



Brookhurst Primary School Literacy Policy

Why do we teach Literacy at Brookhurst?

Language is the gateway to all learning, and Literacy develops children's abilities to listen, speak, read and write for a wide range of purposes. We want children to be able to use language to learn, as well as communicating ideas, views and feelings. Literacy enables children to express themselves creatively and imaginatively.

We seek to make children enthusiastic and critical readers of a range of texts. Children gain an understanding of how language works by looking at its patterns and structure. Children use their knowledge, skills and understanding of Literacy across a range of different situations and curriculum areas.

Through Literacy we aim to:

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

How do Pupils Learn Literacy at Brookhurst?

At Brookhurst School we use a variety of teaching and learning styles in Literacy lessons. Our principal aim is to develop children's knowledge, skills and understanding in Literacy. Through daily lessons, children experience a variety of teaching styles including whole-class or shared activities, focused word or sentence activities, guided group and independent activities.

Pupils learn in a range of different ways, through which we aim to capture and hold their interest. Strategies include the use of talking partners and kinaesthetic experiences to form ideas for their writing, and using the outdoor learning environment as a stimulus for writing. Pupils have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries and thesauruses to support their work. Children use ICT in Literacy lessons

wherever possible, and we encourage children to use and apply their Literacy knowledge to other areas of the curriculum.

We recognise the differing abilities of pupils by providing suitable learning opportunities for all. We match the challenge of the task to the ability of the child through adopting a range of strategies. In some lessons we set differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We support children, whilst facilitating them to access their own learning.

We provide all pupils with curricular writing targets. These are layered throughout the school, according to teachers' assessment of pupil attainment.

Speaking and Listening

We follow Primary National Strategy guidelines for teaching speaking and listening skills.
<http://nationalstrategies.standards.dcsf.gov.uk/node/88192>

Drama

We aim to make Literacy sessions lively and exciting, and draw on role play and drama techniques on a daily basis, to deliver the skills needed for writing.

Reading

Children are taught to read using a range of strategies. We use 'Letters and Sounds' as well as commercial Phonics schemes.

Shared Reading - Children all reading from the same text in chorus or individually turn taking with others following.

Guided Reading - Sharing a text in a small group, discussing their comprehension of the text layout, referring to the text to answer questions and justify opinions.

Individual Reading - Children are heard read on an individual basis in KS1 and in KS2 where need is great enough. Children undertake independent reading activities as follow up to their guided session with teachers.

Independent Reading - Children are given the opportunity to read independently wherever possible.

Writing

We use the National Strategies Literacy Framework as the basis of for planning our writing. The Writing Process is taught using a range of strategies from The National Literacy Strategy.

Shared Writing - The teacher scribes for a group or class of children, taking suggestions to produce a group or class piece.

Modelled Writing - The teacher demonstrates the writing process, sharing with the children how to tackle writing and verbalising their thinking process. For example: explaining word

choice, changing words for effect, correcting errors, moving words or sentences to improve style.

Guided Writing - Children work with the teacher in a small group, focussed on a specific writing target.

Handwriting

Children are taught handwriting from The Nelson Handwriting Scheme. We use interactive whiteboards and teacher modelling to support this. Foundation pupils have a daily 'Write Dance' session to develop gross/ fine motor skills.

Spelling

Teachers in KS1 follow The National Literacy Strategy 'Letters and Sounds' programme. From Year 2 to Year 6 teachers use the 'Support for Spelling' programme. Children investigate spelling patterns and rules in Literacy lessons. Children at KS1 have a daily phonics lesson.

In addition, children in KS2 learn individualised spellings based on errors within their own writing, patterns and rules investigated in lessons and cross curricular words based on current learning. These are assessed by the teacher.

NB: See Presentation and Marking Policy for guidelines on correcting spellings within children's work.

The Foundation Stage

We teach Literacy in reception classes as an integral part of the school's work. The format of the daily lesson is similar to that used in the rest of the school. As the reception class is part of the 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 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.

Planning the Literacy Curriculum.

Literacy is a core subject in the National Curriculum. We use the Primary National 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 National Literacy Strategy Framework for Teaching details what we teach in the long-term. Our yearly teaching programme identifies the key objectives in literacy that we teach to each year.

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 teacher and subject leader often discuss them on an informal basis.

The Literacy subject leader is responsible for keeping and reviewing these plans.

The Role of the Literacy Co-ordinator

The Literacy Co-ordinator is responsible for the development and monitoring of the Literacy curriculum. S/he is responsible for updating the School's Policy and Subject Action Plan for the School Development Plan.

S/he assists staff by leading staff meetings; planning and leading in-service training activities; providing help, advice, ideas and support; providing suggestions for curricular targets; specifying and ordering resources and leading new initiatives. S/he communicates new initiatives to parents.

In monitoring and evaluating s/he carries out work trawls; monitors teacher's plans; holds meetings to discuss pupil progress; interviews pupils to ascertain understanding and observes classroom practice.

Teaching Children with Special Needs

At Brookhurst School we teach Literacy to all children, and encourage them to attain the best they can. Literacy forms part of the school curriculum policy providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in Literacy can where appropriate take 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;
- Intervention

Equal Opportunities

All children have the same access to Literacy activities regardless of their gender, race or cultural background.

Assessment and Record Keeping

On going teacher assessment has always been an integral part of good practice. It is important to remember that the main reason for assessment is to enable the teacher to match the tasks set to the abilities and needs of the pupils as they progress. We have now formalised this process and the Class teachers use the End of Key Stage Level Descriptions and Target Statements for Writing to carry out termly assessments. (see also Assessment Policy).

Signed - Sara Snatt

Date - Spring 2010

Policy review date - Spring 2013