



**LAYFIELD PRIMARY
SCHOOL**

Layfield Primary School
Literacy Policy
February 2018

Aims

Literacy development plays a crucial role in the curriculum of our school. It is important to remember that whatever topic is being covered Literacy teaching and learning is always being carried out, whether explicitly or implicitly.

At Layfield Primary School, we aim for each child to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Handwriting is consistently cursive and children are using joined handwriting by the end of KS1.
- Have an interest in books and read for enjoyment
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- Have self-confidence when speaking in front of their peers

In order to achieve these aims, staff plan activities which are relevant and matched to the needs and abilities of our children. We believe that competence in all areas of Literacy is more effectively developed when children are involved in a wide programme of work and if their Literacy skills are applied in a broad variety of contexts.

We recognise that all children have rights. The following Articles from the United Nations Convention on the Rights of the Child are particularly relevant to this policy:

Article 12 (participating) All children have the right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.

Article 13 (participating) All children have a right to find out things, and say what they think through speaking, writing, drawing etc. unless it breaks the rights of others.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 17 (participating) All children have the right to information from TV, radio, newspapers and the internet. These media should provide information that children can understand.

Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

National Curriculum

As stated within the National Curriculum 2014:

“Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.”
We strive to achieve this on a daily basis through the planning and delivering of engaging and informative lessons.

Speaking and Listening

Children are taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They will be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

This will be taught through such opportunities as:

- Sharing first-hand experiences (show and tell)
- Sharing work assemblies on Thursdays and praise assemblies on Fridays
- School Council
- Class assemblies
- Key stage productions
- Discussion, whilst being involved in practical activity &/or problem-solving
- Giving instructions/directions/messages
- Explaining solutions/inventions/processes
- Oral comprehension work in pairs or small groups e.g. close procedure, prediction, sequencing, book 'reviews' and analysis
- Talking with others to gain information e.g. visiting adults
- Improvisation, role play and drama

Reading

Pupils will be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. We do everything to promote wider reading, covering a range of genres and topics.

Children are expected to take part in guided readings activities on a daily basis and these activities can include reading comprehensions, grammar, punctuation and vocabulary tasks, reading fiction and non-fiction texts, newspapers and magazines, as well as taking part in a group read / guided reading lesson with a more challenging text set by the class teacher.

We expect children to read at home on a regular basis, this includes their school reading book as well as other texts and genres.

Writing

Pupils should be taught to develop the stamina and skills to write at length, with accurate spelling and punctuation. They will be taught the correct use of grammar and build on what they have been taught to expand the range of their writing. The writing they do will include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

The importance of spelling, grammar and punctuation within writing is high as this is the basis for a high standard of writing. Children will be taught the appropriate grammar and punctuation for their year group and be expected to use it independently within all aspects of writing within the curriculum.

Spelling, Grammar and Punctuation

Within each year group children are expected to reach a certain standard of spelling and how to spell a selection of high frequency words and use spellings groups and rules. Each year group will be given a copy of these expectations at the beginning of the school year or on starting the school and children will be taught the spellings appropriate for their development.

Children are expected to use these spellings independently in their writing if they are to achieve their level of progress within this aspect of literacy.

Each year group will work on the appropriate spelling, grammar and punctuation aspects stated in SPriNT and each literacy lesson will begin with a short SPaG input to ensure pupils are constantly reminded of the skills they have learnt and taught the appropriate next steps.

Handwriting

Our aim when teaching handwriting is that all children should write using cursive handwriting. This means that children within Foundation Stage are taught to start and finish each letter on the line. This progresses through school with the expectation that children are using fluid joined handwriting by the end of Year 2 and carry this on throughout Key Stage 2.

Pupils in Early Years and KS1 use pencils for their written work.

R & Y1	Learning letter sounds and then correct formation through a wide variety of activities.
Y1 & Y2	Practice letter formation on a daily basis using Collins Handwriting scheme with the aim to join fully by the end of Yr2.
Y3	Daily practice of 10 to 15 minutes to reinforce joining skills.
Y4	Daily practice of 10 to 15 minutes to reinforce joining skills.
Y5	Less frequent practice for those writing clearly and fluently unless deemed necessary for individual children who may be experiencing difficulties
Y6	Less frequent practice for those writing clearly and fluently unless deemed necessary for individual children who may be experiencing difficulties

Assessment and Recording

All pupils are assessed to the SPriNT objectives, planning is set from these objectives to fit the needs of individual pupils to ensure they achieve their full potential. Pupils' progress and next steps will be shared with them on regular basis so pupils are clear where they are in their learning and what their next steps are. In KS2 writing success criteria are used alongside the Interim Framework criteria.

All pupils are assessed through teacher assessments and reviewed on a regular basis; any tests given to pupils are used as aid to support the teacher's assessment. We assess pupils' independent work that the children produce on a daily basis, and we expect children to produce consistently high levels of work if they are to achieve their age related expectation.