



PARKGATE

PRIMARY SCHOOL

Version	Date	Revision Author	Summary of changes
2	2021	Mrs. C McLean Literacy Coordinator	Review of current policy.

INTRODUCTION

In Parkgate Primary School we believe that Literacy is at the heart of all learning and is central to pupils' intellectual, emotional and social development. Literacy enables pupils to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and opinions. It gives pupils the skills to structure and organise ideas in varied and coherent ways.

We aim to deliver the Northern Ireland Curriculum in a supportive, stimulating and secure environment where the pupils are encouraged to express themselves and where their contributions are valued. We provide for the language development of pupils and develop their ability to use language to think, to explore and to recognise and communicate their ideas, both orally and in writing. Through active and formal learning opportunities we will help them to develop Literacy skills to become lifelong learners. We will assist them in understanding and responding imaginatively to what they hear, read and experience in a variety of media, and foster their appreciation and enjoyment of a rich variety of literature.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of Literacy are laid out in the Northern Ireland Curriculum for English (CCEA, 2007) and include:

In the Foundation Stage pupils should be given opportunities to:

- talk and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Primary 3 and 4) pupils should learn to:

- speak confidently and listen to what others have to say.
- begin to read and write independently and with enthusiasm.
- use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Primary 5-7) pupils should learn to:

- change the way they talk and write to suit different situations, purposes and audiences.
- read a range of texts and respond to different layers of meaning in them.
- explore the use of language in literary and non-literary texts and learn how the structure of language works.

CHILD CENTRED PROVISION:

The following indicators from ESaGS will be reflected in the school's approaches:

- Decisions on planning, resources, curriculum and pastoral care reflect at all times the needs and aspirations of the pupils within the school.
- A clear commitment exists to promoting equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity.
- A school culture of achievement, improvement and ambition exists with clear expectations that all pupils can and will achieve to the very best of their ability.
- Effective interventions and support are in place to meet the additional education and other needs of pupils and to help them overcome barriers to learning.
- There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views.

Inclusion:

We aim to provide for all pupils so that they reach their full potential in Literacy according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and those with special educational needs in order to take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

At Parkgate Primary the following strategies are employed to identify pupils level of achievement and highlight any issues:

- Pupils are identified using standardised test results in combination with teacher professional opinions. Standardised scores are assessed against Cognitive Ability scores and results indicating a significant discrepancy are highlighted for discussion and children are then targeted for support/intervention.
- The in-class strategies used to ensure all pupils are being challenged and able to achieve targets set for them – differentiation, teacher observations, summative and formative assessments and self/peer assessment.
- Parents are provided with opportunities to meet with staff to discuss their child's progress.
- A range and variety of resources are used, including ICT.

The class teacher is normally the person who highlights a child as having a particular need within their class and this will be supported by evidence on progress and attainment from class work and formative assessments. At Parkgate Primary we also believe that parents know their child best and we listen carefully and act on parental concerns.

Equal opportunities

All children are provided with equal access to the Literacy curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity, religion or home background.

AIMS OF THE POLICY

To encourage pupils to:

- Express and communicate meaning through spoken language matching style and response to audience, context and purpose
- Actively listen to others and formulate opinions, questions and responses on what they have heard
- Express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using technical vocabulary
- Foster an interest in words and their meanings and to develop a growing vocabulary in spoken and written form
- Enjoy, engage with and understand a range of text types and genres
- Be able to write in a variety of styles and forms showing awareness of audience and purpose
- Develop powers of imagination, creativity and critical awareness in all areas of Literacy
- Use grammar and punctuation accurately
- Understand and apply phonics rules and spelling conventions
- Develop high standards of handwriting
- Produce effective, well-presented work

HIGH QUALITY OF TEACHING AND LEARNING

The Northern Ireland Curriculum provides the statutory framework for teaching and learning. Literacy is one of the three core areas – Literacy, Numeracy and I.C.T. All pupils receive at least the minimum entitlement of a daily Literacy lesson. Teachers employ a wide range of strategies to meet pupils' individual needs. Activity based learning methods are highly valued by all teachers and incorporated into lessons when appropriate. Due to the size of the school, classes are either based on whole year groups or are composite. Staff plan together when year groups are split and programmes are carefully devised to ensure no overlapping of activities from year to year. Classroom Assistants are involved in planning and supporting and monitoring pupils alongside the teacher.

The following indicators from ESaGS will be reflected in the school's approaches:

- A broad and relevant curriculum is provided for the pupils.
- An emphasis on Literacy and Numeracy exists across the curriculum.
- Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff and dedicated to improving learning.
- Teachers use adaptable, flexible teaching strategies that respond to the diversity within the classroom.
- Assessment and other data is used to effectively inform teaching and learning across the school and in the classroom and to promote improvement.
- Rigorous self-evaluation is carried out by teachers and the whole school, using objective data and leading to sustained self-improvement.

