



# Literacy Policy

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Literacy Policy  
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## 1. Introduction

- 1.1. At St. George's School we believe that the development of language and literacy skills are fundamental to every child's learning. Our staff are committed to delivering literacy lessons of a high standard ensuring that each child reaches their full potential. We aim to instil a love of literature, creativity in their writing and the ability to communicate clearly and effectively.

## 2. Aims

- To promote and develop the literacy skills of every child enabling them to achieve a high standard of reading, writing, speaking and listening
- To instil a passion for reading and to read with fluency and understanding
- To acquire a wide range of grammar skills increasing in difficulty and complexity through the key stages
- To write clearly and accurately adapting their language and style for a range of contexts, purposes and audiences
- To develop a wide and varied vocabulary
- To become confident speakers

## 3. Literacy curriculum planning

- 3.1. The Reception class children work towards the Early Learning Goals and cover topics which ensure these are met. From Year One to Year Six we follow the National Curriculum and use the Hamilton Plans for Literacy.
- 3.2. The curriculum is planned in three stages.
  - The long term plans give details of all topics studied throughout the year.
  - The medium term plans give details of the particular areas being covered each term.
  - The short term plans are the daily lessons which give clear details of the specific learning objectives and expected outcomes of each lesson.

- 3.3. Each area of learning builds on prior work enabling steady progression this ensures that the children are increasingly challenged as they move through the school.

#### **4. Teaching and learning style**

- 4.1. We use a variety of teaching and learning styles to help develop the children's skills of reading, writing, speaking and listening with the principle aim being to develop their knowledge and understanding. This is achieved through daily literacy lessons. These lessons will include many opportunities for practical and written activities in each area of literacy. The lessons may be whole class teaching, group work or individual work. We understand that each class will have children with a wide range of abilities and we ensure that we provide learning opportunities at all levels with tasks set to help each child to reach their full potential.

#### **5. Reading in the Early Years and at Key Stage One**

- 5.1. We begin to teach reading skills in the Reception class using letters and sounds and from this the children achieve a sound grasp of the phonics. They acquire the knowledge to build words with growing independence and then progress to reading simple sentences.
- 5.2. As they enter Key Stage One the children are generally ready to progress to books and we currently follow the Oxford Reading Tree Scheme. Each child reads one-to-one with the teacher or teaching assistant at least three times during the week, with more frequency given to those needing extra help which is delivered by our support staff.
- 5.3. We feel that parent's involvement is a key part of the reading process and home link communication books in the Reception class and reading record books from Year One to Year Six are sent home daily, this allows parents to keep track of their child's progress.
- 5.4. All classes display a wide range of reading materials and we have a library where the children are encouraged to read or listen to stories allowing them to experience books in a relaxed and calm environment.
- 5.5. Our main aim is to enable all children at this stage to become capable, confident, enthusiastic and independent readers.

We encourage a respect and a love of books in a variety of ways:

- Story time
- Shared reading
- Reading aloud
- Visits from authors
- Reading clubs

## **6. Reading at Key Stage Two**

- 6.1. During Key Stage Two most children will complete the Oxford Reading Tree Scheme after which they progress to free reading, here they are encouraged to choose from a wide range of children's literature. The teacher monitors the reading material chosen to ensure that it is suitably challenging. As in Key Stage One the children read to the teacher three times each week with continued extra support given to those needing more frequency.
- 6.2. At Key Stage Two the children are given opportunities to read aloud to younger groups and to participate in paired reading activities, this further develops their reading skills and raises self-esteem.

## **7. Writing in the Early Years and at Key Stage One**

- 7.1. Written Literacy skills begin in the Reception class with an introduction to letter formation and letter recognition. The children learn the correct way to hold the pencil and are shown how to form each letter. This is the basis for developing their handwriting skills. This is followed by writing single words which then leads on to writing simple sentences. This is achieved through teacher led modelled examples which are delivered as whole class, group or individual sessions to allow for differentiation within the class.
- 7.2. As they enter Key Stage One they start to work with more independence and begin to expand and develop their ideas. Each week the children focus on a particular spelling sound or pattern and are given a list of words to learn and from Year One they will have a weekly spelling test. At this stage

basic punctuation and grammar work is introduced. The children start to complete picture and written comprehension exercises to develop their reading skills and to show their understanding of a text through spoken and written answers.

