**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 expressive writers who are able to write in a meaningful way for a variety of purposes. They become enthusiastic readers developing a love of books from a variety of genre. Children gain an understanding of how language works.

**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.

**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 handwriting style.

**SUBJECT ORGANISATION**

* At Perryfields Infant School, we use a variety of teaching styles in order to address different learning styles and a cross-curricular, creative and topic based approach to literacy. Class teachers plan their literacy using objectives from the National Curriculum and the Chris Quigley Key Skills document.
* In the Foundation stage the early learning goals from Development Matters are followed, linked to a termly theme.
* Within each class, children work most in mixed ability groups. Activities are adapted to meet the different needs and abilities of the children.
* Teachers plan in teams to provide exciting and inspirational experiences for the children. Literacy is taught across the curriculum.

**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, Mantle of the Expert, assemblies, 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 books are coloured band and matched to children’s phonics and reading ability.
* Reading is taught through a cross-curricular approach using the ‘Power of Reading’ project ti ensure children are exposed to a range of high quality texts.
* Each class has a termly 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.
* Whole class discrete phonics and grammar sessions are planned and taught daily in each year group.
* Parents are actively encouraged to support their child’s reading. Reading workshops are held to equip parents/carers have the necessary skills to support their children. A school reading competition takes place week between the classes. Children collect class points each time they read at home and school. The class with the most points receive a suitcase filled with a range of reading materials to enjoy in their classroom.
* We encourage children to read a variety of material, e.g. annuals, comics, recipes, atlases, brochures, talking books and the internet.

**WRITING**

* Writing should be taught through a cross curricular approach using the termly topic, ‘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 etc.
* 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, and ‘to have a go’ at writing.
* Children are taught to self-assess, edit and redraft their work.
* Writing experiences are scaffolded with word walls, word banks, dictionaries and allowing the children to write for themselves unaided. Across the school unaided writing is encouraged and celebrated in our weekly (sometimes every other week) in our ‘Big Write’ sessions. This allows children to write at length and apply all the skills they have learnt in literacy.
* In Year 1 and 2 the children have weekly spelling investigations as homework to linked to the spelling patterns taught in the classroom. A spelling quiz takes places on a Friday.
* Children are tested on the year 1 and year 2 common exception words each half term and are awarded with spelling badges in assembly when they have learnt how to spell all of them.
* In order to assist the children with their spelling and writing there are word walls, work banks, common exception word mats, word banks and dictionaries available in all classes.

**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 are given activities to develop their fine motor skills. Children are encouraged to practise the correct formation of letters in weekly discrete handwriting sessions. Children have weekly handwriting homework.
* The upstroke handwriting style is taught across the school. In Year 1 and Year 2 joins are introduced linked to spelling patterns.
* Handwriting is taught on a regular basis. In all 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 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.
* Teachers moderate children’s writing together as a team each half term. 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.
* Children self and peer assess their work regularly.
* Each half term children’s progress in reading and writing is updated onto Target

Tracker programme.

* Assessment records are maintained to track each child’s progress in phonics, high frequency words, common exception words and reading and writing.

**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
* More able children are identified and suitable challenges provided.

**EQUAL OPPORTUNITIES**

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

**REVIEW**

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

Signed………………………………………

Dated………………………………………..