

Literacy unlocks the door to learning throughout life, is essential to development and health, and opens the way for democratic participation and active citizenship."

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Duncombe Primary School Literacy Policy

Aims

- The study of literacy develops children's abilities to listen, speak, read, and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings.
- It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of a variety of text types.
- Children gain an understanding of how language works using their knowledge, skills and understanding in speaking and writing across a range of different situations.

Teaching and Learning

- The literacy curriculum is to be taught in line with the Primary Framework for Literacy, where children are taught the knowledge, skills and understanding set out in the National Curriculum.
- Careful planning for literacy should ensure that progress is made term on term and year on year and that assessment informs planning.
- Children should be given access to a wide variety of teaching styles including drama, individual, paired and group work and research. Texts should not always be written but include pictures, music and film. ICT should be used where appropriate to enhance teaching.
- As literacy is at the heart of all subjects, the knowledge and skills can be taught and reinforced in all subject areas from Nursery to Year 6.
- Weekly literacy homework, including spellings, is used to reinforce work currently being taught in the classroom and offers parents the opportunity to assist their child.
- Guided Reading sessions take place every day from Years 1 to 6.
- Additional adults in the classroom should be used to help individuals or small groups of children to achieve.

Assessment

- Children's knowledge, skills and concepts should be regularly monitored by the class teacher and recorded to provide individual records of achievement and progression throughout the year.
- Monitoring is done through observation, discussion, marking of written work and the use of APP. Tests can also inform teacher assessment of children's levels.
- The class teacher must regularly mark children's literacy work according to the school's marking policy, supported by oral feedback where necessary.
- Optional QCA papers are taken in the summer term by Years 3, 4 and 5.
- SATs are taken in Years 2 and 6.

Resources

- A wide range of books and text types are provided within the school to support the teaching and learning of literacy.

Additional Support

- Intervention groups are run during the year to enhance the learning of particular groups of children; for instance, RML, Year 6 Booster and individual phonic tutorial sessions.