

Duddon Saint Peter's School



Literacy Policy

Introduction

English is at the heart of the curriculum. It is through language that all other curriculum areas are taught. Children come to school with a wide range of language experiences and these needs are acknowledged and built upon. Parental involvement in the teaching of language is an important element. Through speaking and listening, reading and writing, children grow in ability to think, reason, reflect and understand. Children are able to move from their own experiences to appreciating and having empathy for the experiences of others.

General Aims

- for children to speak clearly, fluently and as appropriate to a range of situations.
- for children to listen attentively with interest, understanding, pleasure and empathy.
- for children to be able to read a wide range of materials fluently with interest and enjoyment.
- to develop the appropriate skills in order to retrieve information from a variety of sources.
- for children to write effectively for a range of audiences and purposes using spelling, punctuation and syntax accurately and confidently as appropriate to their age and stage.

English is a core subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are:

- Speaking and listening
- Reading and comprehension
- Writing including grammar, spelling, handwriting and presentation.

How English is taught within the classroom

The teaching of speaking and listening, reading and writing are inter-linked. All children are provided with rich and varied literacy experiences within a stimulating environment. English is experienced through cross-curricular topics, although some areas of English are taught as more formal and discrete skills (eg. grammar, handwriting, spelling.)

Speaking and listening

Skills in discussion, debating, questioning and answering are all developed through the Primary years. Children learn the skills and gain the confidence to be able to talk to a range of different audiences on a variety of topics.

A range of opportunities for children to talk and listen in formal and informal settings is provided.

Children are encouraged to use drama and role play to explore imagined situations. In addition, there are opportunities each year for children in Key Stage Two to perform to audiences. Key Stage One children take part in a nativity play at Christmas.

Reading

Our aim in the teaching of reading is to allow the children to develop a love of literature for life and to develop their reading skills to their fullest potential. This involves providing a wide range of reading material, both fiction and non-fiction and giving pupils opportunities to discuss different themes, characters, plot, setting, etc. Opportunities are given for using online stories and texts.

Guidance is given to parents when their child first starts school so that parent and teacher can work together in the teaching of reading. As pupils progress, parents are introduced to a range of strategies which enable their children to develop as more independent and confident readers. All children are encouraged to take books home each day and to share them with their parents on a regular basis. Teachers and other adults hear children read aloud on a regular basis throughout the school.

Writing

In their first years at school children are encouraged to become writers using the developmental writing approach. This approach allows all children, no matter what their level of skill in writing, to record their ideas on paper. Children learn to draft their ideas and then, after self and teacher correction, to produce quality pieces of writing.

In Key Stage Two there is a more formal approach to the teaching of writing. This includes teaching grammar, spelling and punctuation. The children learn to write for a variety of audiences using different styles and formats and this includes the use of ICT. Dictionaries and thesauruses, along with other resources are used to support the teaching of writing skills. Handwriting is taught using a whole school scheme, with joined handwriting being taught from Year One upwards, when appropriate.

Assessment and evaluation

Assessment is an ongoing process where the progress of each child is continually monitored and children are given individual targets.

Assessment takes many forms:

- National Foundation Stage Profile for the Nursery and Reception children
- PM Benchmarking in Reading at Key Stage One & Two
- Observational assessments
- Discussion with individual children
- Spoken, written and performed evidence
- Formal assessments
- Online assessment through Classroom Monitor for Reading and Writing; these are updated monthly.

Samples of levelled work throughout the school are kept together and are moderated, both internally and externally.

Children with special educational needs

All children’s needs are met within the classroom through differentiated tasks and expectations.

The Library

The library is a substantial resource of reference materials for the whole school. Children are taught how to use the library (and ICT resources) effectively and are encouraged to become independent researchers.

Signed:

Governor responsible

Signed:

Head teacher

Date: *March 2017*

Date of review *Spring 2018*