



Bishop Bridgeman Church of England Primary School

Literacy Policy

Our Vision

At Bishop Bridgeman, we place great emphasis on good speaking and listening skills. We aim for all our children to become clear communicators and to achieve success as confident readers and writers. English and Literacy is at the forefront of our priorities as a means of impacting on a broad and balanced curriculum.

Aims

We aim to develop pupils' abilities within an integrated programme of spoken language, reading and writing. Pupils will be given opportunities to incorporate the teaching of English across the curriculum, with opportunities to consolidate and reinforce literacy skills.

We aim for pupils to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms
- understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation
- be developing the powers of imagination, inventiveness and critical awareness
- have a suitable technical vocabulary to articulate their responses

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2013) and in the Communication, Language and Literacy section of the Statutory Framework for the Early Years Foundation Stage (2012).

The Daily Teaching of Literacy

As a school, we have chosen to implement the Pie Corbett 'Talk for Writing' model in Early Years, Key Stage 1 and Key Stage 2. For reading, we have implemented a reciprocal teaching approach to guided reading where appropriate and this takes place daily, outside of the main

Literacy lesson. In Early Years and Key Stage 1, discrete phonics lessons are taught daily. Children are grouped according to their ability, as we believe that this is the most effective way of pupils making the best progress. We group the children in mixed ability classes for reading and writing in KS1 and children are grouped in similar ability throughout KS2. Children of all abilities are targeted and planned for individually in order for them to achieve maximum progress, within an inclusive environment.

Phonics

We begin the process of learning to read in the Early Years Foundation Stage and KS1, where we believe that the systematic teaching of phonics is the fastest and most effective way of getting young children to start reading. We follow the 'Letters and Sounds' programme to teach phonics.

Our programme is structured in such a way as to ensure the teaching of phonics is systematic and that progress is built on from year to year. By the end of Year 2, it is our expectation that the vast majority of children will be fluent readers and will no longer need explicit phonics teaching for reading.

For those children who are not at the expected level by the end of Year 2, will continue to receive phonics teaching in Key Stage 2.

Reading

At Bishop Bridgeman, we believe that reading is an important life skill and we strive for all children to enjoy and value it. We recognise that enjoyment in reading arises from deriving meaning from text. It is our aim to develop and create passionate readers for life.

Guided reading takes place daily. Children are grouped according to ability; each group has at least one guided session per week with either the teacher or teaching assistant. Each child takes home a scheme book every day with a reading record. The children share their books with an appropriate adult in school at least once a week. The adult asks questions relevant to the interest of the child and encourages predictions. The children are encouraged to decode unknown words using appropriate strategies. A 'Class Reader' is also used to encourage children's enjoyment of literature. This is read regularly.

Writing

At Bishop Bridgeman, we believe that the mastery of written language is one of the most powerful gifts that we can provide to our children. We believe that writing should be purposeful, rich and enjoyable for all.

Since September 2014, Bishop Bridgeman have adopted the 'Talk for Writing' model, which is implemented through our Literacy teaching and learning. Talk for Writing involves making explicit the thinking involved in the writing process so that it can be internalised and ultimately applied by children in their writing. Talk for Writing will be embedded in every phase of the 'Writing Sequence'. The sequence being imitation, innovation and invention.

Grammar and Spelling

At Bishop Bridgeman, we firmly believe that a sound understanding of grammar will lead to an improved understanding of English and how the written and oral language works. Grammar is taught minimum 3 times a week in Key Stage 1 and 2, in line with the objectives in the new curriculum. We believe that the teaching of grammar should, as far as possible, feed into the writing activity that the children are undertaking and should not be taught in isolation. Children are taught and encouraged to use the correct grammatical terminology from Key Stage 1 onwards.

All teachers follow the expectations set by the spelling guidance within the New Curriculum Framework 2013. In Early Years Foundation Stage and Key Stage 1, spelling will be taught and monitored daily through discrete phonics lesson and these skills will be applied in a weekly spelling test.

Handwriting

At Bishop Bridgeman, we follow the Folens Handwriting scheme. It is an expectation that all children demonstrate good posture when writing and hold their pencil/pen accordingly. High standards of handwriting are expected across all subjects.

In Early Years, children practise manipulative skills in order to prepare them for writing. They are taught to hold a pencil effectively and form recognisable letters.

In Key Stages 1 and 2, handwriting should be taught at least three times a week. During this session, teachers should model the formation of letters and letter joins for the children to practise. From Year 2 onwards a joined script is modelled. Pen licenses are available for children whose script is of an appropriate standard. Our aim is that the majority of pupils in Year 5 and 6 are writing in pen in a neat, fluent style. By Year 6, children should be experienced in using pens for handwriting.

Teachers should ensure that writing in the classroom and in pupils' books mirrors the agreed style and provides a model for the children to aspire to.

Planning and Assessment

At Bishop Bridgeman each year group map out their learning journey for the year. This plan takes into consideration the coverage of all genres and the resources used. It is also used as a tool to ensure links between topics and writing.

Assessment

Assessment of reading and writing in literacy takes place each term and children's progress and attainment is recorded using our school system of assertive mentoring.

Monitoring

The Subject Leader and Headteacher should be responsible for improving the standards of teaching and learning in Literacy through:

- Monitoring and evaluating Literacy
- Regular lesson observations are made on all class teachers to ensure they are carrying out the aims of the Literacy curriculum.
- A regular work scrutiny of children's books/work, planning and marking is carried out.
- Pupil progress meetings
- Provision of Literacy (including Intervention and Support programmes)
- The quality of the Learning Environment;
- Analysing data and tracking pupil progress and attainment
- Supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent Literacy developments
- Informing Senior Management, phase leaders and governors of Literacy issues
- Regular reports are made to the governors on the progress of English.

Home/school links

Bishop Bridgeman Primary School values the relationship with parents in supporting their children's Literacy skills. Parents are involved in their children's learning by:

- Providing regular parent's evenings, which give them verbal information on their child's progress and their targets for the future.
- Sending reading books and home/school record books to monitor progress at home and school.
- Providing meetings when appropriate to inform parents on how we teach reading/writing/phonics and how they can help.

This policy will be reviewed every year or in the light of changes to legal requirements.

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