

**Ysgol Greenfield School**



“Opening doors to the future”

CYNGOR BWRDEISTREF SIROL MERTHYR TYDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

## **GREENFIELD SCHOOL**

### **LITERACY POLICY**

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**‘ Opening Doors To The Future ’  
‘ Agor drysau i’r dyfodol’**

**Original Completion Date**

March 2015

**Author**

Vicky Jefferson, Teacher

## **MONITORING THE POLICY**

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: ..... Date: .....

Head teacher

Signed: ..... Date: .....

Chair of Governors

**Review Date**

**Author**

## **Our Vision**

'To open doors to the future'

## **Our Mission Statement**

That children, staff, parents, carers and all stakeholders work actively in partnership to enable all pupils to realise and reach their full potential.

## **Aims**

- For pupils to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For pupils to value themselves
- To foster a sense of belonging to a community

## **Our Values**

- We create
- We respect each other
- We try our best
- We are a team
- We learn from mistakes
- We celebrate each other's success
- We are polite and considerate
- We produce magic moments

We want every child to be safe and happy in our school. We believe that the key to this is for us all to have self-respect, respect for others and respect for property.

### **Everyone has the right to:**

- Feel safe, cared for and respected.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play without disruption.

### **Everyone is expected to:**

- Be responsible for their own behaviour
- Respect the rights of others
- Share our values

## Aim of the curriculum

- To ensure the teaching is relevant, challenging, interesting and enjoyable for all learners.
- To make links, and use guidance, from the Literacy and Numeracy Framework (LNF) to relate and develop literacy skills across the whole curriculum.
- To provide a stimulating and exciting environment for learning to take place where all learners reach their full potential and develop positive attitudes to developing their language, literacy and communication skills.
- Use ICT resources as tools for exploring literacy, sharing books and supporting communication and writing work.
- To help learners to become confident in their language, literacy and communication abilities and to use these skills, with confidence, as a tool in real life.
- To challenge all our learners and value all efforts, to give a sense of achievement.
- To support learners in developing the skills to be effective lifelong learners.
- To foster learners curiosity and interest in the world about them by being better able to understand information and questions and order their thoughts.
- To foster learners imagination through allowing language experiences to feed their imagination and using their own language skills as a vehicle for the expression.

## Definition of Literacy

Language is a form of communication used to express thoughts, ideas, feelings, emotions and information. As well as being a tool for communicating, language is a tool for thinking and is closely linked to learner's cognitive ability.

Language is a means by which learners find about the world and communicate with their peers and practitioners. It is crucial in enhancing their cognitive development and in the way they go about solving problems and forming relationships.

It is important that the different elements of language and literacy are seen as linking and having a purpose so they should not be taught in isolation from each other. Literacy skills are developed through real life and meaningful experiences for the children.

Language, Literacy and Communication Skills relate to the progressive development of learner's skills in:

- Speaking;
- Listening;
- Reading;
- Writing;
- Communicating.

Learners are immersed in language experiences and activities. Their skills develop through talking/signing/communicating and listening. They should be encouraged to communicate their needs, feelings and thoughts, retell experiences and discuss individual and group play. Some learners will communicate by means other than speech. Learners refer to their intentions by asking questions, voicing/expressing opinions and making choices through a variety of media and by building on previous experiences.

They should be encouraged to listen and respond to others, to the variety of life experiences that their peers bring to the learning environment, and to a range of stimuli, including audio-visual material and ICT interactive software. They should have the opportunities to choose and use reading materials, understand the conventions of print and books and be given a wide range of opportunities to enjoy mark-making and writing experiences. They should be helped to develop an awareness of Wales as a country with two languages, and to show positive attitudes to

speakers of languages other than Welsh and English. Language skills learned in one language should support the development of knowledge and skills in another language.

### Teaching and Learning strategies and planning

Effective learning and teaching involves a variety of styles and strategies. Teachers identify the most appropriate methods to best support the learning of the pupils they are teaching. These are encompassed in an enquiry and investigation context, with an emphasis placed on first-hand experience. We aim to access the knowledge and skills that the learners bring with them and to provide them with experiences that will help them to develop their level of knowledge and understanding. Learners are encouraged to work as individuals, in pairs and in groups.

