



## **Communication, Language and Literacy Development policy**

### **Aim and objectives**

The aim of this policy is to outline and provide a framework for the teaching and learning of literacy across the whole school. It should be read alongside the 'Big Writing' policy. It is supported by the National Curriculum and National Primary Framework objectives to help children develop the skills and knowledge:

- to enable children to speak clearly and audibly and to take account of their listeners;
- to show children how to adapt their speech to a wide range of circumstances and demands;
- to teach children effective communication, both verbal and non-verbal, through
- a variety of drama activities, including the communication of their ideas, views and feelings.
- to help them become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- to foster the enjoyment of writing, and a recognition of its value;
- to encourage accurate and meaningful writing, be it narrative or non-fiction;
- to improve the planning, drafting and editing of their written work.

### **Teaching and learning**

At Colvestone Primary School there are a number of different teaching and learning styles used across the curriculum. We realise and understand the importance of addressing every child's individual needs. There a variety of ways in which we incorporate Literacy into the curriculum.

### **Writing**

- Each term there is a different curriculum theme studied across the whole school.
- Every class chooses an appropriate aspect of this and plans accordingly.
- A 'Big Write' piece of writing is to be completed every 2 weeks. [Please see separate policy].
- Year groups study the writing genres outlined in the Primary Literacy Strategy.
- Each writing genre is started with an 'experience' to allow to children to have a personal knowledge of what they are expected to write about. For example, when writing instructions it is important for all children to have carried out the task i.e. making circuits during Science.
- Handwriting takes place daily within each class. Handwriting books are marked and children are given handwriting demonstrations.
- The use of ICT in teaching and learning is encouraged as well as the use of multi media equipment.
- Grammar, punctuation and spelling activities are taught in daily explicit lessons and as part of Literacy lessons.

### **Reading**

- Every class from Year 2 upwards is to have 30 minutes of guided reading per day. Every child will have at least one session per week reading with an adult as part of a small group. Learners in Year 1 take part in Daily Supported Reading.
- Every child is to have a home reading and library book. They are encouraged to read at least 3 times per week and record this in a home journal.

- The Reading Recovery programme is used to support learners who find reading challenging in Year 1.
- Teaching assistants are used appropriately to support children in their learning and to hear readers.
- Daily phonic lessons are given daily in the foundation stage and in KS1 and some children from KS2.

### **Speaking and Listening**

- 'Talk Partners' are used to help children communicate with each other and discuss the task.
- 'Talk for Writing' is an important tool for teaching children how to write. Pupils are encouraged to learn a piece of writing or story off by heart. This helps with internalising the structure and helps to generate ideas for writing.
- Speaking and listening activities are incorporated into daily lesson planning and across the curriculum.

### **Planning**

- Literacy planning is a 3 tiered process. There is long term plan which covers the whole year and a medium term plan which covers each term. Weekly plans are taken in weekly by the head teacher
- Weekly planning is to cover the objectives and teaching input for the week. It should also highlight the differentiated activities for each level and indicate adult support.
- All work is differentiated to meet the needs of each pupil.

### **Assessment**

At Colvestone Primary School we follow the principles of Assessment for Learning [See separate marking policy]. In addition:

- Each child completes 3 individual pieces of writing each half term that is levelled.
- There is to be a piece of work recorded daily in Literacy books.
- Writing is to be encouraged across the curriculum.
- Children should be given the opportunity to experience 'free' writing sessions where they are encouraged to write for enjoyment.
- Teacher assessment each term should use levelled writing pieces and daily work to provide a level.
- Writing moderation takes place every term.
- QCA reading papers should be used alongside guided reading records to provide a teacher assessment level.
- All children are given appropriate levels for reading and writing and given the opportunity to meet them.

March 2013

Reviewed by Anna Yates September 2013