- Teachers reflect on their own work and the outcomes of individual pupils.
- Education outcomes reflect positively on the school and compare well, when benchmarked measurement is undertaken, against the performance of similar schools.

SUBJECT ORGANISATION

PLANNING

Teachers will:

- Follow and incorporate the agreed learning outcomes and activities outlined in the school Literacy Scheme to ensure continuity and progression across the year groups.
- Write and evaluate long term and mid-termly planners.

<i>Medium Term Planners will include</i>
<ul style="list-style-type: none"> ● Clear Learning Outcomes ● Differentiation ● Talking and Listening activities ● Phonic/Spelling activities ● Grammar and Punctuation activities ● Skills based Comprehension activities ● Creative Writing activities ● ICT Opportunities/Links ● Assessment ● Guided Reading Outline

TEACHING

Teachers will:

- Deliver stimulating lessons and use a range of teaching strategies.
- Embed activity based learning methods in their teaching.
- Share clear learning outcomes and success criteria with the pupils at the beginning of lessons.
- Review learning outcomes and success criteria during lesson plenaries and encourage pupils to self-assess their learning.
- Make creative use of the school's Literacy resources and use current resources that are available online.
- Differentiate according to the individual needs of pupils.
- Incorporate the use of I.C.T. where it enhances, extends and complements the teaching and learning of Literacy.
- Develop and extend Literacy across other areas of the curriculum and make links where possible.
- Liaise with outside support agencies and strive to implement intervention programmes if possible.

- Share plans with classroom assistants who are designated to any individual pupil and be actively involved in monitoring progress.
- Give verbal or written feedback to pupils about their written, oral and practical work. (See school Marking and Feedback Policy)
- Evaluate learning and use formative assessment to inform future planning.

ASSESSMENT, RECORDING AND REPORTING

Teachers will:

- Regularly assess and monitor pupils' attainments through formative, summative and Assessment for Learning approaches.
- Analyse standardised assessment data (PTE) to set class targets
- Involve pupils in setting and reviewing their own learning targets in Key Stage 2
- Engage pupils in active self and peer assessment.
- Keep assessment records to enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

STAFF DEVELOPMENT

Teachers will:

- Be expected to keep up to date with subject knowledge and use current materials available in school or online.
- Attend or access online training where appropriate.
- Attend and participate in Literacy focused Staff Development Days/Staff Meeting and implement any actions agreed in the School Development Plan.

The Literacy co-ordinator will:

- Arrange for relevant advice and information, such as feedback from courses, to be disseminated
- Organise whole school training where appropriate.
- Monitor overviews and planners and support staff in making Records of Concern for pupils experiencing significant difficulties in Literacy.
- Offer feedback to class teachers in regards to mid-termly Literacy Planners.

MONITORING AND EVALUATION

The Principal, the Literacy Co-ordinator, the Assessment Co-ordinator and teachers monitor Literacy. Having identified priorities, the Literacy Co-ordinator constructs a yearly action plan that forms part of the School Development Plan. This Action Plan forms the basis for monitoring activities. These include classroom observation, planning scrutiny and feedback, book scoops, collegiate book discussion etc. Monitoring outcomes will be shared at designated staff meetings throughout the year.

TALKING AND LISTENING

RATIONALE

Language is a basic medium of communication, thinking and learning. It is chiefly through the spoken language that children make sense of their world and establish relationships. They learn through talking and listening and demonstrate and refine their learning through talk.

Aims

Pupils will need to be able to:

- Develop talking and listening for social, communicative and cognitive purposes
- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary while recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

Entitlement

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of text
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the classroom
- Use dramatic techniques, including work in role to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama

TEACHING AND LEARNING

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are sensitive in encouraging the participation of retiring or reticent pupils.

Spoken language outcomes are planned for across the curriculum. Roles are shared amongst pupils (questioner, presenter, scribe etc.)

FOUNDATION STAGE

We recognise that pupils will begin school with different levels of language. Through play, role play, discussions, group tasks, circle time, show and tell and shared reading experiences the pupils will be encouraged to develop the confidence to:

- express ideas and opinions
- extend their vocabulary
- take turns in conversation
- give and follow simple instructions
- listen to and value the opinions of others

KEY STAGE ONE

We recognise the need for our pupils to continue working in a range of situations, with different audiences and activities, developing their ability to:

- ask questions
- explain and present ideas
- give and understand instructions
- plan and tell stories
- share their work with others
- take turns during talk activities
- join in exploratory and collaborative play
- listen and respond to stories, poems, rhymes and folk tales
- read aloud from a variety of sources
- express themselves audibly
- take part in drama
- discuss with peers, the teacher, classroom assistants, other adults and older children
- use appropriate ICT software to make simple presentations to their peers.

