



St Gilbert's R.C. Primary School

Policy: Literacy 2017-18

Policy for Literacy

OVERVIEW

Literacy involves the important skills of reading and writing, speaking and listening. Literacy contributes to the emotional, aesthetic and intellectual development of the child. Literacy is the medium through which all learning takes place. All our pupils, therefore, will be given the full range of opportunities necessary to enable them to develop competence in Standard English.

OBJECTIVES

1. To develop, in children, an enjoyment of literature.
2. To develop, in children, the ability to talk and listen in a variety of contexts, to express ideas and feelings, and to give and respond to information and instructions.
3. To foster early reading skills and develop accuracy, fluency, understanding and independence in reading.
4. To enable children to know, understand and be able to write in a range of genres in fiction, non-fiction and poetry.
5. To develop skills of grammar, punctuation and spelling.
6. To develop skills of handwriting and thus a high standard of presentation.
7. To recognise individual rates of progress and provide opportunities to monitor and assess the language development of each child.
8. To ensure continuity, progression and coherence of language activities.
9. To enable children to receive constructive guidance about how to improve their work.

KEY STRATEGIES

1. Pupils will be given opportunities to gain an increased mastery of spoken English. They will be encouraged to ask and answer questions, share experiences and engage in role-play and other drama activities.
2. Children will be encouraged to talk about their learning and share ideas regularly through the use of 'talk partners.' Role-play activities, including 'hot-seating' will be used to help children develop oral skills which will then help them to develop written skills.
3. Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority. Reading is taught in a structured way. Children are taught to employ appropriate reading strategies such as the use of picture and context clues and phonic skills leading onto higher order skills in the Juniors. (See 'Reading' policy)
4. At school children read regularly. As part of the literacy hour, 'shared reading' is carried out daily in each class. The class share a common text through which reading skills are taught and extended. Texts available include a wide range of reading material. 'Guided reading' is also carried out weekly. This is a carefully structured group activity.
5. Children are taught to use writing as a means of developing, organising and communicating ideas. We want them to understand that correct spelling, punctuation and grammar help to make the meaning of their writing clear to the reader. (See GPaS policy)
6. The principles of 'Assessment for learning' are fostered in the planning and marking of children's work. Children are given feedback, guidance and encouragement to assess their own work and improve it on a regular basis. (See Assessment & Marking policies)
7. Pieces of writing are collected in Golden Books every half term. This tracks children's progression in writing and serves as evidence of their attainment.
8. Following assessments, children needing extra support are identified. Class teachers work with the S.E.N. co-ordinator, teaching assistants and parents to implement specific interventions.
9. The programmes of study and objectives of the National Curriculum are set out for each year group. The Literacy Curriculum is closely linked to topics being taught in foundation subjects. A wide variety of quality texts are chosen specifically to extend the children's Literacy skills whilst furthering understanding of topics being covered in History, Geography etc.



St Gilbert's R.C. Primary School

Policy: Literacy 2017-18

10. The structure of Literacy teaching over the week is very structured to ensure coverage and development of reading comprehension, GPaS linked to different genres of writing, planning and organising writing and making improvements to their own work.
11. Children are taught handwriting in a structured way. We use a precursive, then cursive script. 'Joining' handwriting is begun in the Infants, usually towards the end of Year 1. The children are expected to achieve a high standard of handwriting and general presentation of work.
12. Teachers' planning is monitored for coverage, objectives, differentiation and variation in activities. Children's exercise books are also scrutinised for learning objectives, differentiation, presentation and marking, including 'Assessment for Learning' highlighting targets and children's responses.

CONCLUSION

Through the teaching of Literacy we aim to provide all pupils with relevant and appropriately challenging work at each key stage. We recognise that our pupils have diverse learning needs and we strive to set programmes to meet these needs.