

Rossmore Literacy Policy



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Statement of intent

At Rossmore we believe that a quality Literacy curriculum should develop children's love of reading, writing and discussion.

All teachers have a responsibility to develop pupils' competence in reading, writing, speaking and listening to ensure that pupils become competent users of language, and can access the curriculum effectively to achieve their potential.

The development of Literacy skills across the curriculum is crucial to a high-quality education and will give our pupils the tools they need to participate fully as a member of society.

Rossmore School wants all pupils to fulfil their potential and aims to provide an environment and a quality of teaching in which that can be made possible.

Implementation

These aims are embedded across our literacy lessons and the wider curriculum. We have a rigorous and well organised Literacy curriculum that provides many purposeful opportunities for reading, writing and discussion. Teachers adapt the Literacy Counts units of work as appropriate to their classes, but also ensure that cross curricular links with concurrent project-based work are woven into the programme of study where appropriate. Our curriculum closely follows the aims of the National Curriculum for English 2014.

In addition to daily Literacy lessons, children develop their early reading skills through daily Phonics sessions from Reception – Year 2 (and further for those children who need it) and continue to develop a range of reading skills, as well as a love of reading through the Accelerated Reader programme.

We use a wide variety of quality texts and resources to motivate and inspire our children.

- Literacy Counts units of work will specify how Literacy skills are reinforced through reading, writing and speaking and listening tasks.
- Staff will follow whole school policies on feedback and marking.
- Staff will follow Reading and Writing subject-specific policies.
- Pupils lacking basic literacy skills will be identified, and the special educational needs coordinator (SENDCO) and head of literacy will advise teachers and teaching assistants on supporting pupils with reading and writing difficulties.
- All assessment and testing will take place according to the school's assessment policy.
- Teachers and teaching assistants will be expected to uphold high standards and deliver lessons of high-quality, using effective and up-to-date teaching methods and tasks.

1. Statutory requirements

- 1.1. The statutory requirements for primary Literacy and English, both teaching and learning, are outlined in the DfE's 'National curriculum in England: English

programmes of study' (2014), and in the Language and Literacy sections of the 'Statutory Framework for the Early Years Foundation Stage' (2014).

2. Key roles and responsibilities

2.1. The headteacher:

- Is responsible for the day-to-day implementation and management of the Literacy Policy of the school.
- Has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.

2.2. The governing body:

- Is responsible for overseeing and reviewing whole-school Literacy curriculum delivery and should regularly receive updates on the progress of literacy provision within the school, ensuring high standards are upheld.
- Has overall responsibility for the implementation of the Literacy Policy and procedures of the school.

2.3. Teachers:

- The Literacy team lead will oversee the implementation of Literacy teaching and learning, as well as the delivery of cross-curricular Literacy skills.
- All teachers will be responsible for ensuring a high-quality of teaching, allowing development and progression of pupils' Literacy skills.

3. Reading guidelines

Teachers will use a variety of strategies to ensure pupils are receptive and engaged with the fundamental skills and competencies of reading. Also, there will be a growing emphasis on shared reading and guided reading sessions, throughout the Key Stages where children have the opportunity to develop reading strategies and discuss texts in detail. Please see our Reading Policy for further details on this.

4. Writing guidelines

At Rossmore School we are committed to providing pupils with the two core competencies of writing – transcription (spelling and handwriting) and composition (structuring and articulating ideas) – as set out in the National Curriculum (2014) guidelines, so they are able to communicate and structure their ideas in a correct and coherent manner. Please see our Writing Policy for further details on this.

5. Speaking and listening guidelines

Rossmore School recognises the importance of speech in pupils' development across the whole curriculum - spoken language is the foundation for developing reading and writing skills and understanding. Teaching this aspect of literacy requires four strands of speaking and listening: direct speech, listening, group discussion and interaction, and drama/presentation.

- 5.1. Staff will encourage the development of speaking and listening through activities within each unit of work. Our commitment to introducing P4C across the curriculum will develop our pupil's spoken language and confidence to discuss difficult subjects.

- 5.2. Children who require extra support in speaking and listening will be referred to the SENDCO.
- 5.3. At key stage 2, staff will plan opportunities for pupils to speak articulately in a range of contexts and for different purposes.
- 5.4. Systems such as 'collaborative group work' structures are to be used to ensure active participation in group and class discussions.
- 5.5. All year groups will plan for opportunities half termly to perform a story and/or a poem to develop vocabulary and speaking and listening skills.

6. Curriculum delivery

- 6.1. **General aim** – To develop pupils' abilities to read, write and communicate verbally in order to access both the curriculum and each pupil's potential. In addition, attitudes to reading will be targeted in order to promote an ethos of reading for pleasure. Our investment in Accelerated Reader and Literacy Counts-Read to Write demonstrates this. Alongside this we aim to encourage our pupils to become more active throughout the school day. Teach Active have launched a new programme 'Active English' which allows staff to plan for active Literacy lessons linked to the National Curriculum.
- 6.2. **SEND requirements** – Quality provision for pupils with SEND is a central value of Rossmore School, and the literacy policy will reflect that. Teachers and Teaching assistants are used to support some children, as well as technologies that may aid their learning. Teachers will be competent in identifying pupils' needs and will set work matched to the needs of individuals – depending on ability that may involve altered tasks/curriculum, additional support or different recording methods. All staff will deliver an ambitious curriculum for all.
- 6.3. **ICT** – As an increasingly important and integral part of any curriculum, computers and technology will be used in a variety of ways to deliver engaging and interactive lessons and tasks relating to literacy. Furthermore, any technology available that may assist the development of key skills – spelling, grammar, punctuation, pronunciation, phonetics and handwriting – will be utilised (particularly for pupils with specialist needs). Our investment in individual iPads across KS2 demonstrates our commitment to this. Spelling Shed App is available on all iPads throughout the school to allow for children to practice their spellings.

7. Assessment and evaluation

- 7.1. Pupils will be amply prepared for both official and unofficial assessments to accurately gauge a fair representation of the level they are working at. All assessments will take place according to the guidelines set out in the assessment policy. These will include teacher judgements, moderation (Internal and external), work 'Balanced' and marked on a daily basis providing accurate feedback to pupils, use of Accelerated Reader assessments.

- 7.2. Staff will ensure the progression and development of pupils through identifying individual and collective strengths and areas for improvement through formative and summative assessments, in line with the school's assessment policy.
- 7.3. Upon progression through key stages, pupils' assessment records and individual reports will be made available to prospective teachers to familiarise and to set appropriate future targets according to current standard.

8. Monitoring and review

- 8.1. The Literacy policy of Rossmore School shall be reviewed on a three year cycle to ensure all aspects of the policy meet the latest statutory regulations and that it is sufficiently up-to-date, so as to help provide the best possible literacy education to pupils. The points set out within the policy should also be realistic, achievable and workable so school staff are able to deliver it effectively in relation to other duties and requirements.

Policy written: Autumn 2022

Review date: Autumn 2025