We continue to encourage the pupils to develop confidence, precision and competence in reasoning, predicting and expressing feelings. We ensure through careful planning, that they develop an ability to adjust their language to suit the audience and purpose, to respect others and to take turns. They will begin to discuss how they use language and to evaluate and reformulate it to help the listener.

KEY STAGE TWO

During this stage the pupils will:

- extend their involvement in group work by contributing individually to planning and problem-solving and by preparing presentations
- be encouraged to develop confidence as speakers, using appropriate quality of speech and voice in both discussion and presentations
- respond to visual and audio-visual materials
- use appropriate ICT software and the internet to make presentations to their peers

- begin to understand the importance of developing a train of thought
- have an increasing understanding of colloquial expressions
- begin to recognise Standard English
- take part in discussions involving opinions and beliefs

The pupils will show more awareness of the views of others. Their questions will become gradually more reasoned and they will begin to take on individual responsibility in the group.

READING

Introduction

In Parkgate Primary we aim to encourage pupils to become habitual readers, using books for pleasure and to seek out information. We understand the importance of reading in the modern world and our aim is to make the pupils understand the value of written text. Books open up a world of new experiences and pupils should be encouraged to understand the meaning of different texts. The teachers' own attitudes and enthusiasm for reading will be reflected in the pupils they teach.

Aims

To enable pupils to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity
- use reading skills as an integral part of learning throughout the curriculum
- read and respond to a variety of texts whilst gaining an increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of comprehension strategies and inference skills

Entitlement

Pupils have access to a wide range of reading opportunities that include:

- guided reading
- shared reading
- regular independent reading
- home/school reading including eBooks
- hearing books/stories read aloud
- selecting their own choice of texts
- reading in other subjects

Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, using the class and mobile libraries, listening to whole class stories and research linked to other subjects.

Teaching and Learning

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies to allow pupils to engage with text in a variety of ways to suit different abilities and learning styles.

In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Learning Intentions are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

In guided reading, texts are chosen to match the ability of the group but will still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading.

Teachers plan for independent reading activities during the school week. Texts are selected so that pupils can access them without support. The focus for the reading is to provide practice, consolidate skills and develop personal response to text.

Many other opportunities are provided for pupils to practice and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent home/school reading. Teachers monitor independent reading and discuss progress with individual pupils.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and special displays should promote authors and books.

Reading at home is regarded as an important part of reading development. Parents are encouraged to listen to their child read and actively respond to their child's reading through Reading Record Books.

At Parkgate Primary we try to link Big Books/eBooks and class reading with topics being taught where applicable. We also try to foster high interest for hesitant readers through texts and topics e.g. reading books which are attractive to males such as Bug Club Comics and Project X books. Pupils have a wide experience of a range of fiction and non-fiction with a variety of types of print.

Guided Reading Frequency

All teachers are responsible for teaching guided reading lessons. Classroom assistants will assist the teacher with reading lessons when appropriate.

Guided reading is heard by the teacher before being allocated as homework. We work as a partnership with our parents and stress the responsibility of parents, as primary educators, to instil a love of reading and to nurture its development. Written tasks which relate to group reading sessions will be timetabled as classwork.

Classroom Management and Resources

At Parkgate Primary we look for the progression of pre-reading skills being ready to read. Emergent reading skills will have appropriate activities. All classrooms have a well-stocked book area with a range of fiction and non-fiction texts. Pupils will also be involved in reading online through Bug Club and C2K NewsDesk. The fortnightly E.A. Mobile Library is a valuable resource and pupils are encouraged to become members of the library and borrow books regularly.

Foundation Stage Reading Schemes

Oxford Reading Tree
Big Cat (non-fiction)
Dandelion Phonics Scheme
Bug Club texts

Key Stage One and Two Reading Schemes

Oxford Reading Tree - Treetops
Big Cat (non-fiction)
Bug Club texts P3-P5
New Ginn 360
Novels

Assessment

Bug Club Running Records (P2 – P5) are used biannually to assess pupils' individual reading levels. Reading groups are formed and guided reading texts are allocated based on these assessments.

