

Name of Policy: Literacy Policy	Version/Last Review Date: June 2019
Statutory documents linked to policy:	Previous review date: June 2016
Other Policies linked to this policy: Newcastle City Council, Elected Home Education policy	Next Review Date: June 2022
Governor Committee Responsible	Curriculum & Research

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self-belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

Aims and Objectives

Children will:

- Speak clearly in an appropriate way
- Enjoy and respond to quality texts
- Have growing vocabulary
- Read fluently, with understanding and expression
- Develop skills of perception and questioning
- Write for a wide range of audiences through the themes they are taught
- Produce quality pieces of written work inspired by exciting and creative themes
- Have pride in their writing
- Write clearly using cursive handwriting
- Develop a range of spelling strategies to use when writing
- Creatively express themselves through drama and role play
- Develop self and peer assessment to improve their learning.

The Curriculum

We have used the National Curriculum, International Primary Curriculum (IPC), Foundation Stage for England and Wales and APP to develop our curriculum. This ensures continuity, differentiation and progression in the teaching of Literacy.

Assessment and Assessing Pupil Progress (APP)

- Data is collected termly in Reading and Writing and SP & L used to track progress and identify next steps in learning.
- Collections will be used to assess standards and monitor progress
- Parents will be informed of their child's attainment and progress at Consultation Evenings (one each term) and in an end of year report
- Teaching staff will provide positive feedback for all children (see Marking Policy)
- APP sheets are kept for each group and highlighted each term. Each child has their own assess file so that they can track their own progress.

Roles

The headteacher will monitor and evaluate progress in Literacy

The Literacy Coordinator will:

- Monitor planning and review samples of children's work
- Observe teaching and learning
- Analyse data and review progress
- Audit resources
- Lead discussions at staff meetings or during INSET sessions
- Be involved in action planning in conjunction with the headteacher.

Equal Opportunities

- Teachers will provide differentiated plans in line with the Gifted and Talented Policy and Equal Opportunities Policy. Pupils with Special Needs will be given appropriately differentiated work and Individual Education Plans will be drawn up by the class teacher when required (see S.E.N policy)
- All pupils will have equal access to Literacy regardless of race, gender, ability or special educational needs.

ICT:

- ICT will be used creatively to extend and support teaching and learning and to adapt the curriculum for each cohort
- It will be used to present work in a variety of media and allow pupils of all abilities to produce excellent quality work
- It will be used to support intervention groups and target children.

READING

Foundation Stage and Key Stage 1

- Children are encouraged to select quality picture books from the class library to share and enjoy at home and school
- Class libraries will be bright, welcoming and comfortable to encourage children to enjoy books and reading
- Oxford Reading Tree (ORT) and Read, Write Inc Ditties - will be used to develop reading skills and identify appropriate levels
- Children will share and read books to the teacher/teaching assistants/parent helpers on a regular basis
- A reading diary will be used to record positive comments and the books children have read
- Daily guided reading sessions follow the National curriculum and APP guidelines
- WOW words will be sent home for children to learn and be tested each week
- Pupils needing additional support will read more frequently.

Key Stage 2

- Class libraries will be bright, welcoming and comfortable to encourage children to enjoy books and reading
- Daily guided reading sessions will take place covering a wide range of texts (fiction of different genres, non-fiction, poetry) using APP criteria
- Individual reading books will be selected from the library
- Each class will use their library time to change books and choose quality texts to share with their peers
- A reading diary will be used to record positive comments and books read
- ORT, Read, write Inc and Tree Tops will be used for those children needing additional support.
- Reading and thinking is used in Years 4, 5 and 6 to support focus groups with understanding of texts and develop comprehension skills.

Assessment

- All teachers will keep ongoing records of guided reading sessions using the WNA Guided Reading pro-forma in line with APP.

WRITING

- Cross curricular opportunities will be used to provide real purpose for writing
- Different styles of writing will be explored through quality texts, drama and topic work
- Quality texts will be used to inspire different styles of quality writing
- Children will be encouraged to see themselves as writers. They will write independently in a variety of styles from EYFS: all attempts will be valued and praised
- Children will be given regular opportunities to write for pleasure through role play and their free writing journals
- Teaching staff will teach focus groups during Literacy sessions. Independent groups will be engaged in quality learning activities
- Children will be encouraged to develop self and peer assessment (star and wish) with time each lesson to evaluate, improve and identify next steps in the learning journey
- In KS2 children are provided with success criteria for detailed pieces of writing. This is peer assessed and self-assessed in each session.

SPELLING

- Teaching staff will use Read, Write Inc to teach phonological awareness
- In KS2 Toe By Toe is used to support children in focus groups
- Group spelling activities will take place during guided reading sessions. These include phonic games, activity sheets, investigations, whiteboard work
- Spellings will be linked to handwriting formation
- In KS2 lists of spellings will be sent home (look-say-cover-write-check approach) and tested weekly

SPEAKING AND LISTENING

- Opportunities for speaking and listening will take place through themed work
- All children will participate in group, class and school performances including role play, drama, circle time
- 'Think, pair, share' will be used to develop confidence in speaking and listening
- Staff will take every opportunity to engage in conversation with individual children
- Children with specific speech and language difficulties be identified and intervention programs identified by the Inclusion Manager (who is the headteacher)
- 'Good sitting, looking and listening' reminders will be used

DRAMA

- The teaching of drama skills will be developed through exciting Literacy and inspired themes
- Drama will be used to improve all areas of Literacy
- Children will be encouraged to use their imagination and develop their own ideas
- Literacy planning will identify opportunities for drama and role play.

HANDWRITING

- Children should have opportunities to develop gross motor skills and participate in the Jump Ahead program when needed
- In the EYFS and Key Stage 1 developing writing patterns, sky writing, shapes and movement
- All staff and children should use the school's style of cursive
- Handwriting practice is taught every day, guided reading and spelling sessions.