



St. Cuthbert's R.C.
Primary School Hartlepool

Literacy Policy

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Literacy Policy

Mission Statement

"Let the light of Christ shine in us all."

Introduction

This policy reflects St Cuthbert's School's values and philosophy in relation to the teaching and learning of the English Language. It follows the new curriculum strategy within which all staff operate; it has been prepared in consultation and discussion with the classroom teachers at St Cuthbert's School.

Aims of Literacy

Within our English we aim to: -

- Teach in a manner which the children find challenging, stimulating and relevant.
- Promote positive attitudes to both the spoken and written word;
- Enable children to communicate effectively in speech and writing and to listen with understanding.
- Enable children to become enthusiastic, responsive and knowledgeable readers.
- Enable children to develop their understanding and appreciation of both colloquial and Standard English.
- Ensure each child has an equal opportunity to experience the full literacy curriculum
- Promote positive parental and community links.
- Use IT and Drama to enrich literacy lessons.

Speaking and Listening

- To allow children to formulate, clarify and express ideas clearly to individual, groups and wider audiences.
- Encourage children to develop the skills of questioning, arguing, debating etc. in an appropriate fashion.
- To help children to appreciate the difference between colloquial and standard spoken English and to use them appropriately at given times.
- To give children both the ability and opportunities to develop vocabulary, articulation and listening skills in a wide variety of contexts, situations and environments.

Reading

- To develop positive, fluent, confident and reflective readers.
- To promote reading for pleasure, interest and for the extension of experience and insight that reading can bring.
- To promote reading for purpose.
- To make strong, positive parental links.
- To develop children as critical readers.

- To provide a wide range of good quality literature.

Writing

- To develop fluent and confident writers.
- To provide children with frequent opportunities to write.
- To provide a variety of purposes and audiences for writing.
- To develop an awareness of differences between the spoken and written word, and the need to adapt different styles and forms for different purposes.
- To encourage children to write for pleasure, relaxation and a means to articulate feelings and emotions.
- To develop in children the ability to make good use of vocabulary and produce concise writing.
- To develop children's ability to use correct punctuation, grammar and spelling in order to make writing clear for their reader.
- To develop the ability to organise thoughts through planning, drafting and redrafting.
- To develop a fluent and legible handwriting style.

Media

- To study newspapers adverts and websites, and consider how they attract the reader's attention and seek to persuade the reader.
- To critically evaluate the media.
- To study the features of adverts and newspaper reports.
- To evaluate TV adaptations, films and animated versions of stories and plays and consider their effectiveness.

Inter-relatedness of Language

- To provide planned cross-curricular opportunities for children to develop and extend their speaking and listening, reading and writing skills through the study of class books and educational visits
- To stress to children the relevance of literacy skills across the curriculum e.g. the importance of speaking clearly, listening carefully, reading for information and writing and expressing ideas and points of view clearly.

Planning

The 2014 national curriculum and age related expectations form the basis for school planning and clearly state the teaching objectives for Year 1 to Year 6. The Early Learning Goals for Communication, Language and Literacy and Reading and Writing are used for children within the Foundation Stage. This enables teachers to have appropriately high expectations for their pupils, understand how their pupils will progress through the years in primary school, and to ensure pupils become fully literate.

Types of activity in school

Speaking and Listening

Key Stage 1 and EYFS

- Listening to stories and nursery rhymes to learn the patterns of speech.
- Role Play activities to extend vocabulary.
- Practitioners model correct use of language in small group activities e.g. making dough.
- Children articulating thoughts and feelings one to one or with a partner.
- Sharing ideas with a group, the class, or in assembly.
- Preparing a small part for a class assembly or production.
- Hot seating of a story or historical character.
- Formulating questions to ask a visitor or teacher in role.
- Talk partners on the carpet to discuss e.g. strategies in maths or make predictions in literacy.

Key Stage 2

- Listening to more complex texts including media and giving longer and more sustained responses.
- Backing viewpoints up with evidence from text or factual research.
- Formal debates or discussions.
- Group activities where children learn the roles of chair, scribe, reporter and mentor.
- Conscience alley to explore a character's dilemma.
- Hot seating characters.

Reading

- Children are encouraged to recognise a variety of print in the learning environment.
- Children join in games to familiarise them with rhymes, initial and final sounds.
- Reading corners and displays of books encourage reading.
- Each class has an Author focus linked to literacy learning
- Children share books with parents.
- All adults in school share and read books with children.
- Children take part in shared text reading
- Children read in a group of the same ability for Guided Reading with a practitioner
- Children read at home to parents.
- Children have time to read on their own.
- Children read aloud individually to adults, assistants or teachers in school.
- Children read work aloud in class assemblies, church services and in special concerts.
- Hartlepool mobile library visits fortnightly and is accessed by EYFS and Y1.
- Competitions are held to encourage reading.
- World Book Day is celebrated annually in March. (See also Reading Policy)

Writing

- Children have multi-sensory experiences to explore the formation of letters.
- In nursery Write Dance is used to introduce prewriting skills through movement
- KS1 classes have writing areas where writing is appropriate e.g. office, estate agents.

Writing is taught in a variety of ways:

- Teacher's model the writing process with the children
- Teachers work with groups of children of similar ability in Guided Writing and providing guidance and support.
- 'Talk for Writing' strategies are used across school in whole class settings
- Peer supported writing may happen
- Whiteboards are used for drafting
- ICT may be used to encourage writing, redrafting and publishing

Class books, video clips, films, trips and visitors are all used as a stimulus for writing. When possible pupils write for specific audiences and purposes. Marking of written work gives feedback so children understand the steps they need to take to improve. Targets are set and pupils are involved in self and peer evaluation of their work.

Intervention

Any children not making the expected progress are targeted for interventions to close the gaps. Catch up programmes for literacy include: Talk Boost, Blast, Phonics Booster, Peer Mentoring, Lexia, Chatter books and Better Reading

Handwriting

The school uses a Beat Dyslexia font which is introduced in nursery (see separate policy).

Grammar Punctuation and Spelling

The school follows the Letters and Sounds programme which runs from nursery to Y2. After Phase 5 (usually Year 1 onwards) these patterns are taught following the Hartlepool Spelling Programme with reinforcement of previous phoneme patterns as required.

Children are given weekly spellings to learn. Spelling objectives are mainly taught in addition to the literacy lesson. Spelling patterns are reinforced in shared text work and in guided reading and writing as appropriate.

In independent work children are encouraged to attempt unknown words by using their knowledge of letter combinations, blends, and spelling patterns and to segment longer words. Self-help strategies of using word banks and dictionaries are also encouraged. Children are reminded to check work and edit grammatical and spelling mistakes.

Each year group has a set of non-negotiable spellings which pupils are expected to spell correctly. All staff files contain a GPS ladder outlining the progression in grammar vocabulary to be used in each year group and the previous year's expectations if these need to be revisited and reinforced.