



Dereham Church of England Infant and Nursery Academy

Policy for Literacy

Introduction

This Policy is a statement of the aims, principles and strategies for Literacy at Dereham Church of England Infant and Nursery Academy

Aims

We aim to develop pupils' abilities through an integrated programme of speaking and listening, reading and writing. Our aims in teaching Literacy are that all children will (to the best of their ability):

- Develop the necessary skills to use the English language confidently, appropriately and accurately.
- Acquire the skills to become good early readers and writers (through ELS synthetic phonics).
- Achieve high standards in speaking and listening, reading and writing, including presentation.
- Be able to speak clearly and fluently, considering the needs of their listeners.
- See themselves as effective communicators; through speaking and listening, reading and writing.
- Be able to listen carefully, with understanding and pleasure and respond appropriately.
- Be able to read a range of materials fluently, accurately and with understanding – for enjoyment and information.
- Be able to discuss what they have read confidently.
- Be able to write effectively for a range of purposes, communicating meaning to different audiences.

We strive for each child to achieve their best, so we provide challenging work in achievable steps. We believe children should enjoy literacy and see the relevance and value of it as a lifelong skill.

How we will achieve these aims

- We will provide a broad and balanced curriculum where children can apply their literacy skills and see reading and writing as valuable lifelong skills.
- We will provide learning environments that support, stimulate and promote speaking and listening (including drama), reading and writing.
- We will model strategies and skills for all areas of literacy so that children have a clear understanding.
- We will have high expectations of all children for all areas of literacy.
- We will provide extra support to children to enable them to achieve their potential.



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- We will use ICT/Computing to develop speaking and listening, reading and writing (*please see the ICT/Computing policy*).
- We will provide opportunities for independent free writing and mark making.
- As a whole school we will promote the importance of reading and writing (including handwriting and presentation) through reading cafes, parent workshops, celebrating World Book Day, inviting authors into school etc.
- We will assess the children daily (formative assessment) and also at least termly to inform planning, teaching and intervention (*please see the Assessment , Recording and Marking policy*)
- We will promote growth mindset through the principles of trying, exploring and thinking.

The Curriculum

Key Stage One uses the National Curriculum guidance to plan the curriculum. The EYFS (Early Years Foundation Stage) use Development Matters.

Key Stage One

In Year One and Year Two, literacy lessons are taught on a daily basis through the Power of Reading programme, which teaches reading comprehension, vocabulary and writing through high quality texts. Phonics is taught through Essential Letters and Sounds (ELS) on a daily basis through discrete lessons and application of skills in other areas of learning.

Children read regularly across the curriculum to develop decoding, fluency and comprehension skills. Children are also read to regularly, with the adult modelling expression and enjoyment.

Nursery

In Nursery, literacy is taught in whole class and in small groups. A love of literacy is highly encouraged through a range of practical activities to allow children to develop speaking and listening skills, fine motor skills and understanding of how to enjoy a book, eg. turning pages, text direction. Children have the opportunity to experience daily activities, which include writing for purpose at a mark making level and role play. Drama skills are taught; which is furthered in Reception. Literacy is closely linked to other aspects of learning and is taught in a highly integrated manner within the topic. All children take part in phonics sessions, which are based around the Super sounds pre phonic programme.

Reception

Power of Reading is taught 3 days per week in Reception in order to develop comprehension skills and new vocabulary. Essential letters and sounds phonics programme is taught daily from when children start school.



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Reporting Progress

The Literacy Lead reports the progress of literacy to the Headteacher at least each term. The subject leader's report summarises evidence taken from data, work scrutinies, planning scrutinies, discussions, interviews with children and lesson observations. The Headteacher reports this back to the Governing Body.

The literacy lead and class teachers analyse data for reading and writing (plus speaking, listening and attention and understanding in the EYFS). The data is discussed in termly pupil progress meetings and any child who has not made at least expected progress is discussed and actions are agreed for them for the next term.

Progress in literacy is discussed with parents/carers during parent consultations. Parents/carers are advised on an individual level on how they can best support their child's learning at home.

Parental and Carer Involvement

Advice is frequently given to parents/carers on how they can support their child's literacy. This is achieved through:

- Staff being available to briefly talk with parents when appropriate
- Comments between staff and parents/carers in home-link books
- Letters in home-link books
- Termly parental consultations
- Workshops/ Meetings for parents/carers, i.e. phonics, reading, handwriting/fine motor skills
- Yearly written reports for individual children
- Written advice given to parents, i.e. reading with your child, end of year expectations

Inclusion and Equal Opportunities

Disadvantaged children (Talented and More Able, Pupil Premium, Looked After Children, children with SEND, children with English as an Additional Language and Services children) are identified, and suitable learning challenges are provided to meet their particular development needs.

Children are supported to access the English curriculum, regardless of gender, EAL, ethnicity or home background.

Please see the Special Educational Needs and Disabilities, Single Equalities Scheme, Talented and More Able Policies for more detail.



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The Role of the Literacy Leader

The Literacy Leader is responsible for improving the standards of teaching and learning in literacy through:

- Monitoring and evaluating:
 - pupil progress
 - provision of literacy (including Intervention and Support programmes)
 - the quality of the Learning Environment and resources
- Taking the lead in policy development
- Auditing and supporting colleagues in their Continued Professional Development
- Purchasing and organising
- Keeping up to date with recent literacy developments
- Reporting to the Headteacher and Governors

Reviewing the Policy

The subject leader will amend this policy, and then pass it on to the Governing Body to be reviewed, every 3 years. This will be done sooner in the light of changes to legal requirements.



DEREHAM CHURCH INFANT AND NURSERY SCHOOL



