

GRANGE LANE INFANT ACADEMY LITERACY POLICY

1 MISSION STATEMENT

- We offer every child an enjoyable, rich, learning experience which challenges and inspires all to strive for excellence.

2 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.

3 OBJECTIVES

- To enable children to speak clearly and audibly taking account of their listeners.
- To encourage children to listen with concentration and be able to identify the main points of what they have heard.
- To enable children to evaluate their own and others' contributions.
- To develop as confident, independent readers, able to make choices and preferences.
- To encourage children to become enthusiastic and reflective readers.
- To read and write for pleasure and enjoyment.
- 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 joined handwriting style.

4 SUBJECT ORGANISATION

- At Grange Lane Infant Academy we use a variety of teaching and learning styles and a cross-curricular approach in literacy. In EYFS teachers plan their lessons referring to Development Matters. Objectives are taken and taught in a cross curricular way through the children's topic interests. Class teachers in year 1 and 2 currently plan and assess children using the National Curriculum (NC), linking objectives into topics and themes.
- The aims of English are (NC):

- Spoken language
- Reading (Word reading)
- Reading (Comprehension)
- Writing (Transcription)
- Writing (Handwriting)
- Writing (Composition)
- Writing (Vocabulary, grammar & punctuation)

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

5 SPEAKING AND LISTENING

- The four strands of speaking and listening:
 - Speaking
 - Listening and responding
 - Group discussion and interaction
 - Drama

Permeate the whole curriculum.

- 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, class discussions, assemblies, circle time, the class council, whole school productions, visiting performers and speakers.

6 READING

- At Grange Lane we are fortunate to have a well-resourced bank of banded books so the children are able to borrow both fiction and non-fiction books to read both in school and at home. We also have a library where children can borrow a range of books and read at home.
- Children in FS1 are registered on the Dolly Parton's imagination Library scheme where they receive free books.
- Each week opportunities for shared reading and independent reading are planned.
- In Nursery, Reception (FS1 & 2), Year 1 and Year 2 (KS1) phonics are taught through daily Read Write Inc. sessions. Most children will take home a copy of the book read during these sessions.
- Parents are actively encouraged to support their child's reading through home reading and school diaries.

- Parents are made aware of their child's reading target (the next step to improve reading) which is highlighted in their reading diaries.
- We encourage children to read a variety of material, e.g. comics, atlases, brochures, talking books and internet.

7 WRITING

- Writing activities are planned through the school's cross-curricular approach.
- The children are provided with opportunities to write for a purpose about real and first hand experiences.
- We encourage the children to become creative, imaginative and confident writers.
- Writing experiences are scaffolded through the use of working walls, word books and allowing the children to write for themselves unaided. Across the school unaided writing is encouraged and celebrated. For example, in the Foundation stage children are encouraged to make attempts at emergent writing in the writing area.
- In each classroom the writing targets are clearly displayed in child speak so that each group of children are aware of what they need to be able to do to improve their writing.
- In KS1 the children have weekly spellings to learn linked to the spelling patterns that they are covering that week and spellings that their teacher has noticed they cannot yet spell correctly in their writing.
- In order to assist the children with their spelling and writing, there are word walls/mats/RWI charts/dictionaries available in classes.

8 HANDWRITING

- We encourage the children to take pride in the presentation of their written work and develop a neat and correctly formed handwriting style.
- In the Foundation Stage children are provided with a range of activities such as threading and play dough to develop their hand coordination. Letter formation is introduced linked to the phonics being covered at the time. Children are encouraged to practise the correct formation through tracing and copying over letters, through guided writing, modelling and through direct teaching.
- In Year 1 and Year 2 joins are introduced linked to spelling patterns.
- Handwriting is taught for a short session each day. In all the classrooms the correctly formed handwriting style is modelled by both teachers and learning support assistants.

9 CROSS CURRICULAR LITERACY OPPORTUNITIES

- Teachers from each year group plan together creatively to make cross curricular links. They plan for children to practice and apply the skills, knowledge and understanding acquired through literacy to other areas of the curriculum.

- We plan in opportunities for outside agencies to work alongside our children to improve literacy skills, e.g. - DARTS, theatre groups and actors/actresses.

10 THE USE OF ICT

- Opportunities to use ICT to support the teaching and learning in literacy are planned into the curriculum, e.g. film clips, word processing, text boxes, CD ROMs, smart boards and IPADS.

11 ASSESSMENT AND TARGET SETTING

- During the course of a lesson/group activity verbal feedback will be provided for the children against the success criteria or table targets. Green and pink pens will be used to show what is good (green) and what could be improved (pink). A note will be added in the corresponding colour to show what was discussed. Teacher and TA to verbal feedback group work. This marking/feedback will be used to inform future table/individual targets.
- Assessment records are maintained to track each child's progress in initial sounds, keywords, reading and writing. These records are used to inform the levels of achievement identified on the target trackers.
- Each half term children's progress in reading and writing is updated on OTRACK and weekly on the Delta RAG, so that all staff can access this and discuss pupil progress as well as look at how different groups of children are performing. This information is then used to discuss with the SENCO any possible interventions that need to be put in place to ensure rapid, accelerated progress is made.
- Children in Year 1 undertake the phonics screening test.
- Children undertake the National Tests at the end of Year 2. A bank of evidence for each child is also collected to help moderate the level achieved by the test.

12 INCLUSION

- We provide for all children so that they achieve to their full potential.
- We identify which children or groups of children are under-achieving and take steps to improve their attainment through extra support both in and out of class through carefully chosen, individualised interventions.
- Gifted and talented children are identified and suitable challenges are provided in lessons.

13 EQUAL OPPORTUNITIES

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

14 THE ROLE OF THE SUBJECT LEADER

- The subject leader is responsible for improving the standards of teaching and learning in literacy through monitoring and evaluating:
 - Children's progress
 - Quality of learning environment
 - Quality of teaching and learning
 - Planning
 - Use of support staff
 - Supporting staff CPD

- Take the lead in subject development:
 - Purchasing and organising resources
 - Keeping staff up to date with local and national initiatives

15 PARENTAL INVOLVEMENT

- At Grange Lane Infant Academy parents are encouraged to support their children's learning in literacy through reading with the children regularly, involvement in curriculum, classroom reading sessions and parent workshops.

16 CONCLUSION

- This policy should be read in conjunction with the following school policies:
 - Teaching and Learning Policy
 - Assessment and Record Keeping
 - Marking Policy
 - SEN Policy
 - ICT Policy
 - Equal Opportunities Policy