



Brookhurst Primary School Literacy Policy

Language is the gateway to all learning. Literacy develops children's abilities to listen, speak, read and write for a wide range of purposes. We want children to be able to use language to learn, as well as communicating ideas, views and feelings. Literacy enables children to express themselves creatively and imaginatively.

At Brookhurst we aim to:

- Help children enjoy writing and recognise its value;
- Enable children to write with accuracy and meaning in a range of styles;
- Increase children's ability to plan, draft and edit their work;
- Engage children through a range of active learning activities;
- Develop children's abilities to evaluate their own and others' contributions.
- Enable children to speak clearly and audibly in ways which take account of their listeners;
- Encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- Enable children to adapt their speech to a wide range of circumstances and demands;
- Develop children's abilities to reflect on their own and others' contributions and the language used;

How do Pupils Learn Literacy at Brookhurst?

Our principal aim is to develop children's knowledge, skills and understanding in Literacy. Pupils learn in a range of different ways including whole-class or shared activities, guided group and independent activities. We also use strategies including talking partners, inspiring experiences to form ideas for their writing, and value the outdoor learning environment as a stimulus for writing.

We aim to capture and hold interest by making our Literacy curriculum engaging and meaningful so our pupils have a real purpose for writing. This continues across our school curriculum so that the children apply their learning in other subject areas too.

Pupils have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and classroom displays to support their work. Children use IT in Literacy lessons wherever possible for research purposes and to present work in a variety of ways.

We provide suitable learning opportunities for all and match the challenge of the task to the individual needs of the child through adopting a range of strategies. In some lessons we set differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We support children, whilst facilitating them to access their own learning.

We provide all pupils with written or spoken feedback so the children understand their curricular targets.

The Writing Process is taught using a range of strategies;

Shared Writing – The teacher scribes for a group or class of children, taking suggestions to produce a group or class piece.

Modelled Writing – The teacher demonstrates the writing process, sharing with the children how to tackle writing and verbalising their thinking process. For example: explaining word choice, changing words for effect, correcting errors, moving words or sentences to improve style.

Guided Writing – Children work with the teacher in a small group, focussed on a specific writing target.

Handwriting

Children are taught cursive handwriting using Letter-join. This begins in Foundation and is developed as the children move through the school. Our aim is that all children receive a pen licence by the end of year 3.

Speaking and Listening

We follow Primary National Strategy guidelines for teaching speaking and listening skills.

Drama

We aim to make Literacy sessions lively and exciting, and draw on role-play and drama techniques on a regular basis, to deliver the skills needed for writing.

Spelling

Teachers in KS1 follow Little Wandle Letters and Sounds programme and children have daily phonic lessons. All year groups have Little Wandle Letters and Sounds grapheme charts displayed in their classroom to support their spelling. From Year 2 to Year 6 teachers use the 'No Nonsense Spelling' programme which investigates spelling patterns and rules in Literacy lessons. Teachers will also set weekly spelling homework which is tested each week.

In addition, children in KS2 learn individualised spellings based on errors within their own writing, patterns and rules investigated in lessons and cross-curricular words based on current learning. NB: See Presentation and Marking Policy for guidelines on correcting spellings within children's work.

Reading

Children are taught to read using a range of strategies. We use Little Wandle Letters and Sounds in KS1 as our phonics Systematic Synthetic Programme (SSP) to support early reading.

Shared Reading – Children all read from the same text in chorus or individually turn taking with others following.

Guided Reading (Foundation – Year 1) – Sharing a text in a smaller group, discussing their comprehension of the text layout, referring to the text to answer questions and justify opinions.

Whole-class Reading (Year 2 – 6) – Sharing a whole-class text including, modelled reading, vocabulary exploration, book talk and answering questions about the text.

Individual Reading – Children are heard read on an individual basis in KS1 and in KS2.

Independent Reading – Children are given the opportunity to read independently wherever possible.

Reading for pleasure – children are given the opportunity to read a variety of materials which reflect their particular interests e.g. magazines, individual genres, specific authors, books that reflect personal hobbies etc.

The Foundation Stage

We teach Literacy in reception classes as an integral part of the school's work. The format of the daily lesson is similar to that used in the rest of the school. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the Literacy aspects of the children's work to the objectives set out in the Early Learning Framework 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 range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

Planning the Literacy Curriculum

Literacy is a core subject in the National Curriculum. <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

We carry out the curriculum planning in Literacy in three phases (long-term, medium-term and short-term). Our yearly teaching programme identifies the key objectives in literacy that we teach to each year.

Class teachers complete a weekly (short-term) plan for the teaching of Literacy. This lists the specific learning objectives 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. The Literacy subject leader is responsible for reviewing these plans.

The Role of the Literacy Co-ordinator

The Literacy Co-ordinator is responsible for the development and monitoring of the Literacy curriculum. S/he is responsible for updating the School's Policy and Subject Action Plan for the School Development Plan.

S/he assists staff by leading staff meetings; planning and leading in-service training activities; providing help, advice, ideas and support; providing suggestions for curricular targets; specifying and ordering resources and leading new initiatives. S/he communicates new initiatives to parents.

In monitoring and evaluating s/he carries out work trawls; monitors teacher's plans; holds meetings to discuss pupil progress; interviews pupils to ascertain understanding and observes classroom practice.

Teaching Children with Special Needs

At Brookhurst School we teach Literacy to all children, and encourage them to attain the best they can. Literacy forms part of the school curriculum policy providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in Literacy can where appropriate take into account the targets set for individual children in their Individual Education Plans (IEPs). Teachers provide help with communication and literacy through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using IT, other technological aids and taped materials;
- using alternative communication such as signs and symbols;
- Intervention

Equal Opportunities

All children have the same access to Literacy activities regardless of their gender, race or cultural background.

Assessment and Record Keeping

On-going teacher assessment has always been an integral part of good practice. It is important to remember that the main reason for assessment is to enable the teacher to match the tasks set to the abilities and needs of the pupils as they progress.

Signed – Rebecca Gunthorpe

Date – Summer 2023

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