

# Hill House International Junior School



## Literacy Policy

## **Introduction**

At Hill House, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

## **Aims**

- To promote a shared love and understanding of literacy.
- To promote a positive attitude to reading, writing, speaking and listening.
- To establish high expectations for teachers and pupils
- To develop children's ability to become confident users of language, both oral and written.
- To value language from other countries and cultures as part of our international context.
- To ensure children have access to a broad, balanced and creative literacy curriculum.
- To provide clear and consistent teaching throughout the school.
- To promote continuity and coherence across the school.

## **Objectives**

By the time pupils leave Hill House, we expect them to:

Read and write with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors.

Have a love of reading and a desire to read for enjoyment.

Show an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology.

Understand a range of text types, media types and genres.

Be able to write in a variety of styles and forms appropriate to the situation.

Use their developing creativity, imagination, inventiveness and critical awareness.

Have a suitable technical vocabulary to respectfully articulate their responses in any discussion.

### **The teaching of Literacy**

The structure of literacy teaching is based upon both the National Curriculum and the Independent Curriculum guidelines and covers all of the recommended objectives.

In Reception, children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. A range of texts, including those from the Power of Reading programme, are used in the daily mixed ability Literacy lessons. Children have daily discrete Phonics lessons. Individuals develop their library skills by selecting their own books, (within their book band) to read with an adult approximately three times a week. Regular story times develop a love for books and storytelling.

In Key Stage 1, daily discrete phonics lessons continue and are taught in ability groups, while children have daily mixed ability Literacy lessons with an emphasis on real texts; taken from the Power of Reading programme. Children take part in both guided and individual reading sessions and have regular story times and library visits to develop a love for reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and targeted teaching groups.

In Key Stage 2, children have daily Literacy lessons. Spelling and Grammar skills are taught both discretely and embedded within literacy lessons into the Power of Reading. Additional literacy sessions include guided reading, spelling practice (refer to Spelling Policy), grammar, handwriting (refer to Handwriting Policy) and daily reading aloud of class novel, which is a text linked to their current topic learning. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; intervention programmes (e.g. Black Sheep, Nessler, Toe by Toe), TA aids and differentiated class teaching.

In Key Stage 3, pupils develop critical thinking skills in response to class texts. They learn to understand authorial voice and writing techniques employed in works of literature. Literary terms are embedded in the lessons and are expected in the students' written responses to the work being

studied. Regular book reviews and spelling and vocabulary tests are used to expand students' vocabulary. A love of reading is encouraged by exposing students to a wide variety of texts, both literary and factual. All lessons cater for differentiated approaches to teaching and learning. Opportunities for extra reading and extended writing are planned throughout the year and vary according to the year group.

In addition, it is expected that cross-curricular links will contribute to pupils' effective learning in speaking and listening, reading and writing. This is reinforced through our delivery of the curriculum.

### **Differentiation**

Work is differentiated in every lesson to meet the needs of the pupils and to ensure progression within each year group. Teachers also ensure that pupils with particular ability and flair for English are systematically extended through the use of additional, more demanding, open ended tasks. In consultation with the SENCO, extra support can be given to children who need targeted reinforcement outside of the lessons.

### **Grammar and Spelling**

Grammar is timetabled to be taught discreetly for at least one 1 hour session a week in KS2. In KS1 specific sessions each week are dedicated to the teaching of grammar. Of course, grammar skills are also embedded within Literacy lessons where appropriate.

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's creativity. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words.

### **Homework and the Role of Parents**

We see parents as important partners in the process of developing children's literacy skills. They have an important influence on children's language before they come to school. They provide valuable support at home in helping children to become confident readers and writers. They offer a useful audience for children in their development as speakers and listeners, readers and writers as the children move through the school.

We therefore encourage parents to play their full part in their children's education by:

Involving parents in the school's reading programme from the moment their child starts school.

Providing parents with age-specific guidance through information evenings as their children move through school so that they can continue to offer appropriate support.

Give parents termly topic overviews of the curriculum areas in English that each year group will be studying.

Sending homework home in accordance with the school's Homework Policy and encouraging parental support.

### **Assessment, Recording and Reporting**

Assessments are made in line with the school assessment policy.

Teachers use effective formative assessment to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking policy.

Children are informed of their own targets for learning and supported to make progress towards them. Children are also involved in setting their own steps to success and encouraged to review their progress towards these through self, peer and teacher assessment.

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

Teachers use formative and summative assessments to measure progress against the key objectives, and to help them plan for the next unit of work. These assessments are also used to evaluate progress against school and national targets. They are reported back to and discussed with parents.

Writing is assessed against a personalised success criteria created by the class teacher; tailored to that particular genre. In literacy books, each child from KS1 will be given a WALT and WILF, where the objectives for the lesson are clearly defined.

At the end of each term, formative and summative assessments of reading, writing, speaking and listening are recorded onto iSAMS.

Authorised by	Resolution of the Proprietors
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Signed on behalf of the Proprietors	Edmund Townend
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Date	<b>20 September 2018</b>
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Effective date of the policy	<b>20 September 2018</b>
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Review date of the policy	<b>20 September 2019</b>
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