WRITING

Aims

Pupils should learn to:

- write in different contexts and for different purposes and audiences.
- Be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- Plan, draft and edit their writing to suit the purpose
- Use ICT as a literacy medium for presenting work and manipulating text
- Form letters correctly, leading to fluent joined and legible handwriting style, giving increased regard to presentation

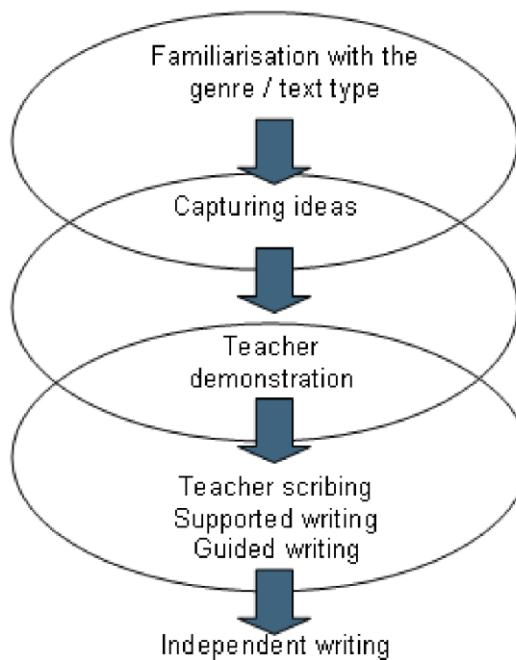
Entitlement

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing to their own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- Using ICT

Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as ‘writers.’ Teachers establish the purpose and audience for writing and make learning objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing type they need to undertake and what the expected outcomes will be. Links between writing styles and topics are encouraged. Pupils will experience narrative, recount, procedural, report, explanation and persuasive styles with evidence of the processes monitored. Pupils will also experience writing forms of poetry. The following teaching sequence for reading and writing will be used as a framework:



The writing process breaks down into a number of steps that will need to be taught and practiced regularly:

1. Planning
2. Drafting and Writing
3. Evaluating and Editing
4. Proof-Reading
5. Reading aloud and Sharing

Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Emergent writing is encouraged and celebrated in Foundation Stage. By the end of Key Stage 1 most pupils will be presenting level 2 pieces of writing. By the end of Key Stage 2 most pupils will be presenting level 4 pieces of writing. Samples of writing will be displayed throughout the school, displaying progression and refinement.

Activities are differentiated through the use of writing frames, word banks, collaborative work and peer or adult support. Teachers encourage ‘talk for writing’ as an integral part of the process. Pupils will also have experiences to exhibit writing through C2K NewsDesk, PowerPoint and video presentations etc.

Handwriting

It is paramount that pupils are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the pupils are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined writing style. The school follows the Jolly Phonics/Jolly Grammar Schemes in Key Stage 1 and the Nelson Handwriting Scheme in Key Stage 2. A mixture of whole class,

small group and individual teaching is planned for and delivered. It is expected that all members of staff model the school handwriting style i.e. when writing on the IWB or in pupils' books.

By the end of Key Stage 2 pupils should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

Resources

Commercial resources for teaching creative writing include:

Pie Corbett Talk for Writing

Pie Corbett's Storyteller

Scholastic Writing Guides

Cornerstones for Writing

Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it to wherever it belongs. Each class also has a set of age appropriate dictionaries, thesaurus and word banks.

SPELLINGS AND SYNTHETIC PHONICS

Aims:

Pupils should be able to:

- Blend and segment sounds easily
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into sounds for reading
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information
- Use a range of approaches to learn and spell irregular words

Entitlement

Pupils have access to a wide range of phonics opportunities that include Foundation Stage and Key Stage 1:

- Whole class teaching of specific spelling patterns
- Daily discrete phonics teaching
- Phonics based guided reading schemes Songbirds and Dandelion Readers
- Using phonics knowledge in real life contexts
- Applying skills in cross curricular contexts
- Using ICT software such as pupils' games and assessments and Teach Your Monster to Read

Pupils have access to a range of phonics opportunities at Key Stage 2:

- Whole class teaching of specific spelling conventions and rules
- Using phonological knowledge in real life contexts
- Applying skills in cross curricular contexts

Teaching and Learning

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. Teachers use phonics materials based on synthetic phonics to plan for the teaching of spelling. Learning takes place in a variety of situations and group settings. For example, these could include using active and play learning, working independently, working in pairs to practice tricky words, using ICT, working collaboratively on an investigation and participating in short, focused whole class activities.

Spelling Homework

Foundation Stage:

Following the phonics sounds and tricky words taught in class from the Jolly Phonics scheme

Key Stage 1:

10 spellings per week (6 phonics based, 2 high frequency words, 2 topic words) from the Jolly Grammar Scheme

Key Stage 2:

Fortnightly spelling units using the Prim-Ed *My Spelling Workbook Programme*, a structured scheme marrying phonics with 'common words'.

Weekly spelling lists are differentiated and are based on spelling sounds or patterns taught in class that week. It must be stressed that spellings should be based on attainment and phonological need. Pupils' learning is assessed weekly to ensure that spellings are appropriately allocated according to pupils' ability. During homework parents play a vital role in assisting pupils to learn and retain spellings.

Resources

Jolly Phonics Spelling Programme— Synthetic Phonics

Jolly Grammar 1 and 2 Spelling Programmes

Prim Ed – My Spelling Workbook