



LITERACY POLICY

This is a whole-school policy, within the framework of which the Primary School and the Nursery policies operate as appropriate.

Aims

The study of Literacy develops pupils' ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Pupils are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Pupils gain an understanding of how language works by looking at its patterns, structures and origins. Pupils use their knowledge, skills and understanding in speaking and writing across a range of different situations.

The aims of teaching literacy are:

- to enable pupils to speak clearly and audibly, and to take account of their listeners
- to encourage pupils to listen with concentration, in order to identify the main points of what they have heard
- to show pupils how to adapt their speech to a wide range of circumstances and demands
- to teach pupils effective communication skills
- 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 Queen Elizabeth's Grammar School we use a variety of teaching and learning styles in our literacy and English lessons, as recommended by the National Literacy Strategy. Our principal aim is to develop pupils' knowledge, skills, and understanding. In the Primary Phase we do this through daily English lessons with time assigned to writing, reading for pleasure, reading comprehension, punctuation, grammar and spelling. This is in addition to discrete daily phonics lessons in EYFS and KS1. Whilst there is a high proportion of whole-class and group teaching, independent activities also give an opportunity for pupils to talk and collaborate, and so embed and enhance the learning. In the Secondary school English lessons cover a range of reading, language and literature comprehension techniques. In all phases of the school pupils have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses, word lists and displayed targets. Wherever possible we encourage pupils to use and apply their learning in other areas of the curriculum.

Resources

The single most important resource for effective teaching of Literacy and English is well-qualified, skilled teachers. All our Primary phase teachers have a full and thorough training in the requirements of Literacy teaching for their Key Stage. KS1 teachers are also fully trained in the delivery of Phonics. Such training is regularly updated to ensure that we are using the

latest, most effective techniques. In the Secondary phase, all our English teachers have an appropriate degree for teaching English and are skilled in delivering lessons which can prepare our pupils for their GCSEs and for a literate life outside of school.

The second most important resource is a good supply of quality books. Each Phase of the school has its own well-stocked library with both fiction and non-fiction texts appropriate for the age and development of the pupils in it.

Reading and the Libraries

From EYFS through to the end of KS3, pupils have time dedicated in their curriculum for Library use. We use the Accelerated Reader (AR) program from Y2 through to the end of Y9 to monitor and evaluate pupils' reading and their use of the Library, as well as to track pupils' reading ages.

Links between Literacy/English and other curriculum areas

The skills that pupils develop in Literacy and English lessons are linked to, and applied in, every subject of our curriculum. The pupils' skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school. Through their teaching and marking, all teachers, whatever their subject, promote the importance of correct spelling, proper use of grammar, communicating clearly, both in spoken and written form.

Contribution of Parents

At all ages of the school, parents have a role to play in encouraging Literacy development in their child. The main way parents can do this is by encouraging pupils to read at home. All pupils have Library books to take home and parents are encouraged to read to and with their child, listen to them read or to read independently, as appropriate for the reading age of the pupil.

Updated by Dr CP Farmar: September 2017

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