



Language & Literacy Policy Update

Approved by the Governing Body: 18.10.2016
Review Date: 18.10.2019

This is a revised policy document resulting from a review of the previous policy. It is a statement of the aims, principles and strategies for the learning and teaching of literacy at Twyford C of E School.

Introduction

The study of literacy enables children to make meaning of all life's experiences in and out of the classroom. It develops the children's ability to listen, speak, read and write for a wide range of purposes. Through language children learn 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 including spelling and grammar works by looking at its patterns, structures and origins and use this knowledge, skill and understanding in a range of different situations throughout life.

Aims

Overall aims

- To enable every child to reach their full potential in all areas of literacy.
- To employ a variety of teaching methods that allows all pupils to have access to literacy and experience success and enjoyment in their learning.
- To develop within our pupils a love of reading and writing.
- To enable all children to use competently a broad range of language skills in a variety of contexts.
- We want to develop our children as writers, who understand the purpose and are inspired by the process.

Speaking and listening aims

- To develop the children's ability to speak clearly and audibly and with increasing confidence.
- To develop children's ability to listen attentively to others and take turns.
- To develop children's ability to speak effectively and with confidence on an increasingly complex range of subjects in a variety of situations.
- To develop children's ability to follow verbal instructions accurately.
- To develop children's ability to think carefully and organize their thoughts before speaking.
- To understand the need to adapt their choice of language in differing situations and contexts.
- To listen and respond to stories, poetry, rhymes and songs.

Reading aims

- To develop the key skills needed (phonic, graphic, syntactic and contextual) for children to become fluent and confident readers.
- To understand the sound and spelling system and use this to read and spell accurately.
- To give children valuable experience of reading in a variety of situations:



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Storytelling
Shared reading
Guided reading
Independent reading
Performance reading

- To give children valuable experience of reading for different purposes (fiction and non-fiction)
- To enable children to develop their ability to become independent and reflective readers who are able to develop their own personal tastes.
- To give children valuable experience of a wide range of children's literature.
- To develop children's ability to use non-fiction texts and to locate, extract and use relevant information.
- To develop higher order reading skills of skimming and scanning to obtain specific information.
- To develop their ability to infer and deduce the relevant meaning from a text.

Writing aims

- To develop children's ability to enjoy writing and recognize its value.
- To enable children to understand the sound and spelling system and use this to spell accurately.
- To develop children's ability to write for a wide variety of purposes, e.g. imaginary, informative, instructional and poetical.
- To support children's learning process through a clear system of talk 4 writing.
- To develop children's ability to plan, draft, discuss, revise and edit their own writing- and thus to develop into reflective writers.
- To develop children's use of punctuation, spelling and handwriting.
- To develop children's understanding of how narratives are structured, i.e. setting, character and plot etc.
- To enable children to recognize that writing should have a clear purpose and audience.
- To enable children to make connections between their reading and writing.
- To give children the inspiration and purpose to write.

Teaching and Learning

Writing

At Twyford we will use a wide range of teaching strategies to ensure all children have equal access to the English curriculum. The children will experience a daily lesson in literacy which includes, whole class teaching, group work, independent work, editing time, drama and discussion. At Twyford CofE School we enthusiastically follow the talk 4 writing scheme following recent training. Within this children will work through a process of learning which will include; a cold task, pre teaching writing task, followed by the imitation stage, the innovation stage and the independent invention stage. Finally a hot task will show the progress the children have made in this area. They have the opportunity to experience a wide range of texts and range of resources e.g. dictionaries, thesauruses and games.



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Children will use computing in Literacy lessons where appropriate, and it will be used in the teaching of many areas of literacy when using the interactive whiteboards available in each classroom. Skills learnt in literacy will be expected to be used throughout the curriculum in all aspects of their work. The teachers and children are aware of the non-negotiables for each year group and are expected to adhere to them. *See appendix 1.*

Lessons will be structured and a range of strategies implemented to allow for differentiation in the children's individual abilities, learning styles and outcomes.

Spelling

Children will learn spelling as part of their daily phonics sessions in early years and KS1 and as part of their writing warm up in KS2. This will help them to understand the relationship between the letters and groups of letters in words (graphemes) and the sounds they make (phonemes). We also aim for children to be consistently reading and spelling the 'first 100' high frequency words by the end of Year 1, and the 'first 300' by the end of Year 2. Once children are able to accurately and consistently spell the 'first 300' words, children will move on to looking at the National Curriculum 'Word Lists' as well as looking at spelling and word patterns and rules. Children will bring spellings home to learn as part of this work, appropriate to their stage of reading and spelling ability. Again this is an expectation under the non-negotiables for spelling to be used correctly across the curriculum. *See appendix 2 'Spelling it out'.*

Planning

Planning is mapped out against the expectations of the National Curriculum (2014) as well as the interim frameworks (2016). The literacy coordinator has produced tables to show what is taught in each area of literacy across the year groups. *See appendix 3.* Teachers will produce long term and medium terms plans showing coverage and links to talk 4 writing. Weekly plans demonstrate the specifics to be taught but are working documents.

