

Holy Ghost Catholic Primary School

LITERACY - INTENT and IMPLEMENTATION

At the heart of language development lies the vital task of empowering the individual

- ◆ to appreciate the importance and power of language in communicating thought, emotions, and observation
- ◆ to grow increasingly proficient in the effective use of language for both personal and public purposes, in both spoken and written forms,
- ◆ to enjoy its effects in literature, in oratory, and in effective communication.

The quality of language reflects the quality of the models, which help to form it.

Our intent:

(i) Our children are provided with learning experiences of real value, which develop their language:

- ◆ to master important concepts and to think
- ◆ to engage in dialogue which communicates and deepens understanding
- ◆ to produce written work of a highly creative and aesthetic quality, with correctly formed cursive handwriting

This involves:

- ◆ the acquisition of a wide working vocabulary
- ◆ clear expression of thoughts, using correct syntax and spelling
- ◆ understanding the use of grammar in writing
- ◆ clear articulation of speech, with awareness of purpose and audience
- ◆ becoming a fluent, avid and analytical reader
- ◆ becoming a competent writer for a range of purposes and audiences

(ii) Teachers themselves being models of excellence in their own use of language, and using models of excellence from literature, from all other forms of written English, and from audio-visual resources

(iii) Exploiting all areas of learning for language development

(iv) All pupils achieving a real appreciation and enjoyment of the aesthetic use of language and actively engaging in creating rich written work themselves.

Teaching & Learning

Literacy is planned and taught using the school's own fiction and non-fiction scheme or work with a range of agreed texts exploring different genres. Each term, the literature studied includes fiction, non-fiction and poetry. Each year group will be taught all 7 non-fiction genres, learning the features to apply orally or in writing. All year groups will have the opportunity to apply their understanding of the features of non-fiction texts across the curriculum.

A daily literacy lesson is taught in each classroom from Years 1 – 6. This lesson exploits opportunities for speaking and listening, leading to outcomes which are either reading or writing based.

Handwriting, reading and extended writing sessions, when not integrated into daily lessons, are taught separately.

In Early Years, Year 1 and year 2, there are daily phonics sessions, daily reading and writing opportunities, as well as focussed reading and writing teaching sessions linked to a class book(s).

Reading

Specific objectives are planned for different ability groups in each class. A record is made of pupil progress with specific and age appropriate reading skills. This is reflected in teachers' own records; reading record books and specific targets which are shared with parents. Home/school communication regarding reading is through reading records and homework books. Children are taught to use the point, evidence, explanation method when discussing and investigating texts.

“Letters and Sounds”, incorporating “Jolly Phonics” and “Jolly Grammar” are used in Early Years and KS1, alongside our own bespoke phonics programme. In KS2 phonics/spelling teaching in small groups or 1:1 continues for pupils who are not proficient in their phonic knowledge. KS2 pupils are explicitly taught spelling, punctuation and grammar skills within the context of writing. Intervention groupings are planned when children demonstrate gaps in learning, and aim to be flexible according to children’s needs.

Extended writing opportunities are provided in all classes. A range of drama conventions are used to inject fun, and to stimulate writing. Children are guided through the writing process - drafting, editing, proof-reading, and publishing, and precision teaching aims to respond to children’s emerging needs.

Each half term, the sequence of Literacy lessons builds to an “end point” for each learner. This involves writing in fiction/non-fiction/poetry, and may be cross-curricular. Guided, shared and modelled writing is used in every class to address individual, group and class literacy “next steps” and to ensure that all children make progress.

Handwriting is taught using the Kingston Programme. This is taught in three short sessions each week, and more frequently if required.

Reading and writing in other subjects, and the planning of specific vocabulary in all subjects, ensures that opportunities for **cross-curricular** work are exploited.

Assessment

Assessment of the development of literacy skills for each pupil is achieved through careful use of learning outcomes and success criteria. Assessment for learning and ongoing feedback is evident in lessons and from children’s books. Individual target setting for reading and writing will record children’s achievements as being “at expected” at greater depth (or working towards expected). Targets are reviewed at least once each term.

Assessment takes place using the following methods:

- Ongoing teacher assessment (using thinking skills, questioning, learning objectives, success criteria, self-assessment, peer assessment).
- End of year/key stage teacher assessment and tests - reading, writing, speaking and listening
- Foundation Stage Profiles in the Early Years
- Ongoing reading and writing assessments
- Termly writing and reading (in KS2) tasks
- KS1 SATs
- Verbal reasoning and non-verbal reasoning tests are administered in year three and year five
- NFER testing is used in Years 3, 4 and 5 to assess progress and attainment.
- Year 6 SATs/Teacher assessments.
- Performance within “expected” (or working towards expected) and “greater depth” is recorded each term
- Year 1 and follow up Year 2 Phonics Screening Tests

Speaking and Listening

Specific tasks are set up through which to assess the development of children’s speaking and listening. Aspects of Literacy lessons are utilised for interactive teaching strategies and for observing and targeting speaking and listening skills. A range of drama conventions such as thought tracking; decision alley; hot seating; group improvisation; freeze framing, and various paired and group collaborative tasks, are planned for pupils to facilitate the development of speaking and listening skills.

Special Educational Needs

For those children identified as having specific needs with literacy, a number of intervention programmes are put in place as required, such as additional phonics/spelling sessions; reading and writing booster classes.

Literacy Support Services are purchased as a trading account from the Local Authority - this supports identified pupils with specific literacy needs.

Monitoring

- Literacy planning is monitored regularly by the subject leaders.
- Observations are made of teaching in each year group. Detailed feedback is given to teachers, and areas for development are highlighted and followed up as appropriate. Modelled lessons are used to help improve teachers' pedagogy.
- Children's work is scrutinised, in order that progress can be evaluated, and next steps agreed.
- Discussions with pupils take place – either in lessons, or as a “pupil voice” focus.
- Exemplification of standards/moderation of levels takes place termly.
- A writing portfolio for “expected” has been established for each year group through the Catholic Network Collaboration meetings.
- Tracking of assessment information ensures that opportunities for pupils' achievement and attainment is maximised regardless of gender, race, disability or capability.