Blaenavon Heritage Voluntary Controlled Primary School



LANGUAGE, LITERACY & COMMUNICATION POLICY

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COG:

LITERACY POLICY

This document is a statement of the aims, principles and strategies for the teaching and learning of literacy.

At BHVC Primary School, we believe that communication, both oral and written, is the key to educational progress, to social integration and to personal development and happiness. Literacy is about the development of fluent readers, confident writers and effective speakers and listeners. We believe it is the right of every child to become a competent and confident user of the English language.

AIMS

Our aims in teaching literacy are that all children will be able to:

- Communicate clearly and confidently, expressing opinions, adapting talk to audience and purpose, using appropriate gesture and intonation to engage the listener.
- Listen to others, take account of the speaker's talk, respond thoughtfully and demonstrate the skills necessary for effective speaking and listening.
- Reflect on their own talk and that of others, evaluating the effectiveness and suggest ways of improving their performance in relation to the task and the intended audience.
- Develop the necessary skills to read confidently, fluently and with enjoyment and understanding.
- Read a wide range of genre and be able to process information that is presented in a variety of forms, including multimodal texts.
- Demonstrate effective research skills, confidently reading a range of information based material from a variety of paper and digital sources, e g Factual books, websites, encyclopaedia, etc.
- Enjoy writing and recognise its value as an essential communication tool.
- Write confidently in a range of forms, for different purposes and audiences.
- Demonstrate accurate use of spelling, grammar and punctuation.
- Present written work neatly.
- Use ICT skilfully and appropriately, exploring opportunities to create different pieces of multimodal literacy.

WIDER SCHOOL AIMS/ETHOS

The policy is underpinned by the schools vision, aims and values.

Consultation: this policy has been created by L Sutton and R Williams, in consultation with the Head Teacher and staff.

PRINCIPLES FOR THE TEACHING AND LEARNING OF LITERACY

The acquisition of effective literacy skills depends on a carefully planned curriculum that offers broad experiences which include integrated opportunities to develop oracy, reading and writing. From entry to the school, all children are immersed in a language-rich environment and, as teachers, we seek to ensure that the classroom is equipped and organised so that children may develop and practice their skills continuously. Our Literacy

curriculum is delivered through the Curriculum (2008) and, from September 2022, will be delivered through the new Welsh Curriculum in Literacy lessons, as well as lessons across the curriculum. We want our children to experience a wide range of both spoken and written English. Children with Special Educational Needs and those with English as an Additional Language will be given support, which will enable them to access the language curriculum so that they can achieve their full potential. EAL children's expertise in their first language will also be valued and respected. Throughout their time in our school all children will be supported and encouraged to achieve their personal best.

BILINGUALISM

In addition to the skills in English that we teach, the development of Welsh as a second language is of high importance. We foster positive attitudes to learning Welsh, engage the children in daily oral activities, ensure that our school environment reflects both Welsh and English and encourage pupils to confidently use both languages. In the context of Literacy, we also plan for "Curriculum Cymraeg". Through our planning we ensure that children are given opportunities to read stories and poems by Welsh authors. They will also explore, through discussion, local and national issues. Pupils will be given opportunities to respond through oral and written activities. Annual events in school celebrating Welsh culture will also provide a suitable context for further developing both literacy skills and a deeper understanding of local and wider heritage.

Languages, Literacy and Communication Area of Learning and Experience

The Languages, Literacy and Communication Area of Learning and Experience, including Welsh, addresses fundamental aspects of human communication. It aims to support learning across the whole curriculum and to enable learners to gain knowledge and skills in Welsh, English and literature. Different languages should be explored in relation to one another, so too the skills of listening, speaking, reading and writing. The statements support and complement one another and together they contribute to realising the four purposes of the curriculum. It also means that through a holistic approach, we learn about and through literature, and how this contributes to all aspects of learning about languages. The four purposes of the curriculum are central to the planning of experiences that learners will encounter in Welsh at BHVC and we aim to help our pupils become:

1. Ambitious, capable learners, ready to learn throughout their lives
2. Enterprising, creative contributors, ready to play a full part in life and work
3. Ethical, informed citizens of Wales and the World
4. Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Learning and experience in this Area aims to enable learners to communicate effectively using Welsh and English. It aims to encourage learners to transfer what they have learned about how languages work in one language to the learning and using of other languages. This multilingual approach is intended to ignite learners' curiosity and enthusiasm and provide them with a firm foundation for a lifelong interest in the languages of Wales; and thus to make them ambitious, capable learners, ready to learn throughout their lives.

