

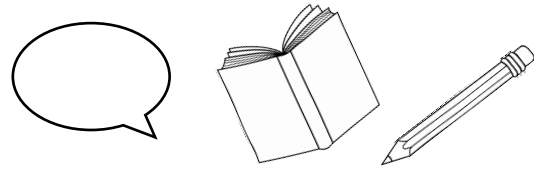
VICTORIA PARK PRIMARY SCHOOL



Literacy Policy 2021-2022

Date	Policy Reviewed	Policy Amended	Added to Website
Dec 2019	Dec 2019	Dec 2019	Jan 2020
Sept 2020	Sept 2020	Sept 2020	Oct 2020
Oct 2021	Sept 2021	Sept 2021	Oct 2021

RATIONALE



Literacy is the key to all learning and underpins every area of our school curriculum. The ability to understand and use language effectively enables children to:

- explore and interact successfully with the world around them
- communicate their feelings, thoughts and ideas with confidence
- develop skills essential for life-long learning

We believe that every pupil has an equal right to a supportive and stimulating environment that values Literacy. Within this environment, we foster a growth mindset and regard all children as active participants in their own learning. We promote children's self esteem as we motivate our pupils to become skilled communicators of the spoken word and successful readers and writers.

AIMS

- To ensure consistent, effective literacy practice and provision throughout the school to allow continuous progress for each child.
- To enable pupils to express and communicate meaning with confidence and skill, using both spoken and written language.
- To promote independence in the use of language.
- To develop creative and critical thinking in Literacy through wide-ranging, connected learning experiences.
- To endorse the belief that all pupils should achieve enjoyment and success, whatever their ability, in language based activities.

PRACTICE

- A dedicated hour for the teaching of Literacy occurs daily across all year groups.
- Additional sessions are allocated for class visits to our whole-school library, handwriting practice and spelling instruction.
- Teachers use modelled, shared, and guided teaching strategies to bring about independence in the areas of Talking and Listening, Reading and Writing.
- Pupils engage in whole class, small group, paired and individual literacy activities as appropriate.
- Teachers ensure that differentiated group work occurs daily in Reading and Writing. (children are differentiated for guided reading sessions from Term 3 in Primary 1)
- Plenary sessions conclude our literacy lessons, when pupils are encouraged to reflect on their own learning and consider next steps. Pupils in Key Stages 1 and 2 are prompted to consider how skills of communication may be transferred to other curricular areas.

SCHOOL LIBRARY SERVICE

- The management of our school library service is facilitated by a designated school librarian and 'Junior Librarian' software.
- Books are issued to children for the purpose of reading for enjoyment at home.
- Our book-stock is updated throughout the school year, in consultation with pupils.
- Each class is timetabled to visit our school library on a weekly basis.
- Pupils are enabled to develop library skills relevant to their learning needs.

LITERACY AND ICT

The use of ICT enriches our literacy-based activities. ICT is integral to contemporary communication and we seek to provide opportunities for our pupils to use digital resources while developing the skills required to plan, explore, create, organise, edit, and publish during literacy lessons.

Individual pupil's progress in Literacy is shared with parents regularly using the iPad app 'Seesaw' and pupils are encouraged to record their own achievements using this tool.

All pupils are registered on Pearson Education's Bug Club, to access digital texts (eBooks) and related comprehension activities at home. Older pupils are actively encouraged to track their own reading progress using the online scheme.

SPECIAL EDUCATIONAL NEEDS

Victoria Park PS has a Special Needs Co-ordinator who has overall responsibility for the provision of targeted support for children identified as being on the special needs register.

Children experiencing difficulties in relation to aspects of Literacy are identified first by the class teacher. As an outcome of liaison between the class teacher, parents, and the SENCO, specific support is provided, where possible.

External agencies are involved in the assessment, provision and review of the needs of children when required.

LITERACY SUPPORT INITIATIVES

In addition to SEN Literacy provision, a number of programmes currently exist in school to provide additional Literacy experiences and support for our children:

- reading for enjoyment picture book workshops for Key Stage Two pupils
- Hearsay: Talking and Listening Club for Foundation Stage pupils
- Chatter Books: Reading and Library Club for Key Stage Two pupils
- one-to-one Reading Support Sessions: Facilitated by BRP, RPP and Barnardo's reading volunteers

ASSESSMENT

Monitoring pupils' progress in Literacy is based on continuous formative and summative assessment.

Our specific summative tests across year groups are as follows:

- P.1. Bury Infant Check, COMET Language Profile
- P.2. Reading Now, COMET Language Profile
- P.3. PTE 7
- P.4. PTE 8
- P.5. PTE 9
- P.6. PTE 10
- P.7. PTE 11

Class teachers collate levelled samples of the children's literacy work to track individual progress. Evidence of our pupils' reading and writing skills are presented in year-group quality assurance folders and individual pupil portfolios.

Parents receive an annual written report in June following end of year assessments.

PARENTAL INVOLVEMENT

At Victoria Park PS, parents are encouraged to become actively involved in Literacy being taught in school. We invite parents to support our children by:

- volunteering to become qualified Reading Partners via Eastside Learning's (RPP)
- attending literacy-based coffee and craft workshops
- providing supervision during author visits, book fairs and at World Book Day events
- fundraising for literacy resources
- assisting with the organisation of guided and shared reading materials
- attending parent interviews and assisting with literacy-based homework activities

LITERACY EVENTS

Throughout the school year, a number of special events are facilitated to promote the importance of Literacy and enhance pupil engagement. These include:

- school-based visits from local poets, authors and illustrators
- organised World Book Day events and competitions
- hosting the Scholastic Book Fair
- book hamper give-aways
- participation in community events, such as the C.S. Lewis festival
- class visits to our local Holywood Arches Library and other places of interest
e.g. theatre visits

PLANNING, MONITORING AND EVALUATING

Planning for the teaching and learning process is the responsibility of each teacher in the school. Working collaboratively (using the Plan, Do and Review cycle) teachers liaise with colleagues to ensure progression and differentiation in Literacy:

- within year groups
- across year groups
- within Key Stage groups
- within a designated Literacy team
- with SEN staff when appropriate

THE LITERACY CO-ORDINATOR

The Literacy co-ordinator will:

- monitor and evaluate children's written work samples
- monitor and provide feedback on teachers' planning, classroom practice and learning outcomes while consulting with SMT
- develop and update the Literacy Policy
- develop and update (in collaboration with teaching staff) all areas of our whole-school Literacy Scheme of Work
- own an overview of Literacy throughout the school and provide curriculum support to colleagues when necessary
- liaise with outside agencies when appropriate
- assist with the organisation of author visits and other events to promote the development of Literacy within the school
- monitor and replenish centralised Literacy resources

EQUAL OPPORTUNITIES

We are aware that issues of gender, class and ability affect progress in Literacy. We seek to address these issues in practical terms through our Literacy planning in the areas of classroom management, the choice and use of resources and teaching styles.

The Literacy Co-ordinator will assist in the process of target setting, planning, implementation, monitoring and evaluation, with the specific aim of raising standards of achievement for all children, regardless of gender, background and ability.

C.Lennox October 2021