



South Ossett Infants' Academy LITERACY POLICY



In order to communicate, language is a necessary tool. Children need to communicate by the spoken and written word. Therefore they must be given the opportunity to listen, read, speak and write in order to express their own thoughts, feelings, needs and experiences to others and find out about the world around them. The teaching and learning of English is crucial to the effectiveness of the teaching and learning of all other subjects in the curriculum.

AIMS

Each child therefore needs to:

- Enjoy and be confident with language.
- Develop the listening, speaking, reading and writing elements of language.
- Develop a wide vocabulary.
- Know the correct spelling of sight vocabulary.
- Know the basic grammatical rules.
- Know how to convey meaning clearly and accurately through speech.
- Be able to listen with concentration and understanding.
- Be able to read fluently and accurately for a variety of purposes.
- Begin to develop skills of acquiring information and knowledge.
- Know how to acquire information in a variety of ways.
- Be able to write legibly and present work attractively.
- Feel successful in their own work, as success is a positive motivator for learning.

SPEAKING AND LISTENING

AIMS

- To communicate their needs and feelings to others audibly.
- To learn and use appropriate vocabulary and language choices suited to the purpose/audience
- To be able to listen individually, as part of a group, as part of a class and as part of the whole school.
- To listen to a range of people and different groups and respond appropriately.
- To talk about matters of immediate interest with increasing attention to detail and awareness of audience.
- To speak to a range of audiences.
- To be able to deliver messages orally and accurately.
- To take on a variety of speaking roles within a group.

SPEAKING AND LISTENING IN SCHOOL

Speaking and Listening skills are generally the forerunner of all written language skills therefore it is essential that many varied methods are used to develop these skills.

- In school we provide good role models through the quality of speech used by all adults.
- The children take part in a variety of activities to develop speaking and listening skills in small groups, classes and sometimes involving the whole school i.e. in assemblies and school concerts.
- Activities for speaking and language include circle time, role play, drama, sharing news, taking meaningful messages to others and following instructions, listening to and re-telling stories, making up their own stories and a range of games.
- Each class has a planned weekly circle time/philosophy for children activity which explores the PHSCE curriculum through speaking and listening. The children are taught the skills of agreement/disagreement with another's views and how to express uncertainty.
- Through the use of continuous provision/areas of learning the children are given daily opportunity to work with others in a paired or group setting. The need to use appropriate language skills and volume levels are modelled and made explicit to the children.

RESOURCES

Puppets, story sacks, computers, listening centres, continuous provision/areas of learning, telephones, visits and visitors, as well as arrange of story and poetry books.

READING

AIMS

- To foster a love of books and reading.
- To ensure that all children read with confidence and enjoyment.
- To encourage reading in all its forms and in different media; story, fiction, internet based pages, e-books, comics, newspapers etc
- To provide a range of books attractively displayed for children share.
- To involve parents fully in our Reading Together Programme by offering guidance so that they can help their children effectively.
- To provide a range of strategies which pupils need to enjoy reading (sight vocabulary, phonic skills, the ability to ask/answer questions/discuss/compare texts).
- To provide a learning environment that is rich in print.

READING IN SCHOOL

- In school we use a number of strategies to develop reading skills including sight vocabulary, phonics, picture and context cues, and questioning. The class teacher makes the decision to start the child on a programme of sight vocabulary/high frequency words (Appendix 1. N.L.S.). These words are introduced, practised and consolidated in Phonic sessions and are sent home weekly. The children are encouraged to learn them with their grown ups and return them to school the following week when the class teacher or teaching assistant will assess the child's progress and where appropriate give new words. We expect that most children will be able to read and spell these words by the end of Year 2. The other strategies that we use are taught in the Literacy lesson, Phonics sessions and during Guided and Shared Reading.
- Each child has some form of reading activity every day. This includes shared, guided or independent work in the Literacy lesson and in other areas of the curriculum. Children have the opportunity to read aloud to a variety of audiences as well as silent reading.
- Each full time child is given a reading target, which is shared with both the parents and the children. These are monitored, assessed and changed on a regular basis.
- Teachers keep individual records for sight vocabulary and phonics. These are used to help the teacher to set work and choose a reading book at an appropriate level for each child.
- We operate a Reading Together Scheme where children are encouraged to share a book with their parents at home that they have chosen from a range within an ability levelled basket. The teacher decides upon the appropriate level for each child and monitors progress throughout the year.
- There is a Main school library and a library within the Foundation Stage Unit. The children have the opportunity to change their books as often as they wish and take them home to read.
- Throughout the school we provide a word rich environment so that reading is an intrinsic part of every day life.
- We encourage parents/carers to come into school and where appropriate these helpers, with initial support from the teacher, will read one to one with the children. The books for this reading will be selected by the teacher/chosen from the reading together basket by the child. Individual records are kept of these sessions.

