

**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 quite 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 develop 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 quite different from class to class. We recognise the key 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 English programmes of Study, September 2013 (Updated 2014)’ and ‘The Statutory framework for the Early Years Foundation Stage, September 2021.

Taken from The Statutory Framework for the Early Years Foundation Stage 2021:

‘It is crucial for children to develop a life-long love of reading... Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed unfamiliar words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play…children become comfortable using a rich range of vocabulary and language structures.’

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.
* Children should use spoken language to organise their thinking and support their writing.
* Children 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.
* Children 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.
* Children 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.
* Children 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 children hear is vital for developing their vocabulary, grammar and their understanding of reading and writing.

Foundation Stage –

Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development.

By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Key Stage One - Children in Key Stage one continue to practice and develop their communication skills. They have frequent experiences to encounter unfamiliar 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 children progress through the school, they are encouraged to ask more questions to deepen their learning. Children 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 theatre trips to the Maltings.

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.