

ST ALOYSIUS' CATHOLIC JUNIOR SCHOOL  
LITERACY POLICY  
2011

*OUR MISSION STATEMENT*  
*Through Jesus, we learn, love and grow together.*

### 1. INTRODUCTION

This policy is a working document and outlines the management of the teaching and learning of Literacy in St Aloysius Junior School in accordance with the school's Mission statement:

The Policy represents current practice, the views of the teaching staff and is supported by the Governors.

### 2. AIMS

We aim to develop pupils' abilities within an integrated programmed of Speaking & Listening, 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 in other subjects.

At St Aloysius Catholic Junior School, our aims are to provide the opportunity for all children to:

- Speak, read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an interest in books, read with enjoyment and justify preferences.
- Understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation.
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.
- Have fluent and legible handwriting.
- Understand the sound and spelling system and use this to read and spell accurately.

### 3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the [National Curriculum English Document \(2000\)](#) and in the [Communication, Language and Literacy section of the Curriculum Guidance for the Foundation Stage \(2000\)](#).

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.

The time allocation by the Government for Literacy is seven and a half hours. We deliver five of these hours through daily literacy lessons. A further 1hr and 40 minutes is used for guided reading. Moreover, we ensure that the Key Literacy Skills are reinforced and further developed through cross-curricular activities in Religious Education, Science, Geography, History, Numeracy and PHSE.

Regular reports are made to the governors on the progress of English provision.  
This policy will be reviewed every two years or in the light of changes to legal requirements.

#### 4. SUBJECT ORGANISATION

The English Curriculum is delivered through planning based on the Primary National Strategy Framework. In the primary phase, the Primary Framework has identified 12 strands of learning that give a broad overview of the literacy curriculum. Learning objectives for each year group are aligned to the 12 strands. However, Pupil provision is related to attainment, not age. Teachers can track back or forward as appropriate for the children in their class. These strands reflect 4 aspects of language and link directly to aspects of English in the National Curriculum. These aspects are: Speaking and Listening, Reading and Writing. The objectives are grouped under two main headings.

- Speak and listen for a wide range of purposes in different contexts
- Read and write for a range of purposes on paper and on screen.

Literacy is taught in blocks of 2-week, 3-week or 4 week units of work. The objectives are clustered into three major themes.

- 1) Narrative (fiction and play scripts)
- 2) Non- Fiction
- 3) Poetry.

Lessons are planned and taught in phases with clear outcomes. The structure of the unit *usually* follows this format.

- Phase 1: reading and engaging with the text type.
- Phase 2: analysing the text type - 'reading as a writer'.
- Phase 3/4: Plan, draft and write a version of the text type and evaluate their own achievements.

Good literacy teaching is lively, engaging and involves a carefully planned blend of approaches that direct children's learning. Children are challenged to think. The teacher models processes and provides children with good support when necessary but also requires independence as and when appropriate.

At St Aloysius Junior School, we recognise each class has a range of abilities and work is differentiated to meet the needs of all pupils. Differentiation is related to sentence level objectives not task and it often takes the form of Must/Should/Could, so that it is discreet and inclusive. All children are invited to achieve as highly as possible within every lesson.

Parallel teachers plan phases together each week directly onto the electronic frame provided adapting to suit the needs of the current class. All plans are stored on the network. All smart's are stored alongside the plans.

#### 5. APPROACHES TO SPEAKING AND LISTENING

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to develop effective communication skills. Children learn how to speak in a range of contexts, adapting what they say and how they say it for the purpose, and the audience. As a school, we recognise all pupils must learn to speak and listen effectively in order to raise reading and writing standards. *We recognise it is our duty to model the use of Standard English (posh voice) at all times during the school day, so that they will know how to adapt their speech to written tasks and more formal situations.*

## 6. APPROACHES TO READING

- **Shared reading:** Texts are covered in whole class sessions. Children are taught to read for enjoyment, purpose and pleasure. They are also taught to explore texts and read for meaning. Reciprocal reading strategies are used to develop the necessary skills. EG: Questioning, Clarifying, Visualising, Predicting and Summarising.
- **Reading as a Writer:** Children are taught to examine and discuss the structure of texts and the language feature. Through this process they create 'success criteria' (writer's toolkits) to support them with their written outcomes.
- **Reading as a Reader:** *Children are given regular opportunities to re-read their own and other's work reflecting on the success, impact and effect of it.*
- **Guided reading:** Children are grouped in ability groups for guided reading and teachers (and/or Teaching assistants) aim to read with each group once a week. During these sessions the reciprocal reading strategies are developed alongside their comprehension skills. Guided reading resources are provided and stored in the Literacy room. The texts cover a wide range of abilities and text types
- **Independent reading:** During guided reading sessions, 1 group will read independently in preparation for their guided session.
- **Home Reading:** All children are provided with a Home/school reading booklet in which they are given clear guidance about what is expected from them at home. They must record the texts they are reading and the reading booklets must be signed by their parents. Children of a lower reading ability have books chosen for them and initially take reading books from the Oxford Reading Scheme. As soon as their ability allows, they are encouraged to choose books independently from the class reading corner.
- **Wider reading:** The school has a well-stocked library which is used to supplement the class libraries. Children from year 6 assist with the running of the library.
- **Reading volunteers:** from local businesses and the community read on a weekly basis with targetted readers from each year group.

