



WOODPARK

PRIMARY SCHOOL

Literacy Policy

Created: May 2019
Next Review: May 2021



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To be reviewed – May 2021

Position statement

At Woodpark we believe literacy is one of the most important tools in life, learning and future work. It is the responsibility of all to provide children with the highest levels of literacy they can possibly achieve. We are committed to developing children's competence in the understanding and expression of spoken and written language through talking and listening, reading and writing – all of which are of equal importance in developing the communicative skills of the individual child. We consider consistency of approach towards the teaching and learning of language throughout the school to be vital for successful language development.

Introduction

This policy has been developed to ensure that all adults at Woodpark are working together to promote literacy to enhance the future life, learning and work of all of our pupils.

The principles of curriculum design apply within literacy to enhance learning:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Effective planning and delivery of a high-quality literacy curriculum is central to everything we do at Woodpark.

Rationale

The development of an effective literacy skillset is fundamental to the achievement of a rich and fulfilling life. We use these skills every day in order to communicate with, and make sense of, the world around us. As such, the better we are at these skills - the more successful we can expect to be in life. At Woodpark we recognise that at the heart of improving literacy skills is the opportunity to practise them. Improving literacy and learning can have an impact on students' self-esteem, motivation, behaviour and attainment. It allows them to learn independently and is empowering.

Woodpark's curriculum is underpinned by developing students' abilities to talk, listen, read and write for a wide range of purposes, including using language to learn, communicate, think, explore and organise. Helping students to express themselves clearly, through development of vocabulary, both orally and in writing, enhances and enriches teaching and learning in all subjects and prepares the student for future life, learning and work.

Research shows that reading, and particularly reading for pleasure, has a direct impact on cognitive, social and mental health development. Giving the children the resources and tools they need to achieve this is fundamental to life at Woodpark.

Vision

At Woodpark our vision is to -

- Provide a stimulating language-rich environment where pupils are able to work collaboratively, and where talking and listening, reading and writing are all linked.
- Help children develop competence and confidence in all aspects of their language development.
- Ensure continuity and progression in children's learning journey in line with Curriculum for Excellence.
- Encourage children to view reading as a lifelong pursuit of enjoyment and learning.
- Enable children to develop the skills, attitude and knowledge necessary to write independently and effectively for a wide range of purposes and audiences, and to take pride in a high standard of presentation.
- Ensure equal opportunities for all children to gain access to the language curriculum.
- Actively encourage parents to participate and share in their child's language development, reading and writing, both in English and in any home language.
- Give pupils a continued voice in their learning and cater for 21st century learning.

Principles of teaching

Literacy is intertwined with every area of Curriculum for Excellence and as such is a responsibility of all. Literacy should be planned to reflect the curriculum requirements, the needs of individual children and their progression.

Reading

Reading helps pupils to learn from sources beyond their immediate experience and inspires them to acquire knowledge. It also provides them with a source of joy, imagination, relaxation and escape.

Pupils will have opportunities to:

- experience an environment where reading is promoted across the school
- have daily opportunities in school every week to read and/or be read to
- be supported in reading through a range of varied and appropriately differentiated reading resources
- access support for reading in non-school hours
- be assessed in order to identify weaknesses and strengths, which in turn is used to inform planning and intervention.

Parents will have opportunities to:

- access resources and technology to support their child's learning
- contribute to their child's learning

- access learning resources online
- access support sessions throughout the year to support learning.

Writing

Writing gives children early and much needed confidence with literacy. Writing first helps children to convey their own thoughts. Writing then becomes a tool to express thoughts, feelings and opinions as well as a tool for instruction, logic and business.

Pupils will have opportunities to:

- write using a range of challenging tasks.
- perform to real audiences and creative writing outlets where possible.
- access support using frames or scaffolds where appropriate, and use modelling, within subjects.
- ensure grammar, spelling and handwriting are supported in all subjects.
- be supported in writing in non-school hours.
- create new stories and worlds with freedom and expression.

Parents will have opportunities to:

- access resources and technology to support their child's writing
- contribute to their child's learning
- access learning resources online
- access support sessions throughout the year to support learning.

Talking and Listening

Talking and listening is the first form of storytelling. If you cannot tell a story you cannot write a story. If you have not heard stories you cannot tell stories. For this reason, talking and listening should be given every bit of importance that is afforded to reading and writing.

Pupils will have opportunities to:

- prepare, reflect, revise and evaluate the tasks they undertake, and on the things others have said, written or done.
- learn in an atmosphere where talking and listening is of high importance across the school.
- Develop their skills of talking and listening in all subjects.

Parents will have opportunities to:

- access resources and technology to support their child's writing
- contribute to their child's learning
- access learning resources online
- access support sessions throughout the year to support learning.

Planning and progression

Specific planning for literacy using school and authority progression planners is undertaken in the form of termly AifL plans and weekly plans.

Throughout the delivery of literacy across the curriculum, we will ensure appropriate differentiation, support and challenge where necessary.

Children are closely monitored in a number of summative and formative ways to ensure they are supported with appropriate levels of progression. Progression is supported by the use of benchmark progression planners, expectations guide in reading and regular assessment listed below.

Assessment

Assessment in literacy is continuous and it is closely monitored throughout the year.

Reading assessment consists of –

- periodic use of the PM benchmarking tool to allow for accurate book band placement
- daily professional judgement and reflection against benchmarks from teachers
- AifLs evaluated and next steps decided termly
- standardised reading tests at intervals throughout the year
- Collaboration and discussion with other staff, SST, etc
- discussions with SMT.

Writing assessment consists of –

- Weekly professional judgement and reflection against benchmarks
- pupil reflection against targets
- AifLs evaluated and next steps decided termly
- standardised spelling tests at intervals throughout the year
- periodic assessment of phoneme knowledge using standardised assessments
- moderation and discussion with other teachers, SST, etc
- discussions with SMT.

Talking and listening assessment consists of –

- Weekly professional judgement and reflection against benchmarks
- pupil reflection against targets
- AifLs evaluated and next steps decided termly
- moderation and discussion with other teachers, SST, etc
- discussions with SMT.