

PERRYFIELDS INFANT SCHOOL LITERACY POLICY



Helping each other to learn and grow

At Perryfields Infant School we believe that Literacy is a fundamental life skill.

Children are enabled to express themselves creatively and imaginatively using a wide range of vocabulary. We encourage children to develop as independent, enthusiastic and creative writers who are able to write in a meaningful way for a variety of purposes. We whole-heartedly encourage children to become fluent, expressive and confident readers with a love of books. Pupils will be given opportunities to develop their knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills. A mastery approach to literacy is promoted and is achieved through teaching in longer sequences, looking in detail at language and words used, and using them as models in their own writing.

AIMS

- To develop children's abilities to listen, speak, read and write for a wide range of purposes.
- To use language to learn and communicate ideas, news and feelings.
- To enable children to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and plays, non-fiction and media texts.
- To ensure children gain an understanding of how language works by looking at its structures and patterns.
- To use their knowledge, skills and understanding in speaking, writing and reading in a range of different situations and across the curriculum.
- To develop strong links between home and school learning. To ensure the importance of parental involvement in their children's learning is recognised, valued and developed.

OBJECTIVES

- To enable children to speak clearly and audibly taking account of their listeners.
- To encourage children to listen with concentration and to be able to identify the main points of what they have heard.
- To write and read for pleasure and enjoyment.
- To enable children to evaluate their own and others' contributions.
- To develop confident, independent readers able to make choices and preferences.
- To encourage children to become enthusiastic and reflective readers.
- To develop the skills to be able to write with accuracy, meaning and imagination.
- To develop the children's ability to plan, draft and edit to improve their work.
- To develop a legible, cursive and joined handwriting style.

SUBJECT ORGANISATION

- At Perryfields Infant School we have a topic based and cross curricular approach to all of our learning. We use a variety of teaching styles in order to address different learning styles and a thematic and creative approach in literacy. Class teachers plan their literacy using objectives from the National Curriculum and Chris Quigley Key Skills document.
- In the Foundation stage the early learning goals are followed, linked to a termly theme.

- Within each class literacy objectives are clearly differentiated to meet the different needs and abilities of the children.
- Teachers plan in teams to provide exciting, purposeful and inspirational experiences for the children.

SPEAKING AND LISTENING

- From entering school children are encouraged and supported to speak clearly.
- Children are encouraged to develop effective communication skills in readiness for later life.
- Children are provided with many opportunities for speaking and listening through, e.g. group, or class discussions, word games, assemblies, drama, circle time, the class council, whole school productions, visiting performers and speakers.

READING AND PHONICS

- At Perryfields we are fortunate to have a well resourced library where children from all classes are able to borrow both fiction and non-fiction books to read at home. Each term teachers also borrow topic and literacy loans from the School Library Service linked to the year group themes.
- Reading is taught through a cross curricular approach using the 'Power of Reading' project. Children are exposed to high quality texts in all forms.
- Each class has an author focus and themed book corners.
- Each week opportunities for shared reading, guided reading and independent reading are planned.
- Across the school the 'Letters and Sounds' phonics programme is taught systematically during daily sessions.
- Parents are actively encouraged to support their child's reading. Reading workshops are held to equip parents/carers with the necessary skills to support their children.

WRITING

- Writing is taught through a cross curricular approach using the 'Power of Reading' project and foundation subjects as a stimulus. A range of creative teaching approaches are used, e.g. speaking and listening, drama, writing in role, reader's theatre and many more.
- The children are provided with opportunities to write for a purpose about current, real and first hand experiences.
- We encourage the children to become creative, imaginative and confident at writing.
- Children are taught to self-assess and edit their work with a 'purple polishing' pen.
- Writing experiences are scaffolded through the use of working walls, common exception word mats, word banks and dictionaries and allowing the children to write for themselves unaided.
- Explicit learning of learning, handwriting and grammar takes several times a week.
- Spelling badges are rewarded to children who can correct spell most of the Year 1 and 2 common exception words.
- In KS1, children have weekly spellings investigations as homework which are linked to the phonics and spelling patterns taught that week in the classroom.

HANDWRITING

- We encourage the children to take pride in the presentation of their written work and develop a neat and correctly formatted cursive handwriting style.
- In the Foundation Stage children develop their five motor skills. Children are encouraged to begin to practise the correct formation of letters.
- The upstroke handwriting style is taught across the school. In KS1, joins are introduced.
- Handwriting is taught on a regular basis. In all the classrooms the correctly formed handwriting style is displayed and modelled by both teachers and learning support assistants.

- In Year 2 the children who show they are able to consistently write with neat, joined and cursive writing as well as have a good grasp of spelling, are awarded with a pen license.

CROSS-CURRICULAR LITERACY OPPORTUNITIES

All teachers plan together creatively to make cross-curricular links through a thematic approach. They plan for children to practice and apply the skills, knowledge and understanding acquired through literacy to other areas of the curriculum.

ASSESSMENT AND TARGET SETTING

- Teachers assess children's literacy skills in a variety of contexts.
- Assessment is continuous and teaching is adjusted to address the next learning steps of the children.
- Each term a piece of writing is assessed and kept in the children's progress file.
- Teachers moderate children's writing together internally as a team and with other local schools. They look at samples of work from the Foundation Stage to Year 2.
- Children's work is regularly marked with comments and targets to help them improve their work, identifying the next steps in their learning.
- Each half term children's progress in reading and writing is updated on the Target Tracker programme. Teachers meet with the assessment lead and SENCO to discuss progress.
- Assessment records are maintained to track each child's progress in initial sounds, keywords, common exception words, reading and writing.
- A progress report outlining the progress of different groups of children in reading, writing and phonics is presented to the governors termly.

INCLUSION

- We aim to provide for all children so that they achieve their full potential.
- We identify which children or groups of children are under-achieving and take steps to improve their attainment through LSA and SENCO support and interventions.
- Children that are more able are identified and suitable stretch and challenge is provided.
- Our mastery approach to literacy means we ensure children are all abilities are provided with suitable challenges to enable children to apply skills in different contexts.

EQUAL OPPORTUNITIES

All children are provided with equal access to the Literacy curriculum. We aim to provide exciting learning opportunities regardless of gender, ethnicity or home background.

SMSC

SMSC is woven throughout the subject of Literacy through our thematic and cross curricular approach to learning. Children use books to support their learning throughout the curriculum, including learning about a wide range of different religious and cultural celebrations. Reading and books are very special at Perryfields infants and our library is located centrally in the school and accessible to all each day. In our library we have dual language books, a range of books to suit both genders and a variety of books that represent a rich and diverse range of cultures. Children are taught how to respect and care for books and each class has a junior librarian. Children's literacy work is celebrated in assemblies and on displays throughout the school.

REVIEW

This policy will be reviewed according to the policy reviews timetable taking into account national and school based initiatives.

Signed.....

Dated.....