RESOURCES

Throughout school we use Big Books and e-books, especially in the Literacy lesson.

We also use the Oxford Reading Tree scheme, which includes children's books, teacher's manuals, games, puppets, dolls and computer software. These are supplemented by a wide variety of materials in each class, including fishing and lotto games, rearrange-read-write-draw sentences, phonic activities, alphabet jigsaws etc. In each classroom there is a selection of topic books for children to read.

Further books are available in the library, which complement other areas of the curriculum.

We also have a selection of fiction, poetry, plays and non-fiction books for guided reading sessions.

Story sacks are stored in the Resource Area and used throughout school.

CARE IS TAKEN WHEN SELECTING BOOKS TO PROMOTE A POSITIVE IMAGE OF A WIDE VARIETY OF RELIGIONS AND CULTURES.

WRITING

AIMS

- To promote a love of writing by providing a wide range of stimulating experiences.
- To give our children the skills to write with confidence and fluency.
- To produce joined and legible handwriting.
- To give our children the skills to be able to recognise, understand and write in a variety of genres
- To understand some of the ways in which narratives are structured through basic literacy ideas of setting, character and plot.
- By the end of Year 2 the children will be able to plan, draft and edit their own writing.
- To understand and use the technical vocabulary of the language.
- To be able to write for a range of audiences and purposes.

WRITING IN SCHOOL

- In school we use a number of strategies alongside each other including modelling, shared writing and independent work.

- We teach children how to structure writing; a story, poem, instructions... and how to develop their ideas.
- We teach them how to write for a variety of purposes and audiences.
- Each child undertakes some form of writing activity each day. This may be within the Literacy lesson or a form of communication in other curriculum areas.
- Each full time child is given a writing target, which is shared with both the parents and the children. These are monitored, assessed and changed on a regular basis.
- Throughout the school the written word, including pupil's work, is displayed in a variety of forms showing the importance of writing in our everyday lives.

RESOURCES

Throughout the school we use a variety of stimuli including Big Books, writing frames, poetry, music, pictures, plays, topics within other curriculum areas and educational visits

The Sound Start Handwriting Scheme is currently used to teach handwriting. The skills learned are transferred to the children's own writing.

The Literacy Lesson

All full-time children at South Ossett Infants' Academy enjoy a daily literacy lesson. This is based on the new curriculum in FS and on the New Curriculum in Key Stage One. In Key Stage One the objectives of the National curriculum for English are also covered in planning (as these are the standards against which children are judged at the end of KS1). As much as possible the literacy lesson is linked to the current topic, with the e-book/big book/web-page used for shared reading/writing related to the topic BUT the focus remains on teaching the skills of the literacy curriculum.

The Literacy Lesson comprises: shared work, guided and/or independent work and plenary. Text, sentence and word level work is undertaken as a class, guided and independent work is carried out in ability groups and the plenary is undertaken by the whole class. At the beginning of each lesson the teacher outlines the lesson objectives to the children using child friendly language. These objectives are revisited again in the plenary. We encourage the children to use the objectives to assess their learning and others.

