



The Lionwood Schools Federation – Language and Literacy Policy

This policy should be read in conjunction with the following other policies:

SEN, Able, Gifted and Talented and Equal Opportunities and “Reading at Lionwood” document

Our Creative Learning Journey curriculum

At The Lionwood Schools Federation we offer a creative curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical development of all pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Our curriculum challenges children to take responsibility for their own learning and to pursue their interests. It challenges our teachers to listen effectively to the ideas and needs of the children to inform planning. Our curriculum requires that all involved think, reflect, analyse, hypothesise, consolidate, question, imagine and create.

Our curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

Within our curriculum there is time and space for enriching experiences. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.

We plan our provision taking into account the specifications of the National Curriculum 2014 and the “Creative Learning Journey” skills. We adapt our provision through studying current research into best educational practice, local and national factors that affect our children, the individual needs and interests of each group of children and the specialist skills of teachers and support staff.

Through guided discovery, all subject teaching benefits from:

- High aspirations for each pupil’s progress through school and into their future, regardless of need or ability.
- The promotion of self-respect and regard and care for all members of the school community and the wider world.
- Personalised learning approaches that capitalise on individual strengths help individuals to overcome barriers to learning and to reach their full potential.
- An effective positive behaviour policy that supports an individual’s love of learning
- The use of a range of teaching strategies including whole class, small group and individual work.
- The use of a range of Information and Communication Technology to support and enhance learning.
- The use of Visual, Auditory and Kinaesthetic approaches to learning and teaching indoors and outdoors.
- Thorough assessment, record-keeping, analysis of tracking data and individualised targets.
- A range of activities e.g. writing, investigations, art, model-making, discussion, film, field-work and drama. Pre-printed resources are used sparingly. In EYFS and Year 1, evidence of work is kept in “Creative Learning Journey” books. In Years 2-6, evidence of work is kept in English books, with cross-curricular evidence presented in the “Creative Learning Journey” books.
- Effective feedback which is mainly verbal and is supported by written feedback that is accessible. All feedback focuses on Learning Objectives, “Steps to Success” and “Next Steps” for all learners.
- Effectively differentiated activities that take in to account the wide range of abilities and experience of all children including those with SEND, and English as an Additional Language and those who are Able Gifted and Talented
- The knowledge and celebration of the diverse nature of our school, community and wider world reflected in equality of provision for all.
- Provision of enriching activities including educational visits, after-school clubs and cultural events.
- Meaningful relationships with families that support a child’s progress through school and beyond.

Each subject has its own specific skills and knowledge and these are outlined in the following section

Key Principles that Underpin the Teaching of Language and Literacy

- To learn to read, write and speak with enthusiasm, confidence and expression.
- To develop a love of language through the creation of a rich, creative and stimulating literary environment in which skills, knowledge and understanding can be developed
- To be exposed to a wide variety of texts.
- To have opportunities to discuss, plan, draft, revise, rethink and finalise work.
- To have opportunities to explore own ideas and writing style through personal choices of reading and writing.
- To be encouraged to listen with attention, respecting the views and opinions of others.
- To develop the skills to present ideas to a range of audiences verbally and through drama.
- To develop a rich vocabulary and knowledge of a range of writers' work.
- To develop understanding of preferences, while being exposed to texts that would otherwise not be chosen.

Resources

Texts – Children have access to a range of banded and non-banded books and a wide variety of different forms of text such as advertisements, posters, blogs, newspapers and magazines.

The Power of Reading - The Power of Reading is a resource giving support with planning, ideas and materials for reading and literacy lessons. There are outlined plans for each year group and each set puts a key text at the centre of the learning. These texts are of a high quality and are extremely engaging for the children.

A.R.F.U. – Always Reading For Understanding. Used in guided reading sessions to help children develop the different skills required for reading for meaning. Developed by The Lionwood Schools' Federation. (see Appendix 1)

Accelerated Reader – A web-based program to develop a child's independent reading skills and encourage them to read for understanding and pleasure.

A.L.F. – Always Looking For - Children from Nursery onwards are taught the generic skills that underpin writing.

Whole-School Learning Opportunities

Exciting Writing! – Alongside the writing that takes place through the creative curriculum the Exciting Writing sessions are a chance once a week to focus on writing with a variety of tasks and outcomes.

Drama – opportunities throughout the year to explore presentation, role-play, characterisation, that bring language and literacy to life

Pre-Handwriting, Handwriting and Word-Processing – focused sessions to improve fine motor skills and enable children to develop a legible and fluent handwriting style. In addition children are taught the skills necessary to use word processing and other computer programmes to create their work.

Letters and Sounds – phonics is taught through "Phonics Bug" in daily whole class and streamed group sessions in the infant school. Intervention in Phonics for Writing and Guided Writing are held, in order to close the gap for those children across both schools who need extra help.

Spelling, Grammar and Punctuation – Basic skills sessions in spelling, punctuation and grammar (SPaG) will be taught for 15 minutes every day from Year 1 upwards. EYFS incorporate the teaching of these skills into their class and group sessions.

Storytelling - Frequent opportunities are given for children to listen to and tell their own stories to develop their story-telling skills.

Guided and Individual Reading – Children work on learning objectives in streamed groups every day. In addition, children read individually with a teacher or teaching assistant at least once a week.

Writer of the Week – This is a celebration assembly for the infant school that highlights individual achievement in the area of pre-literacy and literacy. At the Junior School there is a Reading Celebration Assembly that highlights achievement in reading across the school.

Library Visits – Children are taught how to use the school library and are taken on visits to the local library for story sessions.

The Organisation of Planning, Teaching and Assessment of Language and Literacy

- In the Nursery and Reception years, the planning follows the Development Matters document as they work towards the Early Learning Goals. Language and Literacy takes place through concise whole class input and structured play.
- Children from Year 1 have Literacy and Language focused sessions every day. The “Power of Reading” is used to support these sessions and opportunities are provided for the children to practise and develop these skills further in the Creative Learning Journey.
- Children’s progress is measured through Assessment for Learning and informs future planning.
- A continual assessment of children’s work is made by comparing their understanding and application of skills and knowledge covered the Development Matters document (Nursery and Reception) and The Lionwood Schools Federation assessment grids (Key Stage 1 and 2)
- Children in Year 2 and Year 6 sit the SATs paper in the summer term, which inform the teacher’s end of Key Stage 1 and 2 assessments. Termly Pupil Impact Meetings ensure that children’s progress is monitored and interventions put in place as necessary.
- Children are encouraged to apply their learning from specific Literacy and Language skills lessons in different contexts and situations.
- ICT is used where possible to support the children’s learning and application what they have learned previously. This may be through computer programmes, websites or apps on the i-pads.

This policy should be reviewed no later than July 2016.

Language and Literacy Subject Leader: _____ Date: _____

Head Teacher: _____ Date: _____

Chair of Governors: _____ Date: _____