

St James the Great School RC
(VA) Primary and Nursery School



Literacy Policy

Autumn 2007

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Rationale

From St James the Great Mission Statement:

“...the school will provide a framework within which all pupils are enabled to develop the highest possible level of achievement, fulfilling their academic, moral, physical and spiritual potential.”

Aims

All children will have the opportunity to:

- Develop basic skills in speaking, listening, reading and writing with equal weight.
- Develop their Literacy skills within all areas of the curriculum.
- Confidently communicate their needs and ideas.
- Listen and respond effectively, thus helping them to mature socially through working collaboratively in groups and pairs.
- Be encouraged to develop sustained and attentive listening skills.
- Develop and value their imaginative and creative abilities through role-play, drama and discussion.
- Develop a positive attitude to books and all that they have to offer.
- Read with enjoyment, evaluate and justify their preferences.
- Develop a phonological understanding in order to read and write effectively.
- Through reading and writing develop their powers of imagination, inventiveness and critical awareness.
- Be creative when expressing their thoughts and feeling through Drama.

Objectives

The children will:

- Be able to attach and communicate meanings to their own mark making.
- Read fluently with good comprehension, appropriate expression and intonation.
- Become familiar with a wide range of genres and texts.
- Use the school's cursive script to develop fluent and legible handwriting.
- Know, understand and be able to write in a range of genres in fiction and poetry.
- Read, use and understand a wide range of non-fiction texts.
- Plan, draft, revise and edit their writing.
- Extend their understanding of Drama through attending live performances.
- Develop control of their movement and voices through Drama activities.

Curriculum

Foundation Stage

Children will develop with reference to the Early Years Foundation Stage (E.Y.F.S.) curriculum:

- Use language for communication and thinking.
- Link sounds and letters.
- Develop an interest in written print.
- Begin to represent sounds correctly in writing.
- Extend their understanding of roles in the community through role play.

Key Stage 1

Children will be given opportunities to:

- Speak confidently and listen to what others have to say.
- Begin to read and write independently and with enthusiasm.
- Use language to explore own experiences and imaginary worlds.
- Use improvisation and work in role to explore characters and situations.
- Present dramatisations to others in class, based on work they have done.

Key Stage 2

Children will be given opportunities to:

- Change the way they speak and write to suit different situations, purposes and audiences.
- Read a range of texts and respond to different layers of meaning.
- Explore the use of language in literacy and non-literacy texts and learn how the structure of language works.
- Perform plays to engage the interest of the school.
- Improvise dialogue and events to interpret key ideas and issues.

Teaching and Learning:

At the Foundation Stage Literacy is integrated into all aspects of the daily session following the E.Y.F.S. goals. This is achieved through sharing, story time and role play. Children are encouraged to communicate their needs with peers and adults.

In Foundation Stage Two, Literacy is taught through direct teaching, interaction and discussion during daily Literacy sessions and additionally through role play, independent and guided activities. Reception children will be prepared for the demands of the National Curriculum and will begin to work towards NC levels.

At Key Stages One and Two the Literacy lessons are constructed in line with the renewed Primary Framework for Literacy. Teaching is discursive, interactive, well paced, confident and creative. The objectives in the framework give focus and direction for literacy teaching which aims for high levels of motivation and active engagement for pupils. To achieve this, teachers use a wide range of teaching strategies.

- Demonstration
- Modelling
- Scaffolding
- Questioning
- Guided reading and writing
- Listening and responding
- Discussing and arguing
- Drama including aspects such as role play and performance

Daily literacy lessons will include.

- Whole class teaching
- Independent and group work
- A plenary session

In addition to daily Literacy lesson, Years 3 to 6 have the opportunity to use and apply skills gained through Literacy in an extended writing period.

Throughout all key stages Drama is integrated in all subjects to enhance Literacy skills, self esteem and citizenship.

Planning

Long Term planning follows the Primary Framework for Literacy's unit planning with each year group deciding where to place the units over the year.

Medium term planning follows the guidance and pacing suggested within the strategy. Each year group records the units covered in an adapted version of the Primary Framework for Literacy planning template. These plans are then passed on annually from teacher to teacher to allow for continuity of planning.

Short term planning is completed weekly and includes teaching and learning activities (Guided Reading and Writing), differentiation, focus support and vocabulary.

Drama is embedded in all subjects with explicit links made on the medium term plans.

The Literacy Leader monitors plans along with samples of work. The Drama Leader monitors plans to ensure appropriate drama links are present.

Assessment

Children are actively encouraged to participate in self-assessment of their progress in Literacy in line with the school's AfL Policy.

Informal assessment takes place during lessons and in the evaluation of children's work. Notes are kept on children who do not achieve, or exceed, learning objectives at the bottom the weekly planning sheet to inform planning.

Pupil progress in Literacy and Drama is tracked using agreed procedures. Summative assessment takes place at the end of each academic year.

In Foundation Stage assessment is ongoing in line with the E.Y.F.S. curriculum. Foundation One completes Aspects on entry and exit. Foundation Two pupils complete PIPS (Performance Indicators in Primary Schools) on entry, at the end of Reception and in Year 1. Years 2 and 6 undertake National tests. Optional SATs are used in Years 3, 4 and 5.

Role of the leader/s:

The Literacy leader will work closely with staff and the Literacy Governor to plan for and sustain improvement in the teaching and learning of Literacy.

The Literacy leader will:

- Lead staff development, increasing confidence and expertise with INSET, staff meetings, support and advice.
- 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 the development of detailed work plans and implementation of the scheme of work. Also in assessment and record keeping activities.
- Monitor progress in Literacy and advise the Head teacher and Leadership team of action needed.
- Monitor teaching and learning and disseminate good practice.
- Take responsibility for the purchase and organisation of Literacy resources.
- Keep up to date with developments in Literacy education and disseminate information to colleagues as appropriate.

The Drama leader will:

- Provide workshops for the children to attend.
- Monitor Drama in Foundation subject planning.
- Assist with levelling of children's abilities.
- Keep up to date with developments in Drama education and disseminate information to colleagues as appropriate.

Inclusion

The teaching of Literacy and Drama is in accordance with the school's policy for equal opportunities. We aim to provide equal access to the Literacy Curriculum. Children who have specific learning difficulties in Literacy are supported with individual education plans.

Appropriate resources are used to support individual needs, including children with specific needs, by providing suitable support or enrichment. Teaching assistants will support small groups or individual children within the classroom context.

Resources

Teachers plan from a wide range of published resources to suit their class' needs. These resources are kept in central storage or in each year group. Resource needs are audited annually and purchased in order of priority.

Parent and governor links:

Parents are the recognised primary educators of their children and we encourage them to realise that language is the main tool of learning and communication. At St James the Great we initiate and encourage a strong home school partnership which offers opportunities for parents to discuss their child's progress with the teacher for example by the use of Reading Records that are completed by the parents and children from Foundation Stage Two to Year 6.

Parents are fully aware of their importance in developing Literacy skills and are supported in this. The governing body of St James the Great have appointed a curriculum governor with a special interest in Literacy; it is her responsibility to maintain an overview of Literacy throughout the whole school, monitor and review the policy and to liase with the leader.