The Foundation Stage

The children have the opportunity to explore, enjoy, learn about and use words and text in a wide range of situations. All aspects of learning will be related to the Early Learning Goals with aims and objectives closely linked to those of the rest of the school and the N.L.S. for the Reception stage. The format of the daily lesson will be similar to that used throughout the school, with variations in timing according to the needs of the children.

They will begin to learn sounds using the synthetic phonics approach of Jolly Phonics and letters and sounds, and be given many varied opportunities to put language into print.

Children in the Early Years will be encouraged to listen and use language in a variety of play and 'work' situations. They have continuous access to books, and a focus book will be used most days as a stimulus for many of their activities.



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S.E.N. and inclusion

In planning and teaching literacy, teachers will have due regard for the following principles:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Teachers will ensure that work is differentiated where appropriate, to meet the needs of all the children in the class. Children who have special educational needs will have their needs met through their SEN support plans which, if applicable, will have adult supervision in lessons.

During the second term of Year 1, a group of approximately 6 children identified as needing extra support will be withdrawn 5 times a week for 20 minutes for Early Literacy Support provided by a trained classroom assistant. The children's progress will be assessed and reviewed after a 16 week course of intensive teaching.

Intervention strategies will be used where appropriate with individuals or small groups, depending upon their needs.

Cross-curricular opportunities

Literacy is linked to other subjects in an integral way as it is the medium through which pupils learn. In mathematics, language enables young children to understand and communicate about pattern, number, space and shape. In KS1 counting and sequencing and beginning to solve problems all require basic literacy skills. KS2 children develop problem solving skills where literacy skills are essential and explanations are needed.

Computing is used to develop literacy skills enabling children to use their knowledge in ever increasing ways; e.g. word banks, searching for information on the internet, desktop publishing .etc.

In science children plan, question, carry out investigations co-operatively, record and evaluate their experiments using many skills in a formal and practical way. Through topic work children will write in a variety of genre to demonstrate their understanding of learning. In other areas language is used to record information required. Children are required to analyse and debate in an informed way, information they have found out or been taught. Literacy allows knowledge of others and their cultural and spiritual understanding to be experienced by our children. Again this is an expectation under the non-negotiables for writing to be used correctly across the curriculum. *See appendix 2.*

Resources

All classes have access to the appropriate levels of our principal reading scheme (Oxford Reading Tree) plus a wide range of other materials, are available as home readers.

All classes have a wide range of fiction and non fiction texts on their bookshelves.



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All classes in KS1 and KS2 have age appropriate dictionaries and KS2 also have thesauruses.
Tape recorders and CD players are available in Reception with a range of audio tapes.
A range of books are used in Reception and KS1 as guided reading material.
Bug Comprehension books are available for guided reading in Key stage 2.
Big Books are sometimes used in KS1 and Reception.
Pen pals is used across the school as the handwriting scheme.
Computing and internet access is available in all classrooms and in the computer room.
S.E.N materials are available on request from the SENCO.
Talk 4 writing books/texts are used in each classroom
Rising star SPAG assessments are used from year 1 - 6.
Jazz phonic training resources are used for phonics and spelling.
Jolly Phonics, Letters and Sounds materials are used in Reception and KS1.
Library slots are planned for weekly sessions.

Assessment and Recording

Upon entry to school the Rising five children are baselined. They are then assessed at the end of the year according to the early learning goals.
Assessments are made throughout the school on both formal and informal levels. Children complete hot and cold tasks in their books which show clear evidence of progress. The children and teachers use our school learning ladders to inform skills learnt and areas of development. These are found at the front of the books. *See appendix 4.*
All work is marked and checked for understanding of the objectives for that lesson, daily plans are adjusted accordingly, and feedback given to individual children. Children are then given time to respond to feedback and make improvements.
At Twyford we believe marking 1 in 3 pieces of work at a 'quality' standard is manageable for teachers and appropriate for childrens responses. Moderation of standards takes place between 8 local schools to check consistency of expectations.
Weekly spelling tests are carried out in all classes except Reception.
Children undertake the National Tests at the end of Year 2 and 6, plus the optional tests in Years 3, 4, and 5. Records of individual spelling test scores and assessments are kept in a record book by each teacher. Half termly SPAG and comprehension tests are carried out in Years 2-6.
Standards of writing are recorded throughout the year and tracked to monitor progression.

Monitoring

Examples of children's work are collected and leveled against National Curriculum standards in order to monitor progress and attainment. These are also used at moderation meetings with our 8 local schools. These are kept by the Literacy coordinator and Head teacher.
Assessments are also recorded on the school's tracking system and monitored for progression.
Observations of literacy lessons are made regularly by the subject coordinator.
The subject coordinator and governor responsible for literacy will meet regularly to review progress.



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JF September 2016

Signed: _____ (Chairman of Governors)

Date: _____