## 7. APPROACHES TO WRITING

- **The Magic List:** Underpinning our planning is a supplementary scheme of work which we call the Magic List. This scheme includes word classes, stylistic features and differentiated sentence types that enable the children to be explicitly taught to use a range of sentence structures (simple, compound and complex) in their work. This scheme of work is due to be renewed and updated so that it meets the objectives of the new SPAG test that was introduced in 2013.
- **Phonics, Spelling and Handwriting:** From Autumn 2013 we will be re-examining the way Phonics and spelling are taught in the school. We will as a staff, formalise when and how to practice these skills in both class and at home. Spelling patterns and phonic teaching will be taught on a bi-weekly basis alternating with handwriting in both whole class teaching sessions and small groups. These skills will then reinforced at home through regular homework. Teachers can use the Green Spelling Bank book and the Nelson schemes to teach from and provide homework.
- **Modelled writing:** Teachers will model writing to children as part of the final phase of the teaching sequence. Within this, they will model making choices as a writer, practicing new sentce types from the Magic List and editing and improving work.
- **Shared Writing:** Also during the shared session, children can offer ideas for the teacher's model text. The children's ideas are either given verbally or put onto individual whiteboards.
- **Independent Writing:** During the final phase children are expected to produce their own work independently using the success criteria created through 'reading as a writer' in an earlier phase.

- **Guided Writing:** Children are grouped according to ability for writing and a teacher or teaching assistant may work with a group on a specific sentence level objective during the independent session.
- **Handwriting:** By year 6, we expect all children to write using a legible, fluent and joined up style. Pen licences and pens are only given to children in year 5 and 6 who are able to demonstrate this. Handwriting is practiced by groups during the guided reading sessions.

## 8. CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. These are included in the Yearly overview. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

## 9. THE USE OF ICT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate. All classes make use of the ICT suite at South Camden to support Teaching and Learning in Literacy.

## 10. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy. In addition to this:

Assessment is an integral aspect of every lesson and each phase. Lessons and final outcomes are assessed using a mixture of AFL techniques, teacher assessment and pupil assessment in the form of peer and/or self evaluation. Successes are identified with ticks and arrows and comments are used to indicate to children the next steps they need to take to improve. All work should be acknowledged and every third piece of work should have a formative comment.

Whole school writing assessments take place in Autumn 1 and Spring 1. They take the form of an unseen timed task (provided by the subject leader) that is levelled using the Criterion Scale. Every child at the infant and the junior school takes the same test. Every child's assessments are stored in a book that follows them through the classes and provides evidence of progress made at the junior school.

Reading assessments take place in Autumn 2 and Spring 2. Optional Sats are used.

Annual assessment takes the form of Optional SATS for Years 3, 4 and 5 and SATs for Year 6. This information helps teachers to see pupils' annual progress in relation to the national curriculum levels.

## 11. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English 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**

*Year 5 offers the Further Literacy support programme for children who are off track to achieve their yr 6 Targets. This intervention is set up by the class teacher and carried out by a Teaching Assistant.*

Year 3 have a phonics and reading intervention.

We have a Reading Recovery Teacher who regularly works with children who identified as being off-track in their reading.

Reading Volunteers read on a weekly basis with lower ability readers.

## 12. EQUAL OPPORTUNITIES

Within the framework of our Faith, the school has a commitment to ensure equality of opportunity in all its policies (See Equal Opportunities Policy). All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of ability, gender, ethnicity or home background.

## 12. ROLE OF SUBJECT LEADER:

The Subject Leader should be responsible for continuing to improve the standards of teaching and learning in Literacy through:

Monitoring and evaluating Literacy:-

- Pupil progress
- Provision of Literacy (including Intervention and Support programmes)
- The quality of teaching and learning and the Learning Environment;
- The deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent Literacy developments

## 13. PARENTAL INVOLVEMENT

Each child will have a Home Reading booklet and are encouraged to purchase a school book bag. In Years 3 and 4 the child is to read with an adult each night for twenty minutes. The reading booklet must be signed by an adult daily, and a comment written about their reading. In Years 5 and 6 the child is to read for about 30 minutes either on their own or with an adult, write their own comment, and their booklet is to signed once a week by an adult. Literacy Homework is set once a week.

Teachers inform Parents/Guardians about their child's progress and targets in Literacy at twice yearly open evenings and through the end of year reports.

## 14. CONCLUSION:

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 and Record Keeping

Responding to pupils' work / Feedback / Marking policy

[Special Educational Needs Policy](#)

ICT Policy

Disabilities and Equalities Scheme

Health and Safety Policy

## 15. LIASION WITH THE INFANT SCHOOL

The Literacy Subject Leaders from the Junior and Infant school meet each term to discuss items of interest, exchange information and ideas and to ensure progression from Key Stage 1 to Key Stage 2. SATs results are forwarded from the Infant school and are used as a baseline

assessment for Key Stage 2. Infant and Junior teaching staff meet in the Autumn and Spring term for joint moderation of writing assessments.

This policy was originally written by and reviewed by Louise Bradshaw-Campbell on June 18<sup>th</sup> 2013.

Date policy reviewed and approved by the SEN and Curriculum Committee: 23<sup>rd</sup> March 2011

Date to be reviewed: Spring 2013

Signed:

Chair of the SEN and Curriculum Committee