

# Fairfield High School

## Policy for Literacy

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### ***Rationale***

We aim to provide a supportive, stimulating and secure environment where children are encouraged to express themselves and where their contributions are valued. We will provide for the language development of pupils and will develop their ability to use language to think, to explore and to recognise and communicate their ideas.

### ***Principles***

Literacy as a right for all pupils

The responsibility of all the teachers for the development of literacy

The development of literacy across all areas of the curriculum

### ***Aims***

1. To raise the standard of literacy;
2. To enable pupils to express and communicate meaning in spoken language, listening to and interpreting what others say and matching style and response to audience, context and purpose;
3. To provide pupils with a range of relevant and purposeful opportunities to develop their ability to read, understand and engage with various types of text for enjoyment and learning;
4. To enable children to communicate using written language effectively, making and shaping text appropriately, according to context, purpose, reader or audience.

### ***Role of the Teacher***

1. Model: as a skilled teacher of language, the teacher's role is the central element in fostering positive attitudes towards literacy;
2. Monitor: observing and recording the development of skills in literacy;
3. Facilitator: providing a supportive and stimulating environment, organising purposeful activities and enabling children to develop literacy skills.

## **SPEAKING, LISTENING, GROUP DISCUSSION AND DRAMA**

### ***Aims***

We aim to enable our children:

- To communicate effectively
- To speak confidently and to express themselves clearly in a variety of situations
- To listen attentively and respond to others, having respect for the different opinions of others
- To develop the skills needed for group discussion
- To participate in and respond to drama

### ***Approaches:***

Speaking, listening, group discussion and drama activities are integrated into our teaching across the curriculum and are seen as fundamental to teaching and learning. In Literacy, we use and adapt the Primary Framework teaching sequences and Somerset exemplified units both of which place a strong emphasis on speaking, listening, discussion and drama.

Symbols and signing (Somerset Total Communication - STC) are used to support communication and comprehension. Staff training supports the use of this across the school. We encourage 'Talk for Writing' strategies, based on the recent work of Pie Corbett.

## **READING**

### ***Aims***

We aim to enable our children:

- To read independently, fluently and expressively, with understanding and enjoyment
- To read a wide range of texts, including text on screen both for pleasure and for information
- To engage with and respond to what they read

## **Approaches**

We encourage a love of books and of reading by providing a rich reading environment in our classrooms and in our school library through Accelerated Reader.

Throughout the school, teachers read aloud to children on a regular basis. We read a wide range of good quality fiction, non-fiction and poetry.

We teach the word recognition skills needed to decode text and the language comprehension skills needed to understand what they read for explicit and implicit meaning.

Language comprehension skills are developed and deepened through the Reading Detective approach. This approach is regularly used in shared and guided reading and in reading across the curriculum.

We assess children's reading using the Assessing Pupil Progress guidelines and use this assessment to inform further teaching.

## **WRITING**

### **Aims**

We aim to enable our children:

- To write clearly, accurately and confidently for a variety of purposes and audiences, including word processing with ICT
- To develop a consistent, clear, fluent writing style and to be aware of the importance of the presentation in order to communicate meaning effectively
- To understand the conventions of writing, including grammar, punctuation and spelling
- To plan, draft and edit their writing
- To feel valued as writers and to appreciate the writing of others
- To develop a range of writing including sustained writing

### **Approaches**

We provide a wide variety of reasons and purposes for writing and in the early years provide many opportunities for child initiated and role-play writing.

As soon as children are able to form most letters correctly and have a good pencil grip, we teach a fully cursive handwriting style. We also teach children the keyboard skills necessary for word processing.

We encourage children to 'have a go' at writing as soon as possible and to use their phonic skills and knowledge to spell.

We teach writing following the 'Teaching Sequence for Writing' incorporating the 'Talk for Writing' principles (see Appendix). Teachers regularly model writing in Shared Writing sessions and we provide regular opportunities for children's writing to be shared, displayed, published and celebrated.

