

Aims

At St. Scholastica's RC Primary school we strive for every child to be a 'Primary Literate Pupil'. Therefore, our aim is that by the time our children leave us they will:

- Be able to express themselves in an effective and appropriate manner to a wide range of audiences and for a wide range of purposes speaking clearly, fluently and with confidence.
- Be able to use a wide, interesting and appropriate vocabulary in speech and writing.
- Be able to organise their thinking and to communicate the results effectively both orally and in writing.
- Write independently, with confidence, fluency and understanding, orchestrating a range of strategies to self-monitor and correct.
- Have fluent, cursive handwriting.
- Have an interest in words, their meanings and a wide vocabulary.
- Be confident and reflective writers. They will know, understand and be able to write in a range of genres in fiction and poetry and understand and be familiar with some of the ways in which narratives are structured through basic literacy ideas of setting, character and plot.
- Be able to understand, use and be able to write a range of non-fiction texts.
- Be able to plan, draft, revise and edit their own writing.
- Have a technical vocabulary which they can use to discuss their reading and writing.
- Be able to use writing to consolidate and develop thinking.
- Have developed their powers of imagination, inventiveness and critical awareness through reading and writing.
- View literacy as enjoyable, rewarding and worthwhile.

APPROACHES TO SPEAKING AND LISTENING

The Primary National Strategy makes provision for: Speaking; Listening; Group Discussion and Interaction, and Drama. These aspects permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

EYFS

Children should be given opportunities to:

- Speak and listen and represent ideas in their activities.
- Use communication, language and literacy in every part of the curriculum.
- Become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2)

Children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6)

Children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

APPROACHES TO WRITING

Every class has at least five hour-long literacy lessons a week. These are supplemented by at least one additional discrete Grammar lesson. For all classes, individual lessons are planned to meet the needs of each class, in line with the National Curriculum. Clear learning-focussed objectives and related success criteria are provided for every writing lesson. Differentiation occurs through providing different degrees of support to enable all children to meet the objectives stated. Children are actively encouraged to take ownership of their own learning through replies to a teacher's comments, targets and questions in green pen.

EYFS:

Daily Phonics teaching in Foundation stage, Year 1 and 2 using RWI. KS2 pupils who need additional support are helped by the phonics programme during early mornings or during the school day. Spelling words are sent home and tested on a regular basis.

Foundation stage actively encourages mark making as a precursor to writing letters. Letter formation and writing of words and sentences is started in Reception and actively taught in Year 1.

Key Stage 1

At Key Stage 1 pupils become increasingly competent as writers. They write a range of text types (narrative and non-fiction) but their degree of control over these forms varies according to the complexity of the task. Purposes, audiences and appropriate forms are identified and, through shared and guided writing, the pupils have opportunities to plan, develop and review their writing on paper. They write stories of different types based on known texts, focusing on particular elements, e.g. building character profiles, ascribing appropriate dialogue to particular characters, creating recognisable settings. Poetry, rhyme and language play provide models for the pupils' own writing through adaptation, mimicry or substitution. Some of the organisational and linguistic features of non-fiction texts are evident in the pupils' own writing of recounts, reports, instructions and explanations.

Key Stage 2

At Key Stage 2 pupils experience writing in different forms for a variety of audiences. They write for different purposes: to imagine and explore feelings and ideas, to inform and explain, to persuade and to review and comment. They also see how writing is concerned with process as well as product, being an aid to thinking, organisation and learning. They are taught to plan, draft, revise, proof read and present their writing on paper and to discuss and evaluate their own writing and that of others. There is an emphasis on using real models for writing, e.g. newspaper reports, advertisements, websites. The links between reading and writing in fiction and non-fiction continue to be made explicit. Pupils use their knowledge of texts they have studied to construct their own writing and have greater control over organisation, language features, vocabulary and spelling.

GRAMMAR, PUNCTUATION AND SPELLING

Grammar is taught across both reading and writing. Teachers and children are encouraged to use the correct grammatical terms at all times. Grammar is taught both discretely as part of another lesson or as a lesson on its own. Grammar is taught using Alan Peat sentence types (See Alan Peat plans for progression). We follow a spelling scheme across the whole school (See Spelling scheme).

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision. This policy is a working document which is constantly updated and reviewed in order to keep it current and relevant to our school's needs.

CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. 3 pieces of long writing are written in their topic book per term.

THE USE OF ICT

Opportunities to use ICT to support teaching and learning in Literacy is planned for and used as appropriate.

ASSESSMENT

The class teacher assesses' one piece of each child's unaided writing each term and it is moderated by teaching staff and senior leadership.

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

Since our school is predominantly made up of children from Minority Ethnic backgrounds and EAL is a serious concern in our school, we have employed the use of Computing, pictures, culturally relevant texts and additional reading support in order to meet the needs of children from a diverse number of backgrounds. The school actively encourages the celebration of different cultures and provides reading and writing opportunities to celebrate different cultures.

EQUAL OPPORTUNITIES

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

ROLE OF SUBJECT LEADER

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

- Monitoring and evaluating Literacy.
- Pupil progress.
- Ensuring a high-quality Learning Environment.
- Taking the lead in policy development.
- Auditing and supporting colleagues in their CPD.
- Purchasing and organising resources.
- Keeping up to date with recent Literacy developments.
- Organising and running book fairs to improve children's access to books.

PARENTAL INVOLVEMENT

Parents are actively encouraged to help with their children through the homework set. They are informed of their children's writing targets each term. The school also celebrates World Book Day where parents are encouraged to select books that are made available by the Book Fair at discount prices.

CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

RWI Policy

Teaching and Learning Policy

Assessment and Record Keeping

Marking policy

Special Educational Needs Policy

Computing Policy

Equal Opportunities Policy

Health and Safety Policy

By order of the Governing Body of St Scholastica's Catholic Primary School.

Agreed at the Governing Body Meeting on: 7th July 2021

(Signed) _____ Date: _____
(Head teacher)

(Signed) _____ Date: _____
(Chair of Teaching & Learning Committee)

(Signed) _____ Date: _____