues in implementing the Literacy Policy.
- The Subject Leader (with the Head) will monitor the planning, teaching and attainment of children in Literacy.
- She/he will write an Action Plan each year highlighting key targets for English.
- She/he will keep up to date with current policies and practices, and inform colleagues of new initiatives when necessary.
- She/he will be responsible for liaising with staff colleagues regarding the organisation and purchase of resources.

## **Cross Curricular Links**

The skills developed in the teaching of English are generic, as it is a component of all other subjects. This will be particularly true of ICT and foundation subjects, and in our Topics.

## **Resources:**

See Appendix 4

Subject Leader Name: Maria Kilcoyne

Date written: Feb. 2009

## Appendix 4

### Resources

#### Key Stage 2:

- Ginn New 360 Reading Scheme Books
- Sky Racer Reading Books
- Collins Focus Language Development Materials
- Ginn "Models for Writing"
- Ginn "Key Comprehension"
- Ginn "New Reading 360 Teacher Resource Books" Levels 6 - 12
- Ginn "New Reading 360 Reading Skills Books" Levels 6 - 12
- DfEE "N.L.S. Spelling Bank"
- DfEE "Grammar for Writing"
- O.U.P. Dictionaries
- Letts "Teaching Literacy" ( including posters)
- Sets of books to be used as guided reading material or home readers.
- A selection of "Big Books" ( available from the Library )

#### Key Stage 1

- Oxford Reading Tree
- Ginn New 360
- Letts Teach in Literacy
- Collins Focus Language Development Materials