## **ADDITIONAL SUPPORT AND INTERVENTION**

The needs of children requiring additional support for their Literacy will be discussed by the Literacy Coordinator, Special Needs Coordinator and the class teacher.

### **Wave 2**

Intervention strategies such as Reading Buddies (Yr 7/8) and literacy catch up sessions (Yr7) are used when and if they are considered appropriate for particular groups of children.

### **Wave 3**

Where children need a higher level of intervention support is available through in line with the Special Educational Needs (SEN) policy.

## **EQUAL OPPORTUNITIES**

All children have an entitlement to participate fully in English, regardless of gender, race, age or ability, in accordance with the school's Equal Opportunities Policy.

Children whose second language is English receive appropriate support as necessary dictated by the EAL Coordinator.

## **ASSESSMENT AND RECORDING**

Assessment is at the heart of the teaching and learning process. Most of the observations for assessment are based on those activities that children initiate and engage with independently across the range of provision.

As children move on through the school, teachers continue to observe and note children's progress on a day-to-day basis. At the end of each term, assessments of Reading and Writing are recorded using the new assessment criteria for year 7 and the APP Assessment for Year 8 and 9, drawing on a range of evidence to inform their level judgements.

Curricular Targets for reading and writing are agreed each term, based on the outcomes of the APP assessments.

## **FEEDBACK ON WRITING**

Feedback is an essential to help children move forward as writers. With younger children, feedback on writing will usually be verbal and immediate. With older children, feedback may be verbal or written. Children are also encouraged to evaluate their own work and older children develop peer working by working as 'Peer assessors'.

Specific literacy targets and tasks (CTC) are to be set for pupils and time is to be allocated to demonstrate progress (DIRT lessons).

Teachers mark writing regularly in accordance with our marking policy (2015).

## **REPORTING TO PARENTS**

Parents receive regular informal or verbal feedback as to their children's progress in Literacy. Each child must have a book in their bag every day to promote reading at home. The practising of spellings and other written work may be set in accordance with the Homework Policy. In addition, parents also have an opportunity, to meet with the staff to discuss progress and to see work.

Parents receive a termly report on their child's current performance. This includes details of their children's progress and areas for development.

Spelling and reading ages will be reported home to further engage the support of parents. Where appropriate the PPE results are reported.

## **MONITORING AND EVALUATION**

In order to monitor standards and progress the following systems are in place:

- At Annual Review meetings the Literacy Coordinator/Head teacher monitor/Teaching and Learning Coordinator will evaluate the progress of children in Literacy through whole school analysis
- The Literacy Coordinator is given time to observe lessons and give oral and written feedback, and also to see children's work
- Staff meet regularly to engage in whole school moderation
- The progress of pupils with Special Educational Needs (SEN) is reviewed with the Special Needs Co-ordinator (SENCO) each term
- The school's Literacy Action Plan is part of the School Improvement Plan – this is reviewed and updated annually by the Literacy Coordinator and Senior Management Team

## **THE ROLE OF THE LITERACY COORDINATOR**

The role of the Literacy Coordinator is defined in the job description.

### **Resourcing**

The Literacy Coordinator, with the Head teacher, is responsible for the ordering, costing and allocation of resources to support the teaching of Literacy. A review of resources is carried out periodically which leads to a prioritised list of requirements. This is funded within the school's budget plan for the financial year.

### **Spiritual Development**

#### ***Pupils are given opportunities to:***

- Express personal thoughts, feelings and ideas through discussion, responding to texts and through writing during 'It's Okay to be Me' sessions.
- Understand human feelings (eg hopes and fears) through stories and drama.
- Reflect on issues raised in text (eg relationships and moral dilemmas).

- Experience and share a sense of wonder through the beauty of language used in poetry, literature and the spoken word.

## **REVIEW**

This policy will be reviewed every two years.