



A Learning Community where we
"Aim High, Work Hard,
Achieve Together"

FROBISHER PRIMARY & NURSERY SCHOOL

LITERACY & LANGUAGE POLICY

Policy Draft Date	October 2014
Policy ratified by Governors	09.10.14
Policy to be updated	October 2015

Frobisher Primary and Nursery School

Literacy and Language Policy

Policy adopted: 09.10.2014

Policy to be reviewed:

Philosophy and Aims

The teaching of Literacy is concerned with every aspect of the pupils' command of language. Language is the means by which people live and the principle means by which we communicate with each other.

We use language in many different ways and for many different purposes.

We aim to develop the competence of the pupils, enabling them to handle language in an increasing range of situations and for a variety of different purposes.

Language can be separated into five modes; reading, writing, talk for writing and speaking and listening. These constantly interrelate with one another and cross over into all areas of the curriculum.

Format of Teaching

The school follows the National Curriculum 2014. The programmes of study for English are set out year-by-year for key stage 1 and two-yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these two years.

We believe that children should:

- read with confidence, fluency and understanding
- be able to orchestrate a full range of reading strategies (phonic, graphic, syntactic, contextual) to monitor their reading and develop the skill of self correction.
- understand the sound and spelling system and use this to read and spell accurately
- write in a fluent and legible handwriting style
- have an interest in words and their meanings and extend their vocabulary across the curriculum.
- know, understand and be able to write in range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structures.
- understand, use and be able to write a range of non-fiction texts. Be able to plan, draft, revise and edit, their own writing
- have a suitable, technical vocabulary through which to understand and discuss their reading and writing. Develop the skill of evaluation in order to discuss their reading and writing.
- show an interest in a wide range of books, read with enjoyment and

evaluate and justify their preferences

- through reading and writing, develop their powers of imagination, inventiveness and critical awareness
- develop a love of reading for pleasure

Although each aspect of language is interdependent, the National Curriculum takes each mode as a separate attainment target. For the purposes of this document, we have also divided Language and Literacy into three areas:

1. Talk for writing, Speaking and Listening

We feel that pupils should encounter a range of situations, audiences and activities that will develop their competence, precision and confidence in speaking and listening.

Our aims are for pupils to:

- develop the ability to speak and express themselves with confidence, clarity and fluency
- be able to use appropriate forms of speech in different situations and for different audiences
- to develop a capacity to listen attentively in a range of situations and for different purposes
- use talk and storytelling to develop and extend writing

2. Reading

Reading is a simple word for complex activities ranging from the decoding of print to critical appreciation. Whatever the level, however, it must involve the understanding of meaning – simply voicing words is not reading.

In the teaching of reading we want to develop many important and valuable skills. Once a pupil is an independent reader, progress in all areas of the curriculum is made easier.

Our aims are to enable pupils to:

- choose to read for their own pleasure and information
- read fluently, confidently and with understanding from a range of different kinds of texts
- know how to vary their reading strategies according to the text
- know how to select and use appropriate material for their own purposes
- discuss their book choices and evaluate those choices

3. Writing

As teachers, we strive to develop competence in using written language. We aim to enable the pupils to write fluently, willingly and with confidence and enjoyment. We recognise the need for pupils to speak, read and write Standard English fluently and accurately, while acknowledging that pupil's own dialect, or other language, is of prime importance. Children should be encouraged to use structures from what they have read within their writing,

taking parts of what they have read and develop them further in their writing.

Our aims are to enable pupils to:

- write for a range of purposes
- organise what they write in an appropriate way
- create their own Success Criteria for writing
- vary the style of their writing according to the purpose and intended audience
- to use spelling, punctuation and syntax accurately and confidently

Phonics and Spelling

Phonics is systematically taught throughout Early Years and Foundation Stage and Key Stage One following the Letters and Sounds document. Throughout Key Stage Two children take part in regular spelling lessons. These are planned using the English Appendix 1 from the National Curriculum and the Support for Spelling document. Rapid Phonics is used to ensure that those children who do not pass the Phonics Screening Test at the end of Year 1 are urgently helped to catch up.

Vocabulary, Grammar and Punctuation

Vocabulary, Grammar and Punctuation lessons are discretely planned and taught throughout Key Stage One and Two using the English Appendix 2 from the National Curriculum.

Teaching strategies and organisation

The Literacy Curriculum is organised to develop abilities within an integrated programme, with pupils given opportunities that interrelate the requirements of reading, speaking and listening and writing objectives through a thematic approach to the curriculum.

Any use of language, oral or written, involves the interplay of many variables. It is the responsibility of the teacher to ensure that the pupils' ability to handle language is progressively improved across the whole curriculum. Any objectives in the teaching of language can best be attained by setting tasks that require communication for a real, or realistic purpose, or where the pupils will have a known audience for their work.

A range of teaching methods are used at different times for each aspect of language including a multisensory approach. There is much cooperative, paired and group work, but individual support and class teaching are used where appropriate. Whenever possible, all pupils should have access to the full range of National Curriculum objectives. We continue to consider the individual needs of the pupils and recognise that certain children require small group and additional teaching support at times.

Library

The library is at the heart of our school with easy access for all pupils. It is run by Mrs Maggs who has several years of library experience with Essex County Libraries. She is in attendance from 12pm until 2:30pm Monday to Thursday. Key Stage Two are encouraged to borrow books to read for pleasure and

research. The library is also used for research purposes and during lesson times. It has a welcoming atmosphere for all.

English As An Additional Language

A pupil who has English as an Additional Language (EAL) is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. No pupil will be refused admission on the basis of ethnicity or EAL. Pupils with EAL are not considered to have SEN, but are seen to benefit from the ability to live and learn in more than one language.

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Additional support will be given to the pupil to improve his/ her acquisition of English, where necessary.

We aim to ensure that all EAL pupils are able to:

- use English confidently and confidently
- use English as a means of learning across the curriculum
- hear and read standard English being spoken
- access to strong English language role models
- access a range of resources to support their linguistic development

Equal Opportunities

We strive at all times to use methods of teaching and resources which are free from discrimination or bias of any kind.

Policy adopted: