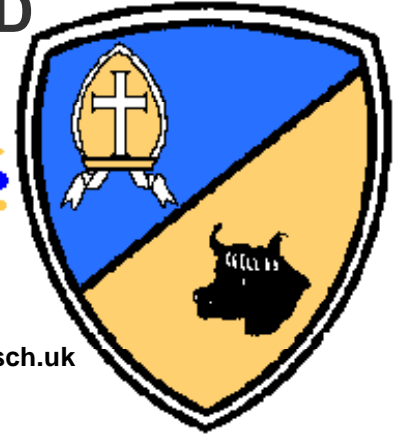


ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



Church Lane
Lowton
Warrington
WA3 2PW
Headteacher Mrs C Groves

F 01942 201140
Fax 01942 205048
web www.stlukes.lowton.info
e-mail enquiries@admin.saintlukes.wigan.sch.uk

Literacy Policy

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1 Aims and objectives

1.1 Literacy develops children's ability to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

1.2 The aims of teaching Literacy are:

- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing in order to self assess and improve writing;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate and assess their own and each other's contributions through a range of speaking and listening activities.
- to develop confident, independent readers, through an appropriate focus on word-, sentence- and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;

2 Teaching and learning style

2.1 At St. Luke's CE School we use a variety of teaching and learning styles in our Literacy lessons, as recommended by the National Literacy Strategy. Our principal aim is to develop children's knowledge, skills, and understanding. We do this through a daily lesson that has a high proportion of whole-class and group teaching. In some of these lessons children experience a whole-class shared reading or writing activity, a whole-class focused word or sentence activity, a guided group or independent activity and a review of the progress and learning. They have the opportunity to experience a wide range of texts, and

use a range of resources such as dictionaries, thesauruses and phonic paddles to support their work. Children use ICT in English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

- 2.2** There are children of differing ability in all classes at St. Luke's School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child, whilst taking account of their learning preference (VAK). We achieve this through a range of strategies. In some lessons we do it through 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. A thinking skills approach is used to encourage children's independent learning. We use classroom assistants to support some children and to enable work to be matched to the needs of individuals.

3 English curriculum planning

- 3.1** English is a core subject in the National Curriculum. We use the National Literacy Strategy as the basis for implementing the statutory requirements of the programme of study for English.
- 3.2** We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The long term planning is based on the National Literacy Strategy Framework.
- 3.3** Our medium-term plans are provided by Wigan LA and give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. It is the class teacher's discretion how they organise their word and sentence level objectives into the units of work. The Literacy subject Leader is responsible for keeping and reviewing these plans.
- 3.4** Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives for each week. It includes details of what each group of children will be learning. The class teacher keeps these individual plans in their planning file and the Literacy Subject Leader collects these plans on a weekly basis in order to monitor the coverage of Literacy. They are also saved on the VLN.

4 The Early Years Foundation Stage

- 4.1** We teach English in the reception class as an integral part of the school's work. The format for the daily lesson is built up throughout the year so that by the summer term it is similar to that used in the rest of the school. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals (Communication, Language and Literacy) which underpin the curriculum planning for children up the age of 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 vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and to use words and text in a range of situations.

5 Contribution of English to teaching in other curriculum areas

- 5.1** The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

5.2 Mathematics

English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they

communicate mathematically through the developing use of precise mathematical language.

5.3 Information and Communication Technology

The use of ICT enables children to use and apply their developing skills in Literacy in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the internet when searching for information and a range of software to enhance learning. Classes use interactive whiteboards to enhance the teaching and learning. Children use the planning and proofing tools in a word processor when checking their draft work. We encourage all children to use ICT as a resource for learning, whenever they feel it is appropriate.

5.4 Personal, social and health education (PSHE) and citizenship

English contributes to the teaching of Personal, Social, and Health education and citizenship. We encourage children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. In their Science work they talk about things that improve their health and about rules for keeping them safe around the school. They discuss lifestyle choices and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

5.5 Spiritual, moral, social and cultural development

The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

6 Literacy and inclusion

6.1 At our school we teach Literacy to all children, whatever their ability. Literacy forms part of the school teaching and learning policy to provide a broad and balanced education to all children. Through our Literacy teaching we provide learning opportunities that enable all pupils to make good progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

6.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to Literacy.

6.4 We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom for example, a theatre trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

6.5 Teachers provide help with communication and Literacy through:

- using texts that children can more easily 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;
- using translators and amanuenses.

7 Assessment for learning

- 7.1** Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Children are encouraged to make judgements about how they can improve their own work through the use of VCOP. The teacher and the pupil set individual targets as a result of this.
- 7.2** Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments they are able to set targets for the next school year, and to summarise the progress of each child before reporting it to the child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year. Progress is also reviewed at the end of each term and group/individual targets are set as result of this, each half term.
- 7.3** These long-term assessments are based on end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6, and the optional national tests at the end of Years 3, 4 and 5. Children in reception are assessed through the Early Years foundation stage profile (EYE Profile) and Year 1 pupils undertake NFER tests. Teachers also make termly assessments of children's progress using the National Curriculum and APP level descriptors. Pupils' points scores are set for reading and writing as result of this, these are then shared with both pupils and parents. As a result teachers set group and individual targets.

8 Resources

- 8.1** There is a range of resources to support the teaching of English across the school. Within each class pupils have dictionaries and a variety of age-appropriate small apparatus is available throughout the whole school. Each classroom has access to a tape recorder and a number of audio texts for speaking and listening activities. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computer. Access to the Internet is also available in the library areas, I.C.T. suite and lower junior resource bay. Audio-visual aids are available from the central storage area. The libraries contain a range of books to support children's individual research. Pupils are able to access a variety of Literacy resources through the use of the interactive whiteboard and software in each classroom.

9 Monitoring and review

- 9.1** Monitoring of the standards of children's work and the quality of teaching in Literacy is the responsibility of Literacy subject leader. The work of the Literacy subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for Literacy in the school. The Literacy subject leader gives the headteacher a twice yearly summary report evaluating the strengths and weaknesses in the subject, and indicating areas for further improvement. The leader has specially-allocated regular management time in which to review samples of the children's work and to undertake lesson observations of Literacy teaching and learning across the school. The named governor responsible for literacy meets regularly with the Literacy subject leader in order to review progress.

