



# BUXTON INFANT SCHOOL

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# LITERACY POLICY

## BUXTON INFANT SCHOOL

**This policy was reviewed by the Governing Body on 18<sup>th</sup> December 2017**

**It will be reviewed December 2019**

**Signed:**

**Date:**

# Literacy Policy

## Definition

Literacy skills are used in all areas of the curriculum and provide the means by which we communicate ideas, views and feelings throughout our lives.

## Aims

- To develop a positive attitude to Literacy in all its areas.
- To develop pupils' confidence in themselves as skilled communicators using both spoken and written language.
- To enable children to understand that literacy skills are relevant and useful in everyday life and are essential to thinking and learning across all curriculum areas.

## Objectives

### Speaking & Listening

- To develop articulate pupils with confidence in their ability to verbalise their thoughts and feelings.
- To enable pupils to adapt their speech to a widening range of circumstances and demands and enable them to make relevant contributions to discussions as competent communicators.
- To develop pupils' listening skills so that they are able to listen attentively to others.

### Reading

- To develop pupils' interest and pleasure in reading so that they can read independently, understand the meaning of text and express preferences and views about what they have read.
- To ensure that pupils read with fluency, accuracy and understanding across a range of genres and texts.
- To enable pupils to use non-fiction texts, including ICT based information texts, in order to access information for themselves,

### Writing

- For pupils to experience and enjoy writing a wide range of different genres, including retelling known texts.
- To enable pupils to become independent and confident writers of texts that are accurately spelled, punctuated correctly and which communicate meaning in narrative and non-narrative forms for a specific audience and purpose.
- To enable pupils to use the planning, drafting and checking and editing process to improve their written work and sustain their writing of fiction and non-fiction.
- To enable pupils to develop legible handwriting in both joined and printed styles with increasing fluency and speed.

### Phonics

- To enable pupils to use their phonic knowledge of grapheme-phoneme correspondences and the skills of blending and segmenting to decode unfamiliar words when reading and to have a go at writing unfamiliar words.
- Over time children will learn the, often wide, variety of phonetic options for spelling and be taught which choice is correct.

## **Content**

The school follows objectives laid down in the revised Literacy Curriculum which came into place in September 2014. The curriculum is delivered through a range of approaches including discussion, role play, drama, analysis of texts and modelling of writing, and cross curricular links are made as often as possible. In the Early Years Foundation Stage concepts are introduced through both taught literacy and phonics sessions and play and practical activities. All children work as part of an adult led, guided group at least once a week to practise reading and writing. Opportunities for reading, writing and spelling in all areas of the curriculum are used as purposeful context for consolidating children's literacy skills.

Phonics is taught separately for 20 minutes each day in ability streamed groups using THRASS. These small groups follow the Spelling, Punctuation and Grammar requirements of the revised curriculum in September 2014.

From Foundation Stage children are taught to join their handwriting using the Letter-join program.

In Foundation Stage and Year 1 the children are taught Literacy in mixed ability classes and work is appropriately differentiated according to individual need. In Y2 literacy is taught in ability sets from January onwards.

## **Information and Communication Technology**

ICT texts are used to teach literacy skills (for example multimedia texts and websites). Pupils are taught to use ICT as an effective means of communication and as an effective information tool for learning during literacy sessions.

## **Marking and Feedback**

Work in literacy books is marked in accordance with the school's marking and feedback policy. Development points are made with reference to the child's targets for the term. Comments are read and discussed with pupils in guided groups and time is set aside for 'fix it' time. At the end of each assessment cycle a pupil conference is held with each child to let them know their next steps for their writing and to celebrate their achievements and progress.

## **Assessment**

Assessments form an integral part of the teaching process as they inform and guide future planning. Informal assessments are used for day to day planning and take the form of notes made on planning sheets.

Every adult who works with a guided literacy group makes assessment of each child against specific objectives and this is recorded on a group assessment sheet. This information is then used to feed into STAT judgements for reading and writing in Y1 and Y2. Assessments are recorded at 5 assessment points during the year. At each of these points an independent piece of writing is assessed using STAT in KS1. In Foundation Stage these assessment notes are used to update EYFS profile judgements. Phonics is assessed on the school's own tracking grid.

This assessment data is used to track progress of children, identify children who need extra intervention and to set targets for reading and writing.

Summative assessments are made on every pupil in each year group towards the

end of the academic year. Children in the Foundation Stage are assessed against the criteria laid down in the EYFS. Y2 have an end of KS1 judgement recorded for their attainment in literacy with National Tests used to inform these judgements. Y1 has a STAT level recorded and are categorised as being at the standard expected for their year group, at greater depth, working towards or below.

### **Evaluation**

Writing assessments are moderated across and within year groups and the literacy subject leader and Headteacher moderate a sample of independent writing at each assessment point. Reading assessments are moderated across and within year groups at each moderation point. PM Benchmark assessments are used to validate our reading judgements.

Staff are involved in the development of schemes of work.

### **Health & Safety**

School will ensure that risk assessments will be carried out for anything potentially hazardous. Any visiting speakers will also be subject to relevant checks.

### **Monitoring & Review**

The Literacy subject leader or the Headteacher monitor planning on a weekly basis and teaching through lesson observations. Staff are included in the evaluation of planning, teaching, learning and assessment during CPD and INSET days.

Phonics planning is monitored weekly by the Literacy subject leader.

### **Equal Opportunities**

All children will be given equal access to literacy, irrespective of race, gender, creed, level of ability or nationality.

Adopted by the Curriculum Committee on **18<sup>th</sup> December 2017**