

# Cecil Gowing Infant School

## Literacy

## Policy



Approved by Staff: June 2016  
Approved by Governors: 1.11.16  
Review date June 2020

Signed .....I. Stubbs      Date 1.11.16  
Headteacher

Signed.....Fiona Hardman      Date 1.11.16  
Chair of Governors

## AIMS AND VALUES OF THE SCHOOL



### INSPIRING IMAGINATIONS

#### **We believe**

children are active participants in their learning who:

- want to explore and learn about the world around them;
- enjoy being creative;
- are happy when they are encouraged to succeed and know that their best efforts are highly valued;
- need to feel part of a community;
- need to feel valued as individuals.

adults help children with happy successful learning when they:

- respect and value children as individuals;
- lead by example;
- work together as a team;
- nurture and guide children in a calm atmosphere;
- see themselves as learners too;
- expect children to succeed.

Our school community, of adults and children (including their parents and carers), is one in which each member is valued for his or her unique contribution to the happiness and success of us all. We believe that it is important to understand the need to respect people's cultures and customs and we do not tolerate any form of racist behaviour. In our community all the members are active learners and we expect them to achieve to the full extent of their ability.

## **Our Philosophy**

- For children in our school to become confident independent learners
- For children to be engaged and interested in their learning and follow this up at home with their families
- For children to follow a drama based curriculum which includes Mantle of the Expert
- For children to be confident to share their ideas and points of view
- For children to develop their skills in listening and understanding
- For children to be able to verbalise their ideas before they are expected to write
- For children to read a variety of genres with enthusiasm and for pleasure
- For children to be confident in their use of phonics which will allow them to segment and blend for reading and writing
- For children apply writing skills, which have been taught, in an enthusiastic and creative way
- For children to be challenged to achieve their full potential through the use of personalised writing targets

## **This is what a literacy lesson looks like in Cecil Gowing Infant School**

### Throughout the school:

- Speaking and listening is integral to every literacy lesson
- Discrete phonics lessons taught at least 4 times a week
- All children will read individually with an adult at least once a week
- Literacy skills are developed in both discrete lessons and cross curricular learning
- Drama is used as a technique to develop ideas, creativity and enthusiasm in reading, writing, speaking and listening
- Adults will often immerse children in quality literature by sharing books with the whole class
- Children's personalised writing targets are shared with parents/carers every half term
- Children are given the opportunity to read and write in a variety of genres and styles
- Children are encouraged to ask questions to deepen their understanding
- The children use practical resources when appropriate, and literacy aids are clearly displayed in classrooms

### In a Reception Class:

- Learning through play and exploration
- 'Big Talk' is used to develop understanding of spoken sentences
- Weekly small group tasks which include guided writing, guided talking and shared reading
- Initially phonics is taught through songs, games and practical activities
- Across the Reception area children have free access to a 'Literacy Zone' and book corners
- Other zones often contain opportunities for mark making and writing
- Children are given verbal feedback to their writing, sharing their successes and next steps
- Children are given personalised writing targets after Christmas

### In a Year One Class:

- Initially literacy is taught in guided groups and through play and exploration, transitioning to a mix of guided and independent literacy activities
- As children progress they begin whole class lessons that include guided reading, 'Big Write' and VCOP (vocabulary, conjunctions, openers and punctuation)
- Children are given new personalised writing targets to challenge them to improve their writing from October half term
- Children are given individual verbal feedback to their 'Big Writing' using their targets and '2 stars and a wish'

### In a Year Two Class:

- 'Big Writing' sessions and VCOP are used regularly to develop children's creative writing
- Children receive written '2 stars and a wish' feedback on all pieces of 'Big Writing' and are given the opportunity look closely at this before starting their next piece of 'Big Writing'
- Children have personalised writing targets which challenge and extend their thinking and writing
- Children have opportunities to work in small groups for guided reading and writing
- Children receive discrete spelling, punctuation and grammar lessons
- Children are given spellings to learn at home and are tested on them weekly

### This is what we do

Children in Reception follow the EYFS curriculum

Children in Key Stage One follow the National Curriculum

Both these curriculums have been developed to meet the needs of the children in our school and to inspire them in their learning.

Our curriculum maps for each year group are on our school website within 'Parent Information'. These show in detail what the children are learning each half term and provide ideas for parents to support their child's learning at home.

Every adult in our school has the opportunity to strengthen and broaden their own subject knowledge.

### This is how we know how well our children are doing

#### **In Reception:**

- Observations
- Learning Journeys
- Assessed writing
- Assessments of sounds and tricky words
- Children are assessed against EYFS Outcomes
- Class reading record
- Individual reading diaries

## **Key Stage One:**

- Formative and summative assessments
- Pupil Progress meetings
- Subject leader meetings
- Assessed writing every half term
- Assessments of sounds and practise 'Phonics Screening Checks' in Year 1
- Class reading record
- Guided reading
- Individual reading diaries
- SATs testing in Year 2

## **This is how we use intervention:**

We use intervention to consolidate learning, support gaps in learning and provide appropriate challenge to meet the needs of every child in our school.

This is delivered by:

- Immediate support throughout the lesson when appropriate
- Small group intervention
- One to one support when appropriate
- Peer to peer learning

## **How do we challenge the most able children?**

- Deepen their understanding through questioning
- Provide opportunities for them to explore the subject at a deeper level
- Use what they know to find out what they do not know
- Strengthen their independence in learning
- Intervention groups where appropriate
- Personalised targets

## **This is the impact of our teaching:**

- Every child experiences a broad and balanced curriculum
- Every child is challenged appropriately
- Every child achieves to the best of their ability
- Every child is prepared for the next step in their journey of learning

