



Long Ditton Infant and Nursery School Literacy Policy Statement

This policy will be reviewed in 2020



Our Aims

- To provide a language rich environment that promotes a culture of reading and writing;
- To develop in pupils an interest in and a love of books and literature that will not only support their learning across the curriculum but also enrich their lives;
- To value and use books as a basis for learning, pleasure, talk and play;
- To teach children the craft of cursive writing in order to develop in children the confidence and skills to write well for a range of purposes and audiences;
- To teach the basics - spelling handwriting and punctuation - to liberate creativity;
- To foster in pupils the confidence, desire and ability to express their views and opinions both orally and in writing;
- To value and celebrate diversity in culture and language.

How is Literacy taught?

Literacy is taught in accordance with the 2014 National Curriculum. These are: Spoken language, Reading; Word Reading and Comprehension, Writing; Spelling, Handwriting, Composition, Vocabulary, Grammar and punctuation.

Read , Write, Inc (Fred groups)

In our school we believe that reading is the gate way to all learning and it is essential that children are taught reading skills in a systematic and lively way. To this end, we have adopted the Read, Write Inc phonic skills based programme, which encompasses Reading, Writing and Spelling. Children are assessed for the programme approximately every 9 weeks and grouped according to their reading level. This allows them to take a full part in all lessons.

Children learn:

Spoken Language

Through working in pairs:

- to answer every question
- to practice every activity with their partner
- to take turns in talking to each other

Reading:

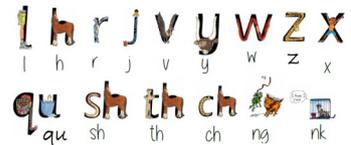
- 44 sounds and the corresponding letters/letter groups using simple picture prompts
- to read words using sound blending
- to read lively stories featuring words they have learned to sound out
- to show that they comprehend the stories by answering 'Find It' and 'Prove It' discussion questions

Writing

- to learn to write the letters/letter groups which represent the 44 sounds
- to write words by saying the sounds and graphemes
- to write simple sentences in cursive script



In the early stages children reinforce their learning at home by sharing the sounds learned and at a later stage books read that week. When children reach pink level they also take other books home to practice their reading skills.



ICT

Where relevant and suitable ICT is used in the classroom to support the teaching and learning of this subject. ICT is also used in a cross curricular way to teach Literacy.

Foundation stage

The Foundation Stage follows the EYFS curriculum.

- Communication and Language
- Reading
- Writing

The Read, Write Inc program is introduced in the Autumn term of Reception. This is supplemented by story times where the children are read good quality books of different genres to learn about how books work to develop a love of story, poetry and information books.

Key Stage One

Literacy is taught through:

- Read, Write Inc program 3 x 30 minutes weekly
- 4 x 1 hour weekly literacy sessions covering different genres including poetry, non-fiction, and extended writing.
- Handwriting Practice
- Guided reading sessions
- Cross-curricular reading, writing and speaking and listening.

When children have completed the Read, Write, Inc program and are competent readers they use these sessions to extend their literacy and spelling skills.

Assessment

Children are continually assessed in Literacy in a variety of ways.

Foundation Stage:

Children are assessed against the EYFS profile. This may be by observations, looking at work or by answering questions.

Key Stage 1

- Reading skills are assessed every 9 weeks approx by the Read, Write Inc manager.
- Children are assessed against the new assessment grids as developing towards, meeting year expectations or exceeding. Progress is tracked half termly.
- Year 1 phonics check in July.
- Children's writing is assessed termly by teachers and judgements are moderated across the year group, whole school and other schools.
- Children are encouraged to be part of the process of assessment using self assessment opportunities.

Values

LOVE and APPRECIATION: To develop a love and appreciation of books and literature.

CO-OPERATION: Learning to work in pairs and larger groups.

RESILIENCE: Learning to persevere.

COURAGE: Taking on a role within drama activities.

RESPECT: To respect other's opinions and to be proud of their achievements.

TOLERANCE: To understand and tolerate other people's point of view

RESPONSIBILITY: To recognise their responsibility or their own and their partner's learning and to act responsibly when moving through the school to their groups.

PEACE: To stay calm and work as a team and think of others around you.

HONESTY: To look at your strengths and abilities and build on how you can improve.

FRIENDSHIP: To choose books you like to read and share them with your friends.



How you can help at home

- Share a range of books with your child. Bedtime stories don't just have to be fiction. It is important to give children exposure to well-written texts.
- Always allow time to hear your child read or support them in their learning. This should ideally take place in a calm, conducive environment.
- Provide opportunities for your children to write for example shopping lists, letters to relatives, postcard, either by hand or using the computer.
- Allow your child to practise their handwriting, making it fun by using a variety of tools for example gel pens, chalk and paint.
- Take your child to the library
- Some useful websites:

www.ictgames.com

www.bbc.co.uk/schools

www.topmarks.co.uk

Library

The children visit the library weekly to borrow a book.

The children can take these books home to share. Why not visit the local library. It has a variety of books that you and your child can look through and take home. Encourage your child to select books from different genres.