This readiness to learn is further supported since effective language skills help learners to make sense of concepts across the curriculum, for example by enabling them to articulate their reasoning when solving problems and analysing information. Effective multilingual skills deepen this ability as they enable learners to respond in many more contexts. Given

that a key aspect of effective language learning is the willingness to experiment and take risks in trying out new structures, sounds and patterns, learning and experience in this Area can empower learners to be creative and to persevere when facing challenges. Together, these skills can build learners' confidence to grasp new opportunities and to adapt to different roles which, in turn, can develop them as enterprising, creative contributors, ready to play a full part in life and work.

In this Area, languages are seen as a key to social cohesion, which can promote better local, national and global understanding. The aim is to encourage learners to engage critically with languages and literature in order to help them develop not only their own sense of identity, but also an understanding of the relationship between their own cultures and communities and those of other people. This understanding can be deepened as learners are afforded opportunities to learn two languages. This linguistic knowledge and these skills are needed to participate confidently and empathetically in society, which contributes to developing learners as ethical, informed citizens of Wales and the world.

Engaging with this Area also helps learners to become healthy, confident individuals, ready to lead fulfilling lives as valued members of society, as the skills promoted through languages, literacy and communication are key to enabling learners to express themselves effectively, to be open to other people's points of view and to develop positive relationships.

ORGANISATION OF LITERACY TEACHING

Within our school Literacy is planned as follows:

- All teachers follow the national curriculum guidelines for teaching English at Key Stage 2 and Literacy in the Foundation Phase. These encompass the subject as a whole and teachers use the new Literacy framework document to plan for literacy skills across the curriculum. In addition to this, teachers can refer to Taith 360 for further guidance and structured information on effectively teaching all three attainment targets.
- Medium term planning takes place every term and sets out stimulating planned opportunities for pupils to develop their oral, reading and writing skills. Activities are linked to the theme/topic for the term to apply literacy learning across the curriculum. Teachers capitalise on opportunities to teach specific text types when the theme is appropriate eg, Explanation texts during a science-based theme.
- Literacy teaching takes place every day in every classroom. The format of this teaching varies to include different activities for each day.
- Teachers ensure that the work planned is appropriate for the age, stage and ability of their children. They use strategies such as talk partners and small group work to allow children to develop their oral skills and their ability to communicate and cooperate with their peers.
- Emphasis is placed on the acquisition of effective oracy skills in the early years and foundation phase. Role play areas are set up in partnership with the children so that they can practise speaking, listening and drama based activities within a meaningful context.
- In Key Stage 2, teachers seek to build on and develop these oracy skills by planning drama/role play activities, initiating group discussions/debates and encouraging pupils to make individual or small group presentations

- Reading is taught, through the Read Write Inc Scheme. All pupils in the Foundation Phase are assessed and placed into teaching groups according to this assessment. Speed sounds are taught and practiced daily. Letter sounds are systematically taught and practiced daily, initially from the simple speed sounds chart, progressing onto the complex speed sounds chart. The scheme includes a reading, writing, spelling, punctuation and grammar focus. Pupils are provided with opportunities to consolidate their knowledge of letters through multi-sensory activities that are accessed through continuous and enhanced provision.
- Once the pupils are ready to begin their reading journey, they progress onto the Ditty books and story books.
- Children in Key Stage 2 are assessed throughout the year using the 'PM Benchmark kit' to ensure their reading books are set at the appropriate level. Children take their reading books home weekly to practise with parents/carers.
- In the Foundation Phase each child reads aloud to the teacher or learning support assistant once a week. This can be adapted to include additional reading exercises for any pupil requiring extra support.
- Pupils are able to access extra reading materials in their class libraries, including fiction, non-fiction texts and access to appropriate internet websites.
- Visits to the local library are organised during the year. Activities to celebrate reading are planned annually to celebrate World Book Day. A School Book Fair is also held during the year.
- Guided reading takes place on a daily basis for Key Stage 2 classes. Children in Upper Key Stage 2 participate in whole class reading sessions. Children are challenged to develop their knowledge of different text types through effective questioning at word, sentence and whole text levels. Resources for guided reading are held in the Foundation Phase library for all pupils. An online reading resource "Giglets" is also available for staff to use from Nursery to Year 6.
- Children are given opportunities to develop their writing skills every day and are encouraged to use correct letter formation throughout their time in school.
- Grammar and punctuation are taught through shared reading and writing activities and children are encouraged to learn about its purpose within a text as well as what it is.
- Children are taught to use a variety of sentence types using Alan Peat sentences (which are displayed in all KS2 classes)
- The teaching of writing is broken down into specific text types. Text types include: Narrative (story writing and poetry), Recount, Report, Explanation, Instruction and Argument and Persuasion. For each genre, staff follow the Writing Journey Process, familiarising the pupils with the genre, identifying key features, modelling the writing, completing shared writing activities and, finally, individual writing. The topic dictates which genre is to be taught at a given time. Topics have been chosen to ensure coverage, where possible, of all genres within an academic year. Where this has not been possible, genres may be taught discretely. 'Pupil voice' has been taken into consideration when choosing a topic.

