

# King's Meadow Primary School



## Literacy and English Policy

Revised September 2013

## **King's Meadow Primary School**

### **Literacy and English Policy**

*'Language is at the core of thinking. We reflect, communicate and develop our ideas through language. Literacy offers an essential passport to learning, helping children and young people to achieve to the full and be ready for active involvement in society and work.'*

Building the Curriculum 1

#### **AIMS**

Through our approach to the learning and teaching of Literacy and English we aim to support and encourage children to:

- communicate, collaborate and build relationships
- reflect on and explain their literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop their understanding of what is special, vibrant and valuable about Scotland's literacy and linguistic heritage and that of other cultures
- explore the richness and diversity of language, how it can affect them and the wide range of ways in which they and others can be creative
- extend and enrich their vocabulary through listening, talking, watching and reading
- enjoy exploring and discussing word patterns and text structures.

Curriculum for Excellence (CfE) breaks Literacy and English into three organisers:

- Listening and talking
- Reading
- Writing

This policy should be read in conjunction with those on Learning and Teaching and Assessment.

#### **LISTENING AND TALKING**

Listening and talking is an integral part of the curriculum and is practised through critical skills, circletime, collaborative learning, planned talks and debates around a theme or topic. Pupils listen and talk throughout the day for information in all areas of the curriculum and develop listening and talking skills for enjoyment. During Expressive Arts and showcase events pupils apply listening and talking skills and present performances throughout the year to parents, staff and other pupils.

#### **READING**

##### **Objectives**

The school recognises that reading is a fundamental life skill which permeates all areas of the curriculum. To ensure all children achieve their full potential, progression in reading can only be achieved through continuity of content and methodology from primary four to primary seven.

In order for children to become effective and efficient readers they must:

- have a clear purpose and understand the relevance of the task they are given
- have clearly defined success criteria
- have a command of a variety of reading skills
- have a clear understanding of texts
- know where they might find the information
- be able to apply their skills across all areas of the curriculum.

In order to produce efficient and effective readers the teacher must:

- take into account the reading experience the child brings from home and the value of a good home/school partnership
- create an environment for learning that is relevant, varied, enjoyable and challenging
- apply appropriate criteria and techniques for assessing and evaluating reading attainment and use this to inform next steps.

## **IMPLEMENTATION**

We employ a range of methods to enable the effective learning and teaching of reading. Children are taught individually, in groups or as a class, depending on the learning outcome and the needs of the individual child.

If, at any stage, a child is experiencing difficulties or is identified as particularly gifted, the support for learning teacher may become involved.

### Pre and Early Readers

Activities include the following:

- Oxford Reading Tree, ORT Treetops, Wellington Square etc
- whole class shared text sessions
- specific activities to develop phonological awareness - Toe-by-toe, Wasps and Hornets
- incidental learning in a print-rich environment
- Accelerated Reader
- regular story sessions to foster a love of reading.

### Developing Readers

When children have made a successful start to reading they will engage in the following activities:

- whole class shared text sessions
- reading carousels
- Book Detectives
- opportunities to apply reading skills in cross curricular contexts
- **E**veryone **R**eadings **I**n **C**lass sessions to promote reading for enjoyment
- class novel time
- use of ICT to support and extend reading.

### Confident Readers

Independent readers require additional challenges to develop their skills. They will participate in the following:

- greater ownership of reading carousels
- reading buddies in primary 7 who are paired with younger children.

## **WRITING**

### **OBJECTIVES**

The school recognises that writing is a fundamental life skill which permeates all areas of the curriculum. To ensure all children achieve their full potential, progression in writing can only be achieved through a progression of skills from primary four to primary seven.

In order for children to become effective and efficient writers they must:

- be able to communicate their ideas through drawing, scribing and writing.
- have a clear purpose and understand the relevance of the written task.
- have clearly defined success criteria.
- have opportunities to write in and understand different genres.
- be familiar with and have the confidence to use the appropriate writing skills (grammar and punctuation, handwriting, phonics, spelling).
- be able to apply their skills across all areas of the curriculum.

In order to produce efficient and effective writers the teacher must:

- take into account the child's previous learning and knowledge of writing.
- create an environment for learning that is relevant, varied, enjoyable and challenging.
- apply appropriate criteria and techniques for assessing and evaluating writing progress and use this to inform next steps.

