



Literacy Policy

2022

Rationale:

'Literacy focuses on developing each child's ability to understand and use language, both spoken and written, as an integral part of learning in all areas' (NI Curriculum). One of the six Areas of Learning within the NI curriculum, literacy provides our pupils with the skills necessary to communicate and express themselves confidently through talking and listening, reading and writing. At Botanic Primary school, we view literacy holistically and aim to provide children with the opportunities to extend their skills, using a variety of media and across curricular areas. Language and literacy skills are vital to allow pupils to interact with their environment and are viewed as a prerequisite to further learning.

Principles:

This is the Literacy policy agreed by the Principal, staff and Board of Governors of Botanic Primary School. We value every pupil and the contribution they have to make to learning. Accordingly, we aim to ensure that every child achieves their full potential in this subject and that all are enabled to develop their skills in accordance with their level of ability and understanding of language. We recognise that literacy should be accessible to all pupils and that all teachers, led by the literacy coordinator, share responsibility for the development of this area throughout school.

Aims:

1. To raise the standard of literacy within Botanic Primary School; taking key stage data into account in planning and future provision.
2. To foster positive attitudes to literacy, supporting and stretching pupils as necessary.
3. Across the curriculum, to enable pupils to express themselves and communicate meaning in spoken language, listening to and interpreting what others say and matching style and response to audience, context and purpose.
4. To provide pupils with a range of relevant and purposeful opportunities to develop their ability to read, understand and engage with various types of text both for enjoyment and to extend learning.
5. To enable pupils to effectively communicate using written language, making and shaping text appropriately, according to context, purpose, reader or audience.
6. To develop pupil confidence in using English to communicate across the curriculum whether through talking and listening, reading or writing.
7. To make effective use of technology to support literacy development across year groups.

Role of the Teacher:

In the teaching of literacy, the teacher fulfils a number of roles in all modes of language:

1. **Model:** the teacher will model the use of language, problem solving techniques, reading strategies and ways to present information, across the area of literacy. It is vital that the teacher aims to foster positive attitudes towards literacy.
2. **Facilitator:** providing a supportive yet stimulating learning environment where children can take risks in learning and express themselves with confidence, safe in the knowledge that their contributions will be valued.
3. **Initiator:** providing a wide range of differentiated resources which allow for balanced teaching activities encouraging the development of key skills in talking and listening, reading and writing across the curriculum.
4. **Monitor:** observing and assessing progress made by each pupil in literacy and making further provision to support or extend. Monitoring the effectiveness of teaching and learning strategies and adapting accordingly.
5. **Assessor:** evaluating the development of literacy skills and reporting to curriculum coordinator, SLT and parents. Assessing progress made through formative and summative means.

Talking and listening

The development of good oral and aural skills allows children to interact effectively with others and to progress in cross curricular learning. The ability to attend to and use information given by others is a skill which will allow children to fulfil their potential in learning and allow them to communicate effectively with a range of audiences.

Our aim is that children will become efficient language users. This will be achieved through careful planning, modelling and teaching. Through provision of meaningful interaction with teachers, visitors and peers, children will be provided with experiences to develop their skills and their thinking.

Classroom Environment:

At Botanic Primary, we endeavour to create language rich classrooms where children are encouraged to contribute to class discussion, feel confident in asking questions and whose opinions are valued. In understanding that some pupils have English as an additional language, support is provided through modelling and visual cues to encourage participation of all pupils. Talking and listening is planned for across the curriculum, providing opportunities for children to work in pairs, groups and to present as individuals.

Teaching approaches and organisation of learning:

- Teachers carefully plan opportunities for talking and listening across all areas of the curriculum
- Experiences and activities planned for promote a wide range of types of talk to include paired work, group discussion, individual presenting, interviewing, drama and role play.
- Teachers make use of lollipop sticks, talking toys and the assignment of roles as appropriate to ensure the participation of all pupils in talking and listening tasks.
- Children are provided with opportunities to present in assembly and as part of organisations including ECO club and school council.
- Children have opportunity to voice record using digital technologies and age appropriate applications.

Writing

Writing is an essential mode of communication through which children can express their feelings, share their experiences and record their findings. It is our aim that children will develop the ability to effectively write in a variety of forms across the curriculum and in accordance with audience and purpose. We aim to develop both compositional and secretarial writing across year groups.

Classroom environment:

From the moment a child enters school, they are given opportunity to ‘mark make.’ This first step of written communication is celebrated and children are supported in the refining of their initial written skills. Throughout the Foundation Stage, children are given opportunities to write through structured play activities including writing areas within the role play area as well as across the curriculum. Across year groups, children are inspired to write through the provision of stimulating materials and purposeful activities. Pupils are provided with materials and stimuli to support writing, including word banks, word walls, dictionaries, thesauri and ICT.

