

# Elm Academy

## Literacy Policy

**‘Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding.’**

### ***QCA Use of Language Across the Curriculum***

#### Key Stage 1/2 Literacy Policy

##### **Purpose of this policy:**

- To establish an entitlement for all pupils;
- To emphasise expectations for teachers with regards to Literacy;
- To promote continuity and coherence across the school;
- To state the school’s approaches to this subject in order to promote parent’s/carers’ understanding of Literacy in our school.

##### **Aims:**

- To increase progress and improve outcomes for all students in KS1/2.
- Continue to improve the quality of teaching and learning in English.
- Raise standards of literacy across the School.

##### **Roles and Responsibilities**

- **Senior Managers:** lead and give a high profile to Literacy;
- **Teachers:** contribute to pupils’ development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons;
- **Literacy co-ordinator:** supports teachers in the implementation of strategies and encourages teachers to learn from each other’s practice by sharing ideas.
- **Parents:** encourage their children to use the range of strategies they have learnt to improve their levels of literacy;
- **Pupils:** take increasing responsibility for recognising their own Literacy needs and making improvements;

##### **Planning:**

It is expected that teachers create a Long Term Plan which incorporates; Fiction (x6), Non-Fiction (x3) and Poetry (x3) across the year and that they are followed so that the children experience the full breadth of the Literacy curriculum. Where possible, teachers are also expected to make links with work taught in IPC/Topic.

Teachers also need to complete weekly plans where they relate all lessons back to National Curriculum objectives. At the end of each unit, it is expected that each teacher will highlight the objectives on a Medium Term Plan to inform future planning and ensure the full breadth of the Literacy Curriculum is taught.

Planning needs to show clearly the Literacy Skills that are being taught each week from Year 1 - 6. These skills should come directly from the National Curriculum for each Year group and should focus on grammar, punctuation and spelling.

Discrete ‘Comprehension’ lessons are also taught once a week to improve children’s skills in reading for meaning and these too can be seen on the weekly plan.



In Foundation and KS1, daily Phonics planning also needs to be completed as per the agreed format. Children will have discrete Phonics teaching for 20 minutes daily but these skills will also be built upon in other Literacy Lessons.

Planning is scrutinised by the Literacy Co-Ordinator at least termly in both Literacy and Reading. Feedback is given individually and support where necessary.

### **Lessons:**

All staff are responsible for checking students' class work for Literacy errors and addressing these using the agreed marking policy.

Students are to be taught to use correct spelling and punctuation and follow grammatical conventions that are age appropriate. They should also be taught to organise their writing in logical and coherent forms. Students should be taught the specialist and technical vocabulary of subjects and how to spell these words, with errors being corrected across the curriculum.

### **Lesson observations, learning walks and work scrutiny:**

A programme of observations and learning walks are in place as part of the quality assurance process. The focus of these will be to ensure that Literacy is embedded within teaching, referred to within lessons and evidenced in marking.

### **Intervention:**

Students will be identified through Pupil Progress Meetings with class teachers and line managers. Appropriate steps forward for those children not making the required amount of progress will be identified and discussed.

Staff referring the students to the Literacy Co-ordinator must first take it upon themselves to address the student's Literacy need. Staff should contact the Literacy Co-Ordinator or SENCo as appropriate, if they require further assistance. If there is a whole class Literacy issue such as commas, apostrophes etc, Literacy Skills sessions should be used until teacher is confident that the issue has been resolved.

### **Speaking and Listening**

We will teach pupils to use language precisely and coherently. They should be able to listen to others, and to respond and build on their ideas and views constructively.

We will develop strategies to teach pupils how to participate orally in groups and in the whole class, including: using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation.

### **Writing**

It is important that we recognise and reinforce pupils' language skills, through:

- Making connections between pupils' reading and writing, so that pupils have clear models for their writing;
- Using the modelling process to make explicit to pupils *how* to write;
- Being clear about audience and purpose;
- Providing opportunities for a range of writing including sustained writing.
- Developing 'Talk for Writing' to embed speaking and listening into the writing process.



## **Including All Pupils**

### **1. Differentiation**

Elm Academy pupils are entitled to our highest expectations and support. Some will need additional support and others will need to be challenged and extended. Strategies that we can use include:

- questioning;
- adjusting the demands of the task;
- the use of additional support;
- use of group structures;
- resources;
- making objectives clear;

### **2. The more able**

We will seek to:

- identify able pupils;
- promote ways of structuring learning for able pupils by using National Curriculum objectives;
- develop a teaching repertoire which supports and challenges able pupils.

### **3. English as an Additional Language**

Our pupils learning EAL need to hear good examples of spoken English and also to refer to their first language skills to aid new learning in all subjects of the curriculum. The use of their first language enables them to draw on existing subject knowledge and to develop English language skills in context. For example, a group of pupils can learn about paragraph organisation in their mother tongue.

### **4. SEN**

We will teach our pupils with special educational needs appropriately, supporting their learning and providing them with challenges matched to their needs, through using a range of teaching strategies such as guided group work, writing frames and oral activities.

### **The Foundation Stage:**

In the Foundation Stage, we teach Literacy as an integral part of the school's work. The Foundation Stage follow the Early Years Framework where we relate the English aspects of the children's work to the objectives set out in it. This underpins 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 and use words and text in a range of situations.

