

PERRYFIELDS INFANT SCHOOL LITERACY POLICY



Helping each other to learn and grow

At Perryfields Infant School we believe that Literacy is a fundamental life skill.

Children are enabled to express themselves creatively and imaginatively using a wide range of vocabulary. We encourage children to develop as independent, enthusiastic and expressive writers who are able to write in a meaningful way for a variety of purposes. They become enthusiastic readers developing a love of books from a variety of genres. Children gain an understanding of how language works.

AIMS

- To develop children's abilities to listen, speak, read and write for a wide range of purposes.
- To use language to learn and communicate ideas, news and feelings.
- To enable children to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and plays and non-fiction texts.
- To ensure children gain an understanding of how language works by looking at its structures and patterns.
- To use their knowledge, skills and understanding in speaking, writing and reading in a range of different situations and across the curriculum.

OBJECTIVES

- To enable children to speak clearly and audibly taking account of their listeners.
- To encourage children to listen with concentration and to be able to identify the main points of what they have heard.
- To write and read for pleasure and enjoyment.
- To enable children to evaluate their own and others' contributions.
- To develop confident, independent readers able to make choices and preferences.
- To encourage children to become enthusiastic and reflective readers.
- To develop the skills to be able to write with accuracy, meaning and imagination.
- To develop the children's ability to plan, write and edit to improve and correct their work.
- To develop a legible handwriting style.

SUBJECT ORGANISATION

- At Perryfields Infant School, we use a variety of teaching styles in order to address different learning styles and a cross-curricular, creative and topic based approach to literacy. Class teachers plan their literacy using objectives from the National Curriculum and the Perryfields' English Curriculum.
- In the Foundation stage the Early Learning Goals and Development Matters are followed, linked to a termly topic.
- Within each class, children work mostly in mixed ability groups. Activities are adapted to meet the different needs and abilities of the children.
- Teachers plan in teams to provide exciting and inspirational experiences for the children. Literacy is taught across the curriculum.

SPEAKING AND LISTENING

- From entering school, children are encouraged and supported to speak clearly.
- Children are encouraged to develop effective communication skills in readiness for later life.
- Children are provided with many opportunities for speaking and listening through, e.g. group, or class discussions, circle time, school council meetings, drama and whole school productions.

READING AND PHONICS

- At Perryfields we are fortunate to have a well-resourced library where children from all classes are able to borrow both fiction and non-fiction books to read at home.
- Children also have access to a range of online fully decodable Rocket Phonics fiction and non-fiction books to read at home.
- In FS children take home a fully decodable book matched to phonics ability, tricky words and a shared reading book for pleasure.
- In Year 1, children take home two books each week. One book is a fully decodable book and a shared colour banded book from the library.
- In Year 2, children take home two colour banded books from the library. Those children who didn't meet age expected levels in their Year 1 Phonics Screening continue to take home a fully decodable book to consolidate their phonics learning.
- Each class has a termly author focus and themed book corners.
- Each week opportunities for shared reading, guided reading and independent reading are planned.
- Across the school the Rocket Phonics scheme is taught systematically during daily sessions.
- Reading materials shared in class each week are recorded on the planning.
- Parents are actively encouraged to support their child's reading. Reading workshops are held to equip parents/carers with the necessary skills to support their children. A school reading competition takes place weekly between the classes. Children collect class points each time they read at home and school. The class with the most points receive a suitcase filled with a range of reading materials to enjoy in their classroom.

WRITING

- Writing should be taught through a cross curricular approach using the termly topic and foundation subjects as a stimulus. A range of creative teaching approaches are used, including speaking and listening tasks, drama and writing in role.
- The children are provided with opportunities to write for a purpose and real audience, about current, real and first-hand experiences.
- We encourage the children to become creative, imaginative and confident, and 'to have a go' at writing.
- Children are taught to self-assess, correct and improve their writing through the editing process.
- Writing tasks are scaffolded with word banks, sound mats and alphabet cards, allowing the children to write for themselves unaided. Across the school unaided and extended writing is encouraged in our 'Big Write' sessions. This allows children to develop their writing stamina and apply the skills they have learnt in literacy sessions.
- In FS and Year 1, children take part in regular Early Writing Instruction (EWI) whereby they are encouraged to have a go at writing sentences independently.
- In FS and KS1, children are set weekly spellings or spelling tasks on Spelling Shed.
- Children are tested on the FS High Frequency Words and the Year 1 and Year 2 Common Exception words each half term and are awarded with spelling certificates or badge in assembly when they have learnt how to spell all of them.

- Spelling challenges and opportunities to apply learnt spellings are provided in each year group.
- In order to assist the children with their spelling and writing, there are working walls, work banks, common exception word mats, sound mats, alphabet cards and dictionaries available in all classes.

HANDWRITING

- We encourage the children to take pride in the presentation of their written work and develop a neat and correctly formatted handwriting style.
- In the Foundation Stage, children are provided with daily activities to develop their fine motor skills. Handwriting is linked to the Rocket Phonics Scheme. Each week children are taught two sounds and practise correct formation of these letters in their Rocket Phonics Pupil Practice Booklet. In addition, these sounds are revisited in a weekly discrete handwriting session. Teachers model the correct formation and then children practise these letters in their handwriting book.
- In Year 1, children have a weekly discrete handwriting session. During these sessions, children continue to practise and consolidate their letter formation, including lower and upper-case letters, numbers, days of the week and words with the suffixes taught in Year 1. These lessons follow a taught sequence where letters are grouped into similar letter patterns. These patterns can be found in our handwriting scheme – see appendix 1.
- In Year 2, children begin by consolidating letter formation of lower and upper-case letters. Then children are taught to join letters using diagonal and horizontal lines. The sequence of joins follows the Rocket Phonics scheme. Each week in daily phonics and within a weekly handwriting lesson children practise joining letters in their Phonics Pupil Practise booklets and handwriting books. Those children who demonstrate they can consistently write with neat, joined writing across the curriculum are awarded a pen license.

CROSS CURRICULAR LITERACY OPPORTUNITIES

All teachers plan together creatively to make cross-curricular links through a thematic approach. They plan for children to practice and apply the skills, knowledge and understanding acquired through literacy to other areas of the curriculum. Each year we invite an author to visit the school and inspire the children through an interactive session.

ASSESSMENT AND TARGET SETTING

- Teachers assess children’s literacy skills in a variety of contexts.
- Assessment is continuous and teaching is adjusted to address the next learning steps of the children.
- Teachers moderate children’s writing together as a team each half term. They look at samples of work from the Foundation Stage to Year 2.
- Teachers often use live marking to provide instant feedback and next steps.
- Children self and peer assess their work regularly.
- Each term children’s attainment in reading and writing is updated onto FFT.
- Phonics, high frequency words, common exception words are assessed each half term.

INCLUSION

- We aim to provide for all children so that they achieve their full potential.
- We identify which children or groups of children are under-achieving and take steps to improve their attainment through adapted work.
- Challenges are planned and provided in each lesson for all children to access.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide exciting learning opportunities regardless of gender, ethnicity or home background.

REVIEW

This policy will be reviewed according to the policy reviews timetable taking into account national and school based initiatives.

Signed.....

Dated.....