



St Joseph's Catholic Primary School

Literacy Policy

Agreed by the Governing Body on	Spring 2018
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Review Schedule	BIENNIAL
Person(s) Responsible	Literacy Lead and Provisions and Achievement Committee

Literacy Policy

At St Joseph's we believe the most important skill any child can leave primary school with is the ability to read independently and effectively for meaning. Through our enriched curriculum, reading encompasses all areas of learning. We promote a culture of reading, not simply as a life skill, but to also develop in pupils a love of books and literature that will not only support their learning across the curriculum, but also enrich their lives.

The majority of children who join us in the Early Years are working significantly below the age-related expectations in reading and, by the time children leave us in Year 6, 100% are on track or above.

Aims:

At St Joseph's our aims in teaching literacy are that all children will:

- be able to communicate effectively and confidently in standard English;
- be able to listen to the spoken word attentively with understanding, pleasure and empathy;
- be able to read a range of materials fluently, critically and with understanding for enjoyment and for information;
- be able to write effectively for a range of audiences and purposes using spelling, punctuation and grammar accurately and confidently.

Speaking and Listening Aims:

- To listen, evaluate and respect the opinion of others
- To speak expressively and confidently about a range of topics through class discussions and debates
- To provide a range of opportunities for children to talk and listen in formal and informal settings
- To use drama and role play to develop confidence when addressing an audience
- To use discussion during shared and guided reading and writing sessions
- To create an environment in which children feel safe when speaking about their thoughts and feelings

Teaching and Learning:

- Use of talk partners
- Class discussions and debates
- Retelling stories and poetry
- Talk for Writing
- Role play and drama
- Listening to a range of text/story phones
- Story time
- News sharing
- Listening, responding to and evaluating their own and others' contributions
- Incorporating days where no pens are allowed

Reading Aims:

- To create a reading culture that celebrates a love and enjoyment of books
- To help children become critical readers to give them greater understanding of the wider world
- To provide a wide range of reading materials, e.g. big books, comics, newspapers, encyclopaedias, posters
- To develop children's reading skills through using books graded according to challenge and difficulty
- To develop retrieval skills through a range of information texts, including those related to the class topic

Teaching and Learning:

- Experiences of hearing high quality texts
- Use of big books and digital books for class reading and the teaching of reading strategies
- Modelled and shared reading
- Read and see plays performed
- Daily guided reading sessions using texts appropriate to level
- Regular opportunities to share books with the class teacher
- Interventions when appropriate, including reading volunteers
- Opportunities for independent reading, both at school and at home
- Studying books by significant authors, including visits and projects
- Termly targets set with parents at Structured Conversations

Writing Aims:

- To understand the importance of audience and purpose
- To develop strategies to communicate effectively through the written word
- To write in a variety of forms
- To recognise that writing can be a collaborative effort
- To recognise that drafting and redrafting is an essential part of the writing process
- To recognise that spelling is an important skill and ensure that children have a range of strategies to move towards the conventions of the written word

Teaching and Learning:

- Modelled, shared and guided writing
- Using dictionaries and a thesaurus to support the use of interesting vocabulary
- The use of big books to develop key skills in writing
- Children need to know and apply the steps taken in the drafting and editing process
- Opportunities to write from real life experiences
- Opportunities to write in a variety of forms and for different audiences, using high quality children's books as a stimulus
- Grammar skills are taught in the context of writing for real purposes
- Opportunities to publish work through a variety of media

- Through marking, children are required to make improvements from teachers' comments
- Peer marking against Learning Intention and Success Criteria
- Termly targets set with parents at Structured Conversations

Spelling:

Is a continuation of the teaching of synthetic phonics through Letters and Sounds – See *phonics policy*

Teaching and Learning:

- Regular teaching of spelling linked to individual children's needs and according to the requirements of the 2014 National Curriculum
- A range of strategies taught through interactive activities
- The marking of work (for specific spelling objectives only)
- Use of spelling journals to embed new/difficult vocabulary and words that do not conform to general conventions
- Encouragement of dictionary/thesaurus use.

Handwriting and homework – see Policy

Planning:

- High quality children's books are carefully chosen as a basis for rich learning experiences and to provide opportunities for writing with a purpose.
- All teachers use the St Joseph's literacy planning format and Curriculum Maps which set out written outcomes, including purpose and form, for each class book.
- Plans include clear Learning Intentions, Success Criteria, independent and plenary activities, the support staff and class teacher's focus groups and differentiation.
- All teachers use the 'weekly reading rota' to plan for guided reading. This states the objectives and text for the class teacher's focus group as well as independent activities.
- Plans are monitored by the literacy subject leader according to the monitoring timetable.

How we cater for pupils who are more able

Where possible, more able pupils will be taught with their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct some questions towards the more able to maintain their involvement. Very occasionally, special arrangements will be made for an exceptionally gifted pupil e.g. they may be taught with children of a similar ability or may follow an individualised programme with more challenging tasks and activities, in order for them to broaden and deepen their understanding.

Pupils with special educational needs and individual education plans

Teachers aim to include all pupils fully in their daily literacy lessons. All children benefit from participating in modelled, shared and guided sessions. However a pupil whose difficulties are severe or complex may need to be supported with an individualised programme in the main part of the lesson.

Literacy Resources:

- Book corner which includes:
 - Picture books
 - Range of fiction
 - Big books
 - Books made by children
 - Religious books
 - Poems
 - Comics
 - Variety of non-fiction
 - Story phones
 - Cushions, rugs, dressing up boxes
 - Toys
 - Home/setting links
 - Story visuals

- Writing area which includes:
 - Variety of writing tools, e.g. pencils, pens, chalks
 - Visuals
 - Letter heads
 - Envelopes
 - Invitations
 - Writing checklists

- Teaching resources:
 - Power of Reading resources from the CLPE website
 - First Steps – reading, writing and grammar
 - Pie Corbett – writing models non-fiction and fiction,
 - Alan Peat – sentence and games
 - Real Steps - grammar