



# FULMER INFANT SCHOOL

## LITERACY POLICY

There are four main purposes to this policy:

- to establish an entitlement for all pupils;
- to establish expectations for teachers of this subject;
- to promote continuity and coherence across the school;
- to state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

## Introduction

### The importance of English to the curriculum

The study of Literacy develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

## Expectations

By the end of Key Stage 1, the performance of most of the pupils should be at least 2b with some 3c in reading and writing

### The school aims:

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama activities;
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- to help children enjoy writing and recognise its value;

- to enable children to write with accuracy and meaning in narrative and non-fiction forms;
- to increase the children's ability to use planning, drafting and editing to improve their work.

## **Strategy for implementation**

### **Entitlement and curriculum provision**

Pupils receive a broad and balanced curriculum in which sufficient time is provided to teach all the strands of the National Curriculum and to provide for progression in knowledge, skills and understanding. All pupils experience planned phonic work every day.

### **Teaching and learning**

At Fulmer Infant School, we use a variety of teaching and learning styles in Literacy lessons, as recommended by the Renewed National Literacy Strategy. Our principal aim is to develop children's knowledge, skills and understanding in Literacy. We do this through a daily lesson that has a high proportion of whole-class and group teaching. During these lessons, children experience a whole-class shared reading or writing activity, a whole-class focused word or sentence activity, a guided group or independent activity and a whole-class session to review progress and learning. They have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and phonic schemes to support their work. Children use ICT in Literacy lessons where it enhances their learning, as in drafting their work and using multimedia to study how words and images are combined to convey meaning. Wherever possible, we encourage children to use and apply their learning in other areas of the curriculum.

There are children of differing ability in classes at Fulmer Infant School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child through differentiation.

## **English curriculum planning**

### **KS1**

Literacy is a core subject in the National Curriculum. We use the Renewed National Literacy Strategy as the basis for implementing the statutory requirements of the programme of study for Literacy.

We carry out the curriculum planning in Literacy in three phases (long-term, medium-term and short-term). The Renewed National Literacy Strategy Framework for Teaching details what we teach in the long-term.

Our medium-term plans, which we also base on the Framework, give details of the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a weekly (short-term) plan for the teaching of Literacy. This lists the specific learning objectives for each lesson and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps these individual plans, and the class teachers and Literacy leader often discuss them on an informal basis.

## **The Early Years Foundation Stage**

We teach Literacy in Year R as an integral part of the topic work covered during the year. As the Reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the Literacy aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations.

### **Assessment and Recording**

Teachers assess children's work in Literacy in three phases. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. They use termly assessments to measure progress against the key objectives using APP (Assessing Pupils' Progress) which helps them plan for the next unit of work and put in place any supportive interventions for individuals. They use a class record of the key objectives as the recording format for this. Teachers make long-term assessments towards the end of the school year and they use these to assess progress against school and national targets. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarize the progress of each child before discussing it with the child's parents. The next teacher also uses these long-term assessments as the basis for planning work for the new school year. These long-term assessments are made using end-of-year tests and teacher assessments.

Children undertake the national tests at the end of Year 2.

The school uses a range of assessment tests, as well as Teacher Assessment, which take place at the three half terms in the year; information is recorded onto the tracking system and discussed at staff meetings. Targets are developed from these assessments and shared with parents.

## **The contribution of English to teaching in other curriculum areas**

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

### **Mathematics**

English contributes significantly to the teaching of Mathematics in our school. Children in the Early Years Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1, meet stories and rhymes that rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

## **Information and Communication Technology (ICT)**

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the Internet when searching for information about a different part of the world, or when using desktop publishing to design a class newspaper. Children use the planning and proofing tools in a word processor when checking their draft work. We encourage all children to use ICT as a resource for learning, whenever they feel it is appropriate.

## **Personal, social and health education (PSHE) and citizenship**

English contributes to the teaching of personal, social and health education and citizenship. We encourage younger children to take part in class and group discussions on topical issues. In their science work, they talk about things that improve their health and about rules for keeping them safe around the school. Older children research and debate topical problems and events. They discuss lifestyle choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views.

## **Spiritual, moral, social and cultural development**

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

## **Teaching English to children with special needs including Able, Gifted and Talented pupils**

At Fulmer Infant School we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into account the targets set for individual children in their Individual Education Plans (IEPs). Teachers provide help with communication and literacy through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using ICT, other technological aids and taped materials;
- using alternative communication such as signs and symbols;

Pupils on the able, gifted and talented register have challenging targets. These are shared with parents through discussion and recorded in the child's learning logs.

The Literacy subject leader keeps samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in English in each year of the school. Teachers meet regularly to review individual examples of work against the national exemplification material produced by the QCA and the DCSF.

## **Resources**

There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a range of age-appropriate small apparatus. Each classroom has a tape recorder and a range of audio texts. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet through classroom computers and in the IT room. Audio-visual aids are also available from the library, which also contains a range of books to support children's individual research.

The school buys into the LISS resource supplied by BCC.

## **Monitoring and review**

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the subject co-ordinator. The work of the subject co-ordinator also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The Literacy subject leader is responsible for the English budget and decides, after consultation with colleagues, which new resources to purchase.

## **Related Policies and Other Documents**

Able, Gifted and Talented Policy  
Assessment, Recording, Reporting Policy  
Curriculum Policy  
Inclusion Policy  
Marking and Feedback Policy  
School Plan  
SEN Policy  
Teaching and Learning Policy