

Long Lawford Primary School

Literacy Policy

Literacy unites the important skills of reading and writing. It also involves speaking and listening, discussion and reflection. It is a life skill, which enables us to make sense of our world. We aim for all children to become confident critical readers and writers with the capacity to express themselves through a variety of different literary activities.

Aims:

Literate children should:

- read and write with confidence, fluency and understanding
- be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes
- understand the sound and spelling system and use this to read and spell accurately
- have fluent and legible handwriting
- have an interest in words and their meanings and a growing vocabulary
- 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 literary ideas of setting, character and plot
- understand, use and be able to write a range of non-fiction texts
- plan, draft, revise and edit their own writing
- have a suitable technical vocabulary through which to understand and discuss their reading and writing
- be interested in books, read with enjoyment and evaluate and justify their preferences
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness

Principles for Inclusion

In planning and teaching literacy, teachers will have due regard for the following principles:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils

Broad Guidelines

Role of the Literacy Manager

The Literacy Manager has a responsibility to:

- Support colleagues in the implementation of the Literacy Hour and in building up banks of ideas and resources
- Attend training provided by the N.L.S.
- Provide INSET
- Disseminate what has been learned on courses to colleagues
- Have an overview of the N.L.S. in both Key Stages
- Assist the Head and S.M.T. in monitoring standards
- Audit and purchase resources
- Monitor the teaching of literacy within the school, teachers' plans and work sampling
- Monitor the delivery of intervention programmes throughout the school

Assessment

- Upon entry to school the Foundation children are assessed by the class teacher and through County assessment at the end of the academic year
- Children are assessed by SATs at the end of Key Stage 1
- Year 1 children are assessed on their reading skills
- Years 3,4, and 5 children are assessed using "optional" SATs (QCA)

- Year 6 children are assessed in Maths, English and Science by end of Key Stage 2 SATs
- Children on the SEN register are assessed by the class teacher and SENCO and targets are set in an Individual Education Plan
- Children at Level 2C in Key Stage 1 SATs are assessed for entry for Additional literacy Support in Year 3
- Children in Year 1 and Year 5 are assessed for entry into Early Literacy Support and Further Literacy support respectively
- Year 6 children needing extra support to achieve level 4 in Key Stage 2 SATs participate in Booster classes

SEN

Children who experience difficulty in particular aspects of literacy will- according to their stage on the Special Needs Register- receive support as outlined in their Individual Education Plan

Conclusion

The acquisition of Literacy is essential since it encompasses all areas of the National Curriculum.

At Long Lawford Primary we strive to create a community of readers and writers who use their skills confidently and competently. We hope to foster a love of literature and to equip our children with the skills to achieve success in all learning areas.

This Literacy Policy outlines the work to be undertaken in Speaking and Listening, Reading, Writing and Handwriting.

Policy Date: Spring Term 2005

Policy Review: Spring Term 2008

