



Key Stage 1 and Key Stage 2 Curriculum Policies

LITERACY

1 Aims and objectives

1.1 The study of Literacy develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

1.2 Our objectives in the teaching of Literacy are:

- to enable children to speak clearly and audibly, and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities;
- to help them to become confident, independent readers, through an appropriate focus on word-level, sentence-level and text-level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- to foster the enjoyment of writing, and a recognition of its value;
- to encourage accurate and meaningful writing, be it narrative or non-fiction;
- to improve the planning, drafting and editing of their written work.

2 Teaching and learning style

2.1 We use a variety of teaching and learning styles in our Literacy lessons, as recommended by the National Literacy Strategy. Our principal aim is to develop children's knowledge, skills and understanding. We do this through a daily lesson in which children experience a whole-class reading or writing activity, a whole-class focused word or sentence activity, a guided group or independent activity and a whole-class session to review progress and learning. Whilst there is a high proportion of whole-class and group teaching, the independent activity gives an opportunity to talk and collaborate, and so embed and enhance their learning. They have the opportunity to experience a wide range of texts and to support their work with a variety of resources, such as dictionaries, thesauruses and phonic paddles. Children use ICT in Literacy lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Wherever possible, we encourage children to use and apply their learning in other areas of the curriculum.

2.2 In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in others, we ask children to work from the same starting point before moving on to develop their own ideas. We start to teach formal English and Hebrew reading skills in Reception. We use a variety of reading schemes including *Jelly and Bean*, *Flying Boot*, *Story World* and *Rigby Rocket*. We choose books that best match the learning styles and needs of the individual pupils. We use classroom assistants to support some children and to enable work to be matched to the needs of individuals.

3 Literacy curriculum planning

3.1 Literacy is a core subject in the National Curriculum. We use the National Literacy Strategy as the basis for implementing the statutory requirements of the programme of study.

3.2 We use the QCA materials "Speaking, Listening, Learning: Working with children in Key Stages 1 and 2 (DfES 0626 2003)" to support the Speaking and Listening whole school teaching programme. The QCA programmes "Developing Early Writing" and "Progression in Phonics" are used to support planning in Key Stage One. In Key Stage Two, "Spelling Bank" and "Grammar for Writing" are used to support the meeting of objectives. We use the 'Sounds-Write' programme for the teaching of reading, writing and spelling across the school.

3.3 We use the *Literacy Matters* medium and weekly planning documents (<http://www.literacymatters.com/year1.html>) as the structure for our literacy planning. Where necessary, we adapt the resources and activities to suit the specific needs of the school and the individual teaching style and of the teacher.

3.4 We carry out the Literacy curriculum planning in three phases (long-term, medium-term and short-term). The National Literacy Strategy Framework for Teaching details what we teach in the long-term. Our yearly teaching programme identifies the key objectives in literacy that we teach to each year. Our long-term plan maps topics studied in each term during each key stage, taking into account integration opportunities within the Jewish calendar and general Jewish topics of study. The subject leader and Head of Kodesh draw up this curriculum map in conjunction with teaching colleagues in each year group.

3.5 Our medium-term plans, which we also base on the Framework, give details of the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader / key stage co-ordinator / Teaching and Learning co-ordinator is responsible for keeping and reviewing these plans.

3.6 Class teachers complete a weekly (short-term) plan for the teaching of Literacy. This lists the specific learning objectives and expected outcomes for each lesson and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps these individual plans and the class teacher and subject leader often discuss them on an informal basis.

3.7 We plan the Literacy activities so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

- 3.8 Speaking & Listening and Writing are taught and assessed in both secular and Jewish Studies lessons. Therefore our secular and Jewish studies staff liaise together to jointly plan the whole year curriculum map as well as the medium term and weekly planning.
- 3.9 Refer to appendix 1, *How we Teach Reading*, regarding our policy and practice regarding the teaching of reading.

4 The Foundation Stage

- 4.1 We use the document “Curriculum Guidance for the Foundation Stage” (DfEE/QCA) to inform planning in the Nursery and Reception classes.
- 4.2 We teach Literacy in our Foundation Stage classes as an integral part of the school's work. We relate the Literacy aspects of the children's work to the objectives set out in the Early Learning Goals (Communication Language and Literacy), which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.
- 4.3 Our Foundation Stage curriculum policy, **Communication, Language and Literacy**, as well as our Foundation Stage policy **Care Learning and Play** contain more detailed information regarding Literacy teaching and learning in our Foundation Stage classes.

