

**Policy for:**

**Literacy**

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**Signed By: Mrs Ferguson**

**Governor Responsible for:**

**Headteacher: Mrs Penny Derries**

**The Grove School**

**Literacy Policy**

Introduction

As a special school, we aim to not only develop the necessary skills for expressive receptive and comprehensive communication, reading and writing, but to develop an enjoyment and love of literature in as wide a form as possible.

Aims

Programme delivery is individualised and progress that is made will vary on an individualised basis. The targets that are set and progress that is made may look very different across a particular cohort of children.

Our aims in teaching Literacy are that children will develop skills in the following areas:

• Have an interest in books and read/listen to stories for enjoyment.

• Read a varied selection of texts whilst gaining an increased level of fluency and understanding.

• Develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge.

• Use reading as a means of gathering information to support their learning throughout the entire curriculum.

• Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.

• Write in different contexts and for different purposes and audiences.

• Write with increasing awareness of the conventions of grammar, punctuation and spelling.

• Have an interest in words, their meanings and be developing a growing vocabulary in spoken and written forms.

• Form letters correctly, leading to a fluent and legible handwriting style

* Develop their oral/communicative abilities at their own level.

We aim to provide opportunities across the Literacy curriculum that will enable all children to develop their skills in this area and to enable them to maximise progress made. These approaches may look very different from class to class. We recognise the important role computing skills have to play in our school in the development of Literacy skills. This can be found primarily in Maple and Willow with technology such as Eye-gaze, Etran board and ACC (Alternative Augmented Communication) switches.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in ‘The National Curriculum in England Framework Document for Teaching, September 2014’ and ‘The Statutory framework for the Early Years Foundation Stage, September 2014’.

In the Early Years Foundation Stage, children should be given opportunities to:

* Use communication, language and literacy in every part of the curriculum;
* Become immersed in an environment rich in language, print and possibilities for communication;
* To develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.
* To be able to represent their ideas in their activities.
* Link sounds and letters and to begin to read and write.
* Access to a wide range of reading materials (books, poems, other written materials and computer based texts) to ignite their interest.

At Key Stage One:

* Children should learn to speak confidently and listen to what others have to say.
* They should begin to ask questions to deepen their understanding.
* Pupils should use spoken language to organise their thinking and support their writing.
* Pupils should read for pleasure, understand what they have read and begin to read with expression.
* They should begin to read and write independently and with enthusiasm.
* They should use and adapt language to explore their own experiences and imaginary worlds.
* Pupils should use their knowledge of phonics to support reading and writing. They should be encouraged to use correct spelling, grammar and punctuation in their written work.

At Key Stage Two:

* Children should learn to speak clearly and convey ideas using Standard English whilst being able to adapt their vocabulary for all purposes and audiences.
* They should ask questions to check their understanding.
* They will use spoken language to clarify thinking and organise ideas for writing.
* They should read a range of texts and respond to different layers of meaning in them.
* Pupils should develop an enjoyment of reading and exploring different types of texts.
* They should explore the use of language in literary and non-literary texts and learn how the structure of language works.
* Pupils should write extended pieces using correct grammar, punctuation and spelling.
* They should use their reading and writing skills across the curriculum.
* The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations.

Approaches to Spoken Language and Listening:

Spoken Language underpins the development of reading and writing and helps children develop effective communication skills in readiness for later life. The quality and variety of language that pupils hear is vital for developing their vocabulary, grammar and their understanding of reading and writing.

Foundation Stage - Children will be taught to listen attentively in a range of situations. They regularly listen to multimedia stories, discuss key events and respond to what they hear. Pupils will be taught to give their attention to what others say and respond appropriately. Children begin to develop good communication skills such as: taking turns and making eye contact. This is continued and developed throughout the school.

Key Stage One - Pupils in Key Stage one continue to practice and develop their communication skills. They have frequent experiences to encounter new words through an environment that is rich in vocabulary. They also experience new vocabulary in different contexts across the curriculum. Children have the opportunity to listen to a variety of multimedia fiction, non- fiction and poetry and they are encouraged to link what they hear to their own experiences.

Key Stage Two- As pupils progress through the school, they are encouraged to ask more questions to deepen their learning. Pupils in Key Stage Two continue to have many opportunities across school to develop their communication skills such as weekly assemblies and discussions in class.

Approaches to Reading

Teachers model reading strategies during shared reading sessions. We use a range of reading schemes to ensure that there is a book scheme to match both the interest and age of the individual. The books schemes have been matched to our phonic scheme RWI and this can be found in the Language and Literacy programme. Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. ‘World Book Day’, ‘Storytelling Week’ and special events such as a visit to the Maltings to see ‘The Tiger Who Came to Tea’.

Phonics and Spelling

The phonic scheme that we primarily use is RWI and this is used across the school where and if it is appropriate. This again is determined by individual children and their needs and abilities. Class teachers carefully adapt their planning to meet the needs of the children within their class. The teachers’ assessment of individual children will inform the rate at which the children are able to progress through the set sounds/ phases and adapt their pace accordingly.

Writing

We aim to develop the children’s ability to produce writing in which the meaning is made clear. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions where appropriate. Children have opportunities to write across the curriculum. Regular moderation staff meetings ensure that teachers’ assessment of writing is consistent across the school.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in Literacy according to their individual ability.