Daily Discrete Phonics Sessions

All full-time children at South Ossett Infants' Academy have daily phonics teaching. This is a twenty minute session, following the structure, format and progression set out in Letters and Sounds and in Year Two supplemented by Support for Spelling once the children reach phase six. The children are taught in ability groups by both the Class Teacher and Practitioner. All lessons are planned by the teacher. Assessment is ongoing throughout the session.

The children are encouraged and prompted to use the phonic activities in the areas of learning to follow up these sessions.

The staff at South Ossett Infants' Academy are confident and competent enough to take ownership of the Literacy lessons/phonics sessions using their own individual styles to enhance and develop the children's learning

CLASSROOM SUPPORT ASSISTANTS

Classroom Support Assistants play an important part in the delivery of our literacy lessons and phonics sessions. They are there to support the teacher and groups of pupils. Teachers share their planning with the support assistants so that they can fulfil their role. Classroom Support Assistants have all been trained to understand the structure and purpose of the Literacy lesson/ phonics sessions. Our CSA's also play a valuable role in the assessment of the children's learning. In Year 1 the CSA carries out the Early Literacy Support for a group of children in the spring term. Our assistants receive training for this and are supported by the class teacher.

CHILDREN EXPERIENCING DIFFICULTIES

- Children experiencing difficulties are identified by either the class teacher or the teaching assistant. Appropriate action is then taken to help the child overcome these difficulties. This may be differentiated work, additional support within school, and/or guidance given to parents on how to best help their child.
- Children who continue to experience difficulties will have their names put forward at the next appropriate staff meeting and a decision will be made as to further action. This may be to enter the child on the special needs register.
- Children identified as not making expected progress in the Autumn term of Class 1 undertake E.L.S. (Early Literacy Support) with the teaching assistant during the Spring term. At the end of the programme the teacher and teaching assistant reassess the child's progress.

PROVISION FOR GIFTED AND TALENTED PUPILS

- Differentiation in lessons by task and by outcome.
- Varied groupings within a mixed ability classroom.
- Withdrawal to work in small groups
- Extension and enrichment opportunities e.g. Problem solving, collaborative learning, paired work, discussions and questioning.
- Providing opportunities to participate in extra curricular clubs – school/community
- Target setting and monitoring progress.
- Informing and discussing pupil's abilities and needs with their parents.

ASSESSMENT RECORDING AND REPORTING

- Children are assessed using the Foundation Stage Profile on entry, at full time and at the end of the Reception Year.
- Continuous assessment is used by the class teacher to form the basis for future planning. Feedback and guidance on the basis of this assessment is given back to the children so they can see what they have done well and how to improve.
- Teachers keep a reading record for each child: a sight vocabulary and phonic checklist, and a guided reading record. Reading records are passed on to the next teacher.
- Teachers in Key Stage One use Colour by Number termly to record progress in Reading and Writing. Teachers work in pairs to ensure balance and moderation of work, using APP standards files. In Foundation Stage the children are assessed using the new FS assessment materials. The staff work together to ensure balance and moderation of work.
- SATs tests and tasks are undertaken in Class 2 and the new Phonic check by the children at the end of Year One.
- Termly Parents' Evenings are held to report pupil progress.
- Parents are sent an Annual Report at the end of the summer term reporting on their child's progress in all areas.

ICT

ICT has an important role to play in the development of literacy skills. We have an extensive number of programmes that can be used to develop and support learning. ICT activities (including the use of "storyphones", the internet, software, CDs, DVDs, cameras and tuffmikes/cameras) are planned and used as part of the Literacy lesson. All classrooms benefit from a permanent fixed Interactive Whiteboard. These are used to enhance learning and teaching. The new net-books will also be brought into literacy planning as the children become more proficient.

ROLE OF THE CO-ORDINATOR

The Literacy Coordinator supports the leadership in the development of literacy throughout the school. The role includes having up to date knowledge and expertise, providing support and advice for colleagues, coordinating the teaching of literacy throughout school, playing a lead role in the development of school policy and practice and monitoring the quality of teaching, planning and learning through observation, work sampling and discussions with colleagues and the Principal .

The Literacy Coordinator is Mrs Tina Shute