

Blackwell Primary school

Literacy Policy



Introduction

At Blackwell Primary School we believe that literacy is a fundamental life skill. Literacy develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Aims and objectives

- To enable children to speak clearly and audibly and to take account of their listeners;
- To encourage children to listen with concentration, in order to identify the main points of what they have heard;
- To show children how to adapt their speech to a wide range of circumstances and demands;
- To teach children effective communication, both verbal and non-verbal, through a variety of drama activities, including the communication of their ideas, views and feelings.
- To help them become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge;
- To develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- To foster the enjoyment of writing, and a recognition of its value;
- To encourage accurate and meaningful writing, be it narrative or non-fiction;
- To improve the planning, drafting and editing of their written work.

Teaching and learning

At Blackwell Primary School we use a variety of teaching and learning styles in our Literacy lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills, and understanding. In Key stage 1 and 2 we do this through a daily lesson in which children experience a reading or writing activity, a focused word or sentence activity, a guided group or independent activity, and a whole class session to review progress and learning. In all classes children have a wide range of abilities, as we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Staff have high expectations that all children can achieve their full potential. Wherever possible, Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children, ensuring that work is matched to the needs of the child.

Speaking and listening activities are embedded throughout the Curriculum. Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries and thesauruses. Staff provide balanced and varied learning opportunities within the classroom, i.e. VAK, content and organisation. Children use ICT in literacy lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

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In the foundation stage language and literacy development are incorporated in all areas of learning through ECAT. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of language through signs, notices and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves. Children receive phonic sessions through Read, Write, Inc. four times a week.

Curriculum Planning

Literacy is a core subject in the national Curriculum and we use this framework to plan long term, medium and short term.

We carry out the curriculum planning in literacy in three phases (long-term, medium term / short term). From Year 3, the children complete a 3 week cycle of writing. This begins with a cold task, without support. The next two weeks are spent practicing and developing targets and then in week 3, the children complete a hot task so that their progress can be measured accurately.

Our medium- term / short term plans ensure an appropriate balance and distribution of work across each unit covering a range of genres. These plans include weekly short term planning details the objectives and the differentiated activities, including support, where appropriate. This is followed through with teacher assessment against the learning outcomes. In guided reading, children are grouped according to ability and are heard weekly during assembly times and within class. All teachers have high expectations in the presentation of work in all areas of the curriculum. Handwriting plays an important part and is taught twice a week. A separate handwriting and presentation policy is available.

The foundation stage

We teach Literacy in the Foundation stage as an integral part of the school's work. We relate the literacy aspects of the children's work to the objectives set out in the Early Learning Goals and Foundation Stage Curriculum Guidance, which underpin the curriculum for children aged three to five. We give all children the opportunity:

- To talk and communicate in a widening range of situations
- To respond to adults and to each other
- To listen carefully
- To practise and extend their vocabulary and communication skills.
- To explore words and texts

Contribution of Literacy in other Curriculum areas

The skills that children develop in Literacy are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

Mathematics

The teaching of literacy contributes significantly to children's mathematical understanding, in a variety of ways. Children in the foundation stage develop their understanding of number, pattern, shape and space by talking about these matters with an adult and other children. Children in Key Stage 1 experience stories and rhymes that involve counting and sequencing. They focus on new

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mathematical vocabulary according to the topic. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

Personal, social and health education (PSHE), SMSC

Literacy contributes to the teaching of PSHE and SMSC by encouraging children to take part in class and group discussions on topical issues.

Older children also research and debate topical problems and events. They discuss lifestyles choices, and meet and talk with visitors who work within the school community.

Planned activities within the classroom also encourage children to work together and to respect each other's views.

The children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literacy heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

Computing

The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of Literacy at word, sentence and text level. The screen projection of text enables it to be read and shared.

Lessons can focus on what pupils have achieved using their computing skills and can provide the means of presenting their outcomes (via multimedia presentation or the school website). Netbooks and I pads are used to promote speaking and listening and also prepare children for writing experiences. The interactive whiteboard is used regularly to model writing and used at an independent level and allows children to interact and engage with the writing process.

Literacy and inclusion

At our school we teach Literacy to all children, whatever their ability. It is part of the school Curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties and those learning Literacy as an additional language, as well as providing appropriate, challenging planned work for those children who are more able.

Class teachers

- Ensure the effective implementation of the Statutory National Curriculum for English.
- Make effective use of Assessment for learning within Literacy.
- To ensure work is differentiated to enable all children to reach their full potential.

Teaching Assistants

To support the class teacher in the effective implementation of Literacy.

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Parents / Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Holding parents' evening to discuss children's progress.
- Sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning.
- Explaining to parents how they can support their children with homework.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance possible.
- Ensure that their child is equipped for school for taking part in activities.
- Inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the home/ school agreement.

Review

This policy will be reviewed in April 2021