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## **Introduction**

At Waterfield Primary School children are given the opportunity to acquire skills, which enable them to read and write.

" English is a vital way of communicating in school, public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times.

In studying English pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts.

The study of English helps pupils understand how language works by looking at patterns, structures and origins. Using this knowledge pupils can choose and adapt what they say and write in different situations"

(National Curriculum 2000).

This policy should be read in conjunction with the Teaching and Learning, EAL, Equal Opportunities, Special Needs, More Able Pupils policies and the Every Child Matters agenda.

## **Aims and Objectives**

At Waterfield we believe "that curiosity and enthusiasm for learning is first nurtured and our children develop the confidence to read and write. It is imperative that children develop these basic skills to sustain their learning and the confidence to access the curriculum as they move into secondary education." Adonis, 2006.

In the teaching of literacy at Waterfield we aim to offer opportunities to each child by;

- Enabling them to become lovers of literacy as well as literate children
- Encouraging children to want to become readers and writers
- Promoting overall enjoyment in literacy and becoming literate
- Making concrete links between reading and writing
- Providing activities to enable them to become confident readers and writers while supporting differences in culture, race, gender, and ability
- Creating a rich textual working environment that will support development, achievement and enjoyment in reading and writing

## **National Curriculum (2000)**

The literacy experiences and activities presented to the children at Waterfield are planned to incorporate The Programmes of Study for Key Stage 1 and Key Stage 2 of the National Curriculum.

### **The Foundation Stage Curriculum Communication, Language and Literacy**

"Communication, Language and Literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes".

(Curriculum Guidance for the Foundation Stage 2000)

At Waterfield, all children are given the best opportunities for effective development and learning in communication, language and literacy through:

- Communicating ideas and feelings and building up relationships with adults and each other
- Daily Jolly Phonics sessions incorporating auditory, kinaesthetic and visual activities
- Incorporating, communication, language and literacy development in planned activities in each area of learning
- Sharing and enjoying a wide range of rhymes, music, songs, poetry, stories and non-fiction books
- Linking language with physical movement in action songs and rhymes, role-play and practical experiences such as cookery and gardening
- Planning an environment that reflects the importance of language through signs, notices and books
- Seeing adults writing and children experimenting with writing for themselves through making marks, personal writing symbols and conventional script

- Providing time and opportunities to develop spoken language through conversations between children and adults, both one to one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language, using their first language when appropriate
- Providing opportunities for children to become aware of languages and writing systems other than English and communication systems such as signing and Braille
- Early identification of and response to any particular difficulties in children's language development

In the Foundation Stage each child is offered the opportunity to acquire skills that can be built upon by the National Curriculum Programmes of study that start in Year One.

## Reading

### Objectives

- To enable children to read with accuracy, fluency and understanding.
- To encourage enjoyment of reading and a love of books.
- To enable the children to use a variety of strategies that that will enable them to read more complex texts.
- To develop an awareness and enjoyment of the English language.
- To develop appropriate study skills in order to extract information for various purposes from reading.
- To develop a critical appreciation of literature.
- To develop independence in reading.
- To encourage the children to have preferences and make decisions about what they choose to read.

### Teaching and Learning

At Waterfield we believe children learn to read in many different ways and it is our responsibility as educators to enable all children to learn this valuable skill by teaching them a variety of strategies that will help them to achieve this. We do this by providing;

- A high focus on reading for meaning
- A range of styles of texts accessible to all children;
  - poems and stories with familiar settings
  - work by significant children's authors
  - retellings of traditional folk and fairy stories
  - stories and poems from a range of cultures
  - stories, poems and posters that contain predictable and patterned language
  - stories and poems that are particularly challenging in terms of vocabulary or length
  - stories that arouse emotional response and discussion
  - books for drama
  - non-fiction texts
  - Dictionaries, thesauruses etc
- Texts available that are appropriate to their age and maturity, as well as more challenging texts

- Explicit teaching of key skills;
  - phonic knowledge
  - graphic knowledge
  - word recognition
  - grammatical knowledge
  - contextual understanding
- A literate environment that promotes reading and values its importance
- Reasons for reading illustrated around the school (e.g. labels, captions, signs, notices, higher order questioning etc)
- Reading modelled by the teacher in different situations
- Daily shared and or guided reading sessions sometimes across a range of subject areas
- Opportunities to respond to what they have read, sometimes considering the quality and depth of what they have read and opportunities to respond imaginatively to what they have read
- Opportunities to discuss character, plot, ideas, vocabulary and organisation of language in literature
- Connections made between previous work, reading or experiences
- Opportunities for children to make their own choices of reading material and to read to a wide variety of audiences
- Frequent readings and a range of literature by different people at different times
- Opportunities for them to develop their enjoyment of the English language
- Progression and continuity throughout the school ensuring development of reading skills and individual achievements
- Careful and regular monitoring and assessment
- Liaison with parents about their supportive role in the reading process
- Experiences where by reading provides a model for their own writing
- Learning journeys ensuring children are immersed in key texts

## Guided Reading

Guided reading is the counterpart to shared reading. The essential difference is that, in guided reading and writing, the teacher focuses on independent reading and writing, rather than on modelling the process for learners.

Guided reading is a fundamental part of Waterfield's literacy programme, taking place for 25 minutes each day.

Guided reading is planned by teachers and saved on the intranet in the agreed format. As a carefully structured activity it significantly increases time for sustained teaching. Children work with those of a similar ability in small groups (4-6). Texts are carefully selected to match the reading level of the group, each child has a copy of the text.

Texts are selected from a variety of structured texts.

At KS1, teachers introduce the text to the group, familiarise them with the overall context of the story and point out any key words they need to know. Pupils then read it either individually or taking turns around the group. During this time the teacher assesses the children and supports them in their learning.

The same principal applies at KS2, however as pupils progress, the teaching focuses on guided silent reading with teacher questioning to check on comprehension. The information obtained from teacher questioning is then used to inform further sessions in order the learners should meet their appropriate text level objectives in the framework.

## Assessment

Reading is assessed on a continual basis through the use of the West Sussex Reading Continuums (see assessment file). For specific year group assessments see following table.