5 Contribution of Literacy to teaching in other curriculum areas

- 5.1 The skills that children develop in Literacy are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.

We have a cross-curricular writing policy and therefore we integrate the NLS writing objectives and NC assessment into all curriculum subject areas including Kodesh (Jewish Studies).

- 5.2 Numeracy

The teaching of Literacy contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

- 5.3 Personal, social and health education (PSHE) and citizenship

Literacy contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. They discuss lifestyle choices and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

- 5.4 Spiritual, moral, social and cultural development

The teaching of Literacy develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts bring them into contact with their own literary heritage

and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together and gives them the chance to discuss their ideas and results.

6 Literacy and ICT

- 6.1 The use of ICT, with clear learning objectives, will promote, enhance and support the teaching of Literacy at word, sentence and text levels. It also offers ways of impacting on learning which are not possible with conventional methods e.g. interactive and non-linear stories.
- 6.2 ICT is used at whole-class, group and independent levels. The screen projection of text enables it to be read and shared. The projection of a word processor permits the writing process to be modelled effectively. A wide variety of text types are available through the Internet or CD-ROMs to encourage the framing of explicit questions. Groups can work at a computer and input text via standard or overlay keyboard. Word banks or word grid software speed up recording. Software is used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers). A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website).

7 Literacy and inclusion

- 7.1 At our school, we teach Literacy to all children, whatever their ability and individual needs. Literacy forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Literacy teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).
- 7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.
- 7.3 We use high quality wave-two intervention programmes, for example, Early Literacy Support (ELS), Additional Literacy Support (ALS) and Further Literacy Support (FLS) to give pupils opportunities to secure and consolidate previously Literacy taught skills.
- 7.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to Literacy.
- 7.4 We enable all pupils to have access to the full range of activities involved in learning Literacy. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

- 7.5 Teaching assistants provide help by using:
- texts that children can more easily read and understand;
 - visual and written materials in different formats;
 - ICT, other technological aids and taped materials;
 - alternative communication, such as signs and symbols;
 - translators and amanuenses.

8 Assessment for learning

- 8.1 Teachers assess children's work in Literacy in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work.
- 8.2 Teachers use medium-term assessments to measure progress against the key objectives and to help them plan for the next unit of work. They use a class record of the key objectives as the recording format for this.
- 8.3 Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, they are able to set targets for the next school year, and to summarise the progress of each child before discussing it with the child's parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.
- 8.4 These long-term assessments are based on end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6, and the optional national tests at the end of Years 3, 4 and 5. Teachers also make annual assessments of children's progress based on the level descriptions of the National Curriculum.
- 8.5 The subject leader keeps samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in English in each year of the school. Teachers meet regularly to review individual examples of work against the national exemplification material produced by the QCA and the DfES.
- 8.6 Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff development.
- 8.7 See our policy **Pupil Assessment and Record Keeping, KS1 and KS2, Core Subjects** for a more detailed explanation of how we assess and record Speaking & Listening, Reading and Writing.

9 Resources

- 9.1 There is a range of resources to support the teaching of Literacy across the school. All classrooms have dictionaries and a variety of age-appropriate small apparatus. Each classroom has a speaking and listening area, with a tape recorder and a number of audio texts. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet through their classroom computer. Access to the Internet is also available in the library area. Audio-visual aids are available from the central storage area. The library contains a range of books to support children's individual research.

10. Equal Opportunities (please refer further to our Equal Opportunities / Racial Equality policy)

- 10.1 We believe that every pupil should have the opportunity to achieve the highest possible standards.
- 10.2 We ensure that all children, irrespective of their ethnicity, attainment and ability, age, disability, gender or background, have equality of access to learning.
- 10.3 The curriculum we offer in the school encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.
- 10.4 We recognise that children have different learning styles, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities
- 10.5 We ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning

10 Monitoring and review

- 10.1 The coordination and planning of the Literacy curriculum are the responsibility of the subject leader, who also:
 - supports colleagues in their teaching, by keeping informed about current developments in Literacy and by providing a strategic lead and direction for this subject;
 - gives the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in Literacy and indicates areas for further improvement;
 - uses specially allocated regular management time to review evidence of the children's work, and to observe Literacy lessons across the school.
- 10.2 A named member of the school's Governing Body is briefed to oversee the teaching of Literacy. The Literacy Governor meets regularly with the subject leader to review progress.
- 10.3 This policy will be reviewed at least every two years.

Signed: Sara J. Harris (Headteacher) (Chair of Governors) Eddy Breuer-Weil

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