### **IMPLEMENTATION**

We employ a range of methods to enable the effective learning and teaching of writing. Writing can be taught through either interdisciplinary learning (topic) or as a stand-alone area. Outcomes from CfE will be used as a basis for planning, teaching and assessing.

**Spelling:**

All children are required to develop a clear method for studying the structure and spelling of new words while some children will acquire this with ease, many will need careful instruction with specific emphasis on relating the sequence of sounds (oral) to the visual pattern of the word. Children need practice in writing from memory. Parallel activities which encourage the study of word use, which promote vocabulary extension and foster skills in proof reading, checking and use of reference materials are all required to support and develop children's confidence and knowledge of handling words. Children need opportunities to use their skills in writing.

**Handwriting:**

This should be cursive and linked. There should be daily informal handwriting 'lessons' where teachers model good writing on the whiteboard etc. At least one formal lesson per week should be taught in every class in order to develop hand strength and control, although two or three short lessons are better than an extended one.

### **Progression and Continuity**

To ensure progression and continuity we use a range of assessment strategies:

Formal assessments:

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- PIPS testing in P5 and P7
- STAR test for Accelerated Reader
- Single Word Spelling Test
- Diagnostic testing - where appropriate.

Record keeping:

- Forward planning
- Assessment information eg Staged Assessment
- Hand on notes.

Ongoing formative assessment, including:

- sharing learning intentions and success criteria
- effective questioning
- self and peer assessment
- feedback.

**Classroom Organisation**

The classroom organisation employed throughout the school will take account of the aims for Literacy and English and support the content and skills detailed within CfE. To achieve this classroom organisation needs to remain flexible in order to provide opportunities for:

- direct, interactive teaching of whole class, group and individuals.
- plenary sessions where teachers and pupils have the opportunity to discuss learning and teaching.
- opportunities for discussion and practice of ideas.
- pupils to use literacy and english in a variety of contexts detailed in CfE.
- the adoption of relevant approaches in tackling/managing literary contexts as independently as is possible, eg recording and presenting work clearly and with care.
- use of a variety of text and reference books.

**Planning**

Appropriate contexts should be devised in collaboration with the pupils. A child will be ready to move on to another level when they can demonstrate that they have experienced breadth, depth and challenge within their current level - How well? And How much?

Effective learning and teaching requires thorough long and short term planning thus ensuring continuity, pace and progression.

In King's Meadow, we plan Literacy and English:

- using CfE to ensure breadth, balance and progression
- developing clear and concise long, medium and short term plans which highlight what is being taught
- collaboratively with colleagues to allow continuity and progression
- experiences which build on skills and knowledge which have been previously acquired
- by organising resources and personnel in order to achieve the best learning and teaching possible
- by making meaningful contexts through cross-curricular links wherever possible
- using homework opportunities which enhance learning in literacy and English and keep parents informed and involved in supporting and extending their child's learning. (Please see Homework Policy for further details.)

### **Recording and Presenting**

- Pupils are expected to achieve a high level of presentation and are to be encouraged to be thorough and well organised.
- Pupils will be offered a variety of ways to record their work (eg using ICT, models, concrete materials, jotters, photographs, video and audio recordings, etc)

### **Reporting**

Progress is reported to parents/carers in October and April during Parents' Meetings. Summative reports are completed in the spring term and shared with parents/carers early in June. These will give an indication of a child's progress through a level.

### **RESPONSIBILITIES**

The Senior Management Team (SMT) will:

- support the policy by allocating time and resources
- review the policy regularly
- monitor the policy through established monitoring procedures.

Teachers will:

- plan for reading in accordance with school policy and guidelines
- record, assess and evaluate individual, group and whole class progress using school, authority and national guidelines
- share and discuss progress with pupils, parents, management and other partner agencies.

Parents' Role

Working in partnership we aim to:

- encourage parents to use their knowledge and skills for enhancement of learning and teaching
- foster home/school links through homework, the school website, parent consultations, written reports and parental involvement in class.

### **MONITORING AND EVALUATION**

The responsibility for the implementation of this policy lies with all staff. However, promoted staff will, through routine quality assurance procedures seek to ensure that it is put into practice. All staff will be involved in evaluating the effectiveness of this policy.