



Al Ameen
Primary School

Literacy Policy

Aims

At Al Ameen Primary School, we aim to develop pupils' abilities within an integrated programme of Speaking & Listening and Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills. We aim to provide pupils with opportunities to:

- Communicate for a range of purposes,
- Listen effectively and show an understanding of what they hear,
- Read and write with confidence, fluency and understanding.
- Experience a range of text types and genres.
- Develop the powers of imagination, inventiveness and critical awareness.

Statutory Requirements

The school follows the statutory guidance and legislation stated in the National Curriculum programmes of study and the Primary National Strategy, which state:

In the Foundation Stage children should be given opportunities to speak and listen, read and write in addition to using communication, language and literacy in every part of the curriculum. The Foundation Stage should enable children to 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.

Subject Organisation

The Literacy curriculum is delivered using the Hamilton scheme of work from Reception through to end of key stage 2. The Early Years Foundation Stage curriculum is followed in Nursery to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

In each year group the children are grouped for literacy based on their attainment. Work is differentiated within these groupings depending on the needs of the children. Children will receive specific literacy teaching as well as structured sessions in reading, phonics, spelling and handwriting each week.

Approaches to Speaking and Listening

We believe children need to have the skills, ability and confidence to deal with spoken language and respond critically in speech. In order to achieve this, the four strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum.

Children will be given opportunities to develop oracy skills by:

- speaking in complete sentences
- increasing awareness of grammatical conventions
- involving him/herself in conversation and discussion
- developing an understanding and awareness that speech can vary according to context, including the variety provided by dialect
- presenting to a variety of audiences.

Approaches to Reading

We believe children need to have the skills and confidence to deal with printed language critically and should also be encouraged to read for pleasure.

At Al-Ameen Primary we aim to:

- provide children with experiences that will lead to a rich and varied language development
- help the child develop visual perception and discrimination of the written word
- teach the child skills necessary to become a fluent reader
- encourage the child to understand the deeper meaning of texts.

Shared reading: Shared reading is where the teacher works with the children to model fluent, expressive reading; the use of effective reading strategies and to encourage response to texts. Shared reading enables children to access and enjoy rich, authentic texts which are slightly beyond their independent reading level. This will be planned for by the teacher (short term planning) using suitable materials and be conducted with the whole class or groups. All classes will also have a class novel which is read aloud by the teacher, usually at the end of the day.

Guided reading: Guided reading sessions take place 3 times a week and involve a teacher and a small group of children, who are all focusing on a specific objective using the same book. Whilst guided reading takes place with one group of children, the remaining children are engaged in independent or group literacy tasks. The children may read aloud to the group, read with their partner or individually and then engage in discussion as a group, led by the teacher.

Personal reading: Personal reading encourages the children to develop their reading ability using the structured reading scheme based on the Oxford Reading Tree. The children choose a book from the appropriate band which they are encouraged to read at home to an adult as one of their homework tasks and may also read at school. Children should be moved to the next band when, in the teachers' professional judgment, the child is ready for a new challenge. In both key stages the children have a Reading Record which the child/ carer is responsible for maintaining. Once a child completes band 16 they become a 'free reader' and may select their own books from school or home.

Children also have the opportunity to borrow books from the school library on a weekly basis. This is a free choice which encourages reading for pleasure.

Resources: Teachers will provide a language rich environment with a well resourced reading area, in order to promote and create an enthusiasm for reading. Reading resources (for shared, guided, home and personal reading) will be updated as necessary, following an audit of need.

Approaches to Writing

We believe the medium of writing offers important opportunities to develop children's understanding of their feelings and to develop thinking, becoming self-aware members of the community.

At Al-Ameen Primary we aim to:

- enable the child to construct and convey meaning in written language, matching style to audience
- enable the child to become aware of different types and purposes of writing
- help the child to develop a variety of techniques to support their development towards mastery of spelling conventions
- enable the child to use a legible style.
- allow the child to write for different audiences and purposes in a variety of styles using a selection of materials. They should be encouraged to plan, draft and redraft when necessary, making appropriate use of ICT programmes wherever possible.
- provide opportunities to write for a variety of audiences and recognise the different styles of language needed in those contexts e.g. report, persuasive, narrative
- allow the child to write freely, with technical accuracy, shape and style being introduced as soon as appropriate
- provide opportunities to write collaboratively

Emergent Writing: Emergent writing is an integral part of Early Years education where children are learning to use the written form in useful situations. A range of suitable writing materials and implements will be supplied so that activities can be instigated by the child. The activities that are encouraged around these emergent writing areas include recording of information, writing invitations, cards and letters, and creating them using shopping lists. The writing itself does not have to contain correctly formed letters; it is the understanding of the purpose that is important.

Shared writing: There are three levels of shared writing:

Demonstration: The teacher shows how to write a particular sort of text or in a particular style, giving a running commentary on what he or she is doing, and why.

Scribing: The teacher involves the pupils in word choices and composition. Using the same technique of rehearse-write-reread, s/he scribes their suggestions, and shares the running commentary with them.

Supported writing: In pairs, the children rehearse-write-reread which is shown to the teacher. Once pupils have been given a thorough grounding in how to write through the shared writing lesson, they are ready to move on to independent writing.

Guided writing: During guided writing, teachers work with carefully selected groups of children according to their current targets or specific needs. The group will work together to produce work which the teacher may scribe and can guide the children as necessary. The teacher will continue to scaffold children towards independence.

Extended writing: Extended writing offers opportunities to use the skills the children have gained from specific literacy teaching and apply them in other areas of the curriculum or for other purposes.

Handwriting: Children should be taught the school handwriting scheme, Continuous Cursive. Children should use HB pencils with the introduction of fibre writers (handwriting pens) when the teacher assesses the child to be ready. Throughout the school teachers use resources from The NelsonThorne Handwriting Scheme Specific handwriting sessions; which explicitly teach handwriting skills, are included in each year group's timetable, be co-ordinated throughout the school curriculum in order to reinforce techniques and demonstrate the importance that spelling should be given in the presentation of all work. For further details, please refer to our handwriting policy.

At Al-Ameen Primary we aim to:

- increase the competence and confidence of students in the written use of language by knowing the spelling of a wide range of words
- facilitate progression in the spelling competence of students through appropriate learning activities
- encourage parents to help their children recognise the importance of spelling and improve their competence.

Teachers will use their professional judgment to decide when children should start to learn spellings at home, and when they should move from CVC rhyming words onto key words. Initially the children will receive phonics teaching up to phase 5 before continuing with further spelling sessions.

Specific timetabled sessions are taught within each year group each week. In KS2 these sessions will focus on methods from the Support for Spelling document and the Violet Brand scheme. Children are encouraged to use the Look, Cover, Write, Check strategy. In this way they become familiar both visually and kinaesthetically with the patterns of letter strings which characterise the written language.

Cross- curricular literacy opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Opportunities to use ICT to support teaching and learning in literacy will be planned for and used as appropriate.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in literacy 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.

Intervention Programmes to support SEN children: Children who are identified as needing additional support in order to make progress may receive programmes in school, usually administered by a Teaching Assistant.

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

conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment
- Feedback / Marking policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy

Date agreed: 30/11/15

Review date: November 2017

Signed: **M Rahman**
Head Teacher