Pupil writing is celebrated through display and the creation of class books to be incorporated into the class library.

Teaching approaches and organisation of learning:

- Children have opportunity to write for different audiences and purposes, linked to cross curricular work.
- Children will develop discrimination of letters and words
- Modelling: Teacher will model letter formation and pencil hold to support early writers
- Exploration: Various genres and writing styles will be explored through exposure, highlighting of common features of text, style and purpose.
- Teaching objectives and Success Criteria is outlined in each lesson, giving children clear guidance as to what they are learning and how they can ensure success.
- Shared and modelled work: Teachers demonstrate how a task can be approached by modelling, explaining what they doing (modelled writing)
- Children are encouraged to edit and redraft work (KS2)

- Children are provided with writing frames and structures to support them in their writing development.
- Children are provided with collaborative opportunities to plan and write in pairs and small groups
- Jane Considine lenses are used to support word generation and writing structure.
- Teachers may scribe the children's' ideas onto large sheets or using the active panel
- Teachers allow time for discussion and planning before writing tasks commence.
- The marking of writing is in accordance with our marking policy.

Spelling:

It is recognised that systematic teaching of phonic based skills can support the development of spelling. All classes make use of phonic word lists in group spelling each week. Year 2 and 3 receive 2-6 words per night, years 4-7 learn 10-20 words per week.

Multisensory methods are used in the teaching of spelling, to include magnetic letters, sand and dough. Children are explicitly taught strategies to aid spelling including the use of onset and rime, mnemonics and look, say, cover, write, check. Children are given spellings for homework in years 2-7 and these are monitored through in class assessment.

Handwriting:

Multisensory methods are used to teach handwriting, these include the use of paints, dough, sand and foam. Correct pencil hold is taught from Year 1 and is established through practice and support. The majority of Year 1 pupils will begin writing in term 2 with the remainder commencing formal writing activities in term 3. Writing aids will be provided for children who find handwriting difficult to ensure all children have the opportunity to develop writing skills. Handwriting books are completed in years 1-7. Pre cursive writing is taught in years 1-3 with cursive print beginning in Year 4. Year 7 pupils use handwriting pens across the curriculum with the exception of maths. All classes have timetabled handwriting lessons each week, through which teachers can model formation and support children in their writing.

Reading

It is our aim that our children will learn to read a range of texts, develop an enjoyment of reading which will allow them to become life-long readers. Reading involves word knowledge and comprehension skills. We recognise that for children to make progress in reading both of these elements must be secure.

Classroom environment:

In Botanic Primary, we recognise the importance in developing a love of reading. Each classroom has a library which is resourced with both fiction and non-fiction texts for pupil use. We recognise

the importance in encouraging boys to read, and aim to resource our school with books which will appeal to all of our pupils. All class teachers plan for shared, modelled and independent reading, through which we aim to inspire children to develop an enjoyment of books and to support them in the development of core reading skills. Books are displayed in the classroom and are accessible to the children at all times.

Botanic Primary is resourced with a school library. Each class visits the library once per week. We operate a Reading Partners programme where our lower school classes are partnered with a KS2 class to read to them each week based on a book buddy system. Our school has established good links with our local library. The library service frequently visits our school to read to our pupils and year groups visit the local library throughout the year.

Teaching approaches and organisation of learning: *We recognise that all pupils are individual learners who have different learning styles and preferences. Outlined below are some of the approaches which may be adopted by class teachers in Botanic Primary to ensure the development of word acquisition and reading skills.*

- Individual and group reading is listened to by the class teacher at least twice per week with CA's supporting rehearsal of reading in addition to this.
- Pupils are paired with an older pupil for shared reading each week
- Phonological awareness is developed through multisensory approaches
- Reading strategies are modelled by the class teacher and assistants
- Shared reading sessions are planned for in all classes using big books, eBooks or enlarged texts
- Years 4-7 have timetabled silent/uninterrupted reading each day
- Children enjoy visits from the local library
- Children in years 3-7 enjoy appropriately selected class novels
- New strategies for the teaching of reading are disseminated amongst staff
- Accelerated reader programme is in use in KS2 to develop the reading and comprehension skills of pupils.
- Bug Club is in place in Years 1-4 to support reading development and comprehension skills of Foundation stage and KS1 pupils.

Progression in reading is carefully monitored by class teachers and children are given breadth as well as acceleration in reading. In Botanic Primary School we make use of many published reading schemes to ensure suitable levels of text (both with regards to interest and text level).