- 7.3. Each week we have a “Big Write” session to develop creative writing skills. This is an opportunity to engage the children in activities such as hot seating, after which they write independently. This informs the teacher of the progress being made in different areas e.g. spelling and punctuation and shows which areas need to be further developed.

## **8. Writing at Key Stage Two**

- 8.1. By this stage the children have developed their own writing style which is fluently joined and legible. They extend and further develop their knowledge of spelling with more complex words and spelling patterns being introduced. The grammar rules are reinforced and the children begin to learn more complex structures and challenging punctuation.
- 8.2. Comprehension skills are further developed by introducing texts of increasing difficulty where the response is inferred, requiring the children to give more in depth and thought out answers.
- 8.3. In Key Stage Two the “Big Write” continues to be an important weekly session and an opportunity for informal teacher assessment.
- 8.4. The children are shown different ways to present, organise and structure their work according to its purpose. They explore different genres and start to realise that punctuation can be used for effect. They learn how to sustain their ideas and how to create an atmosphere by building tension or excitement in their written work showing an awareness of the targeted audience for their writing.

## **9. Speaking and Listening**

- 9.1. At St. George’s School we aim to promote a steady development in each pupil’s vocabulary range through speaking and listening activities. These begin in the Reception class and are continually reinforced and developed as the children move through the school in many different

ways such as:

- Circle time
  - Show and tell
  - Role play activities
  - Class discussions
  - Assemblies
  - Giving responsibilities e.g. delivering messages
  - Debates – sharing views and opinions
  - Spoken English lessons
  - Drama productions
  - Running a variety of clubs
  - Inviting visitors into the school
  - Involvement with the local community
- 9.2. As the children progress through the school we endeavour to instil within them the importance of speaking with confidence and of listening to others. We provide an environment where the children see staff demonstrating these skills. These opportunities happen daily within the class and the assemblies where the emphasis is always on allowing every child to share their thoughts, views and opinions while also developing the skill of listening to the thoughts, views and opinions of others.
- 9.3. We invite speakers into the school to talk to the children on a variety of topics and encourage the children to talk to the older community, where through discussions they gain a respect and understanding of how knowledge can be shared through speaking.

## **10. Special Educational Needs**

- 10.1. Any child with English as a second language receives the appropriate support during each lesson. This is often delivered by the classroom assistant who works closely with the teacher to gain an understanding of the learning goals

required for each individual child.

- 10.2. If a child has an individual education plan (IEP) the teacher will take this into account in the planning of the lessons to ensure that suitable learning targets are set.
- 10.3. At St. George's School we aim to include every child whatever their ability within the daily Literacy lessons to allow them to participate with their peers and to build their confidence and self-esteem.

## **11. High Potential Learners**

- 11.1. It is fundamental to the ethos at St. George's School that opportunities are given to develop talents in a particular area. If a child is seen as a high potential learner in Literacy we aim to provide many enrichment activities and opportunities to further develop their learning. These may include, inviting authors into the school, running writing workshops and reading clubs, participating in the Bedfordshire Festival and taking English Speaking Board examinations.

## **12. Marking and Assessment**

- 12.1. Marking of the Literacy work follows our whole school marking policy. For assessment we use the "I Can" statements. These give each child an understanding of the next step ensuring they progress at their own level, along with the next target for them to work towards.
- 12.2. Children in the Early Years are assessed on the Early Learning Goals. From Year One to Year Six they are formally assessed three times during the academic year to measure attainment. Throughout each academic year the children are assessed against the Age Related Expectations in order to track their progress. The teacher will make informed judgements as to whether each child is working towards the expected standard, exceeding the expected standard or working below the expected standard. The teacher uses this information for future planning and individual target setting. The Interim Assessment Framework is used alongside the Age Related Expectations for the children in Year 2 and Year 6.

### **13. Implementation**

13.1. To successfully implement this policy all teaching staff will:

- Take account of the needs of the child with regard to ability and social factors.
- Structure lessons appropriately in ways that support and stimulate language development.
- Recognise how resources will be organised to support the teaching.
- Monitor and evaluate regularly and establish whether targets are being met.

### **14. Monitoring and Review**

14.1. This policy will be monitored by the Head Teacher and reviewed yearly.

**18 June 2018**  
**Ellie Graham, Head Teacher**