ASSESSMENT AND REPORTING

- Short term, informal assessments are made during each lesson. These are linked to the learning objective/s of the lesson. Pupils are given constructive oral feedback from teachers and open dialogue is encouraged so that pupils are part of the assessment process and can see how they may move their work on in order to make the next steps.

- Teachers make formative comments on children's reading progress and record this information on pupils reading record sheets/books.
- Targets are set for each child in Literacy during the autumn term and reviewed in the spring. These, along with progress, are shared with parents at consultations.
- During the summer term pupils from Y2-Y6 will sit the National Reading Tests. The results of these tests will provide information about progress as they move through the school. This data will be analysed to provide information on strengths and areas for development within Literacy teaching and learning.
- Children entering nursery are given a baseline assessment in Literacy. This information provides information for the school, gives a basis from which to track the pupils and enables teachers to plan the learning experiences appropriately.
- At the end of the Foundation Phase and Key Stage 2, pupils are assessed in Literacy. They are given a level based on their attainment in Oracy, Reading and Writing. These assessments are made by teachers in accordance with the statutory assessment arrangements in Wales. The levels are reported to parents/carers within the child's end of year report.
- All pupils receive a report during the academic year, giving information on the child's attainment and achievements in Literacy. Targets are also provided for future development and improvement.

Read Write Inc

- Children are assessed throughout every session and spotlight children are identified.
- Assessment team conduct Read Write Inc assessments half termly. These assessments allow for children to be put into homogenous groupings.

ROLES AND RESPONSIBILITIES

Governors:	Will review the policy as and when required and should have an understating of the policy when conducting their link governor role.
Head Teacher:	Will ensure the policy is adhered to and monitor and review.
Literacy Co-ordinator:	The Co-ordinator will ensure that the school implements the teaching and learning experiences outlined in this policy. They will guide, support and lead teaching staff as appropriate, providing information and practical assistance where necessary. It is also the responsibility of the coordinator to monitor standards in Literacy and keep staff informed of recent developments on both a local and national level, provide training and lead initiatives. They will also liaise with colleagues within the school cluster, as well as other agencies including advisory teachers and providers of literacy based events/activities. The coordinator will organise and lead events, such as book fairs and competitions on an annual basis. Literacy, at every opportunity, will be given a high profile throughout the school.

Teachers:	Should ensure they understand and carry out the policy. Any comments about the policy should be shared during the review process.
Pupils:	Should be taught how they can follow the policy and ensure they aspire to the best standards of literacy.
Homework/Parent Partnership:	See Homework Policy. This policy will be shared with parents and made available via the school website, school prospectus and newsletter and may be discussed during parent consultations.

Equal Opportunities
All children, regardless of gender, race, cultural background, religious belief or ability are able to access the literacy curriculum at BHVC Primary School

Health and safety: Please see policy

Planning: All staff should plan to ensure the policy is taught to pupils and adhered to in their everyday work.

Teaching: All staff are responsible for the implementation and teaching of the expectations within the policy.

Organisation: The Literacy policy is organised for the whole school and is age related at certain sections.

Resources: Resources that affect the implementation of the policy should be reported to the stock controller in the school office. Staff must ensure that resources are in plentiful supply and that development of literacy skills are not affected due to resources issues.

Any Failure to follow this policy should be immediately reported to the Head Teacher or Deputy Head Teacher.