Some of the schemes currently used can be found below:

Rigby Star, Oxford Reading Tree, PM, Bug Club, Ginn, Story World, Literacy World.

Through these schemes, reading skills and vocabulary are gradually built upon. Children will complete corresponding activities to demonstrate comprehension skills. Teachers ensure that children are reading both fiction and non-fiction texts.

Parental Involvement:

Parents are involved in the literacy development of their child through participation in parent workshops. They are also required to sign completed literacy homework and complete reading diaries each evening. Botanic Primary reports progress in literacy through parents' meetings and school reports. We recognise the value of home- school partnership in supporting our pupils to progress in literacy.

Homework:

Pupils in Years 1-7 receive literacy homework each week. Years 1-3 receive 1 piece of written literacy homework each week with years 4-7 receiving 2 pieces of written literacy homework per week. All pupils receive reading homework and word recognition or spellings. Parents are asked to sign completed homework and to make a comment in reading diaries. More details can be found in the homework policy.

Equal opportunities:

All pupils regardless of gender or ethnic background will be given equal access to materials, teacher time and attention. Progress will be monitored throughout year groups as we aim to raise standards among all children equally.

Planning for Progression:

Teachers effectively use the school's literacy scheme, based on the Statutory Requirements (NI Curriculum) and the lines of progression to ensure development of literacy skills across year groups. They make use of a wide range of teaching strategies and plan for learning objectives through six weekly notes which are carefully monitored and evaluated by individual teachers, literacy coordinator and school leadership.

Assessment:

Continuous assessment across the area of literacy ensures that we carefully monitor the progress of all pupils. This assessment is used to inform future planning both in class and at a whole school level.

We aim to use effective assessment methods which provide purposeful feedback to pupils and allows for future planning. Assessment takes place in each lesson. Learning intentions and success criteria are shared with pupils, allowing them to be involved in their learning; pupil work is marked in accordance with these. Throughout the year groups, pupils are given opportunity to self and peer assess. Other forms of assessment include class tests and diagnostic tests. Summative assessments, such as end of key stage tests are also used to track pupil performance.

Year 1: Renfrew Language Scale

Year 2: YARC

Year 3: YARC, NFER, PTE

Year 4: NFER, PTE

Year 5: NFER, PTE

Year 6: NFER, PTE

Year 7 NFER,PTE

Formal statutory assessment for literacy takes place at the end of KS1 (Year 4) and the end of KS2 (Year 7). More information on the assessment of literacy can be found in the assessment policy.

Monitoring and Evaluating:

All teachers share responsibility for the monitoring of pupil progress in literacy and the effectiveness of the teaching approaches used within their class. The literacy coordinator will be responsible for monitoring literacy teaching and pupil progress throughout the school. This will involve scrutinising six weekly planning notes, collecting book scoops, carrying out classroom observation and analysing data. Staff development will be advanced through meetings, workshops and team teaching sessions to share new strategies and disseminate good practice.

Resources:

Botanic Primary School is resourced with a range of fiction and non-fiction texts as well as reference books. We make use of a range of published reading schemes and associated material. Each class is furnished with a wide selection of literacy games and text books. Pupils have access to iPads for read along texts and interactive comprehension. Shared resources are held in the literacy cupboard for shared use and other resources are held in individual classrooms. Literacy resources are regularly audited and updated. Staff make use of Jane Considine resources and materials to support reading and writing across all year groups.

ICT:

The teaching of literacy is enhanced through the use of ICT as appropriate. iPad applications are frequently updated and software is available on the C2K system to aid the teaching of literacy across key stages. Talking tins and postcards are effectively used as recording tools and children are able to use the computer suite to research or word process their work. Collins Handwriting materials are used on the active panel as are Collins Literacy activities. Websites can be accessed to benefit the teaching of literacy within school.

Staff level 1 piece of literacy work each half term and these are placed in the red assessment folders.

Our school library uses the ALICE system to record the borrowing of books.

Extra- Curricular Activities:

Botanic Primary School aims to develop a love for reading through the running of our Book Fairs. 2 Book Fairs are held in school each year, in February and October respectively. Children also participate in World Book Day where they complete various activities from Fancy dress to writing a cumulative tale!

Special Educational Needs:

It is the responsibility of class teachers to identify additional needs in relation to literacy. In collaboration with SENCO an individual education plan will be composed. Parents are made aware of this plan and sign in agreement. Additional literacy support is provided for children by literacy support teacher and outside agencies including PERI and Harberton outreach. The literacy and special needs coordinator liaise in relation to pupil need and devise suitable support.

Literacy Support:

Miss Bacon and Miss Gunn provide additional literacy support through the afternoon timetable.