Teachers teach from the *Foundation Phase Framework for Children's Learning for 3-7 year olds in Wales* and from *English in the National Curriculum in Wales Key Stages 2-4*. Teachers will also use *The Literacy and Numeracy Framework* as a tool for curriculum planning across all Key Stages in order to ensure learner's literacy skills progress across the curriculum as well as identifying targets for each pupil.

There are learners with a wide range of abilities across Greenfield School. We recognise this fact and provide suitable learning opportunities for all pupils. We achieve this through a range of strategies, differentiated activities, small-group work or individuals developing their own ideas. Teaching assistants are well utilised to support the learners with their work and the development of their skills. Where appropriate, learners are encouraged to use ICT to enhance their learning. Whenever possible, we encourage learners to use and apply their learning to other areas of the curriculum. Literacy lessons should be planned in terms of Speaking, Listening, Reading and Writing activities. An effective curriculum will not be a series of 'one off' learning experiences, but must be planned with the needs of the learner in mind to ensure that individual priorities and key concepts are revisited in different contexts to ensure learning, transfer and embedding of relevant skills and understanding.

Skills that are highlighted for students for their I.E.P targets will be focused on during thematic work. This approach will also enable children to transfer skills more readily throughout a range of tasks.

EQUALS and the International Primary Curriculum (IPC) will be used as the main schemes of work. These schemes will be supported and supplemented by intensive work through the school interventions of Read, Write, Inc. and POPAT.

### Differentiation

All pupils will have access to a broad, balanced curriculum that is relevant to their personal needs. All ranges of ability will be taken into consideration when planning lessons, activities and access to the Literacy Curriculum. Provision should be made to enable the use of switches, IT, Communication Aids, including the use of PECS and the deployment and support given by staff. Resources should be made readily available and adapted to support all learners with consideration given to ASD pupils and pupils with Visual Impairment.

## Skills across the curriculum

Learners develop their Literacy skills across the curriculum through the skills of Oracy, reading, writing and wider communication. The National Literacy and Numeracy Framework will provide guidance on the continuity and progression for Literacy across the curriculum.

The ability to communicate is the foundation upon which our learner's education is based and is cross curricular. The interpretation of communicative will be individual to each learner. Wider communication skills, includes non-verbal communication of all kinds, including: gesture; mime; signing and the expression of ideas and emotions through other mediums such as music and art. In English, learners communicate through speaking, listening reading and writing, developing these skills through appraisal of their own work and that of others. In doing so, they learn how to communicate effectively for a range of purposes and with a wide range of audiences. They deal with extended and increasingly complex language in order to develop as independent and confident users. Their communication skills in Welsh/English support and enhance the development skills of other languages.

## Curriculum Cymreig

Literacy contributes to the Curriculum Cymreig by developing learners' understanding of the cultural identity unique to Wales. They develop awareness of the literacy and linguistic heritage through the study of literary, non-literary, media and other texts, and through activities which explore issues pertinent to life in Wales, past and present. Learners will be provided with opportunities to listen to and read stories, Welsh tales and poems from Wales and to explore the use of the Welsh language to develop their speaking, listening and writing skills.

## PSE

At the earlier stages, Literacy contributes to learners' personal and social education by encouraging learners to communicate their needs, feelings and thoughts, retell experiences and discuss individual or group play. Learners are encouraged to refer to their intentions by asking questions, voicing/expressing opinions and making choices. As the learners develop, Literacy contributes by providing opportunities to develop their understanding of social interaction through collaborative working. The exploration and reflection upon texts, dealing with a range of themes, can encourage the development of self-knowledge, emotional maturity and empathy with the human condition.

## Careers and the world of work

Literacy contributes to learners' awareness of careers and the world of work by giving them the communication skills of speaking, listening, reading and writing which enable them to function effectively in the world of work and society as a whole.

## Progression in Literacy

Skills development, as described by the Literacy and Numeracy Framework, should be viewed as a continuum and not as a series of discreet skills to be learned. Progression is cumulative and each element/aspect assumes that the element/aspect in previous years expectations have been achieved and consolidated.

Staff need to ensure that each learners' progression through the stages of the framework is demonstrated by an ability to develop and demonstrate increasing competence in literacy skills. Learners' are assessed on their ability to select and apply literacy skills in ways that are appropriate to each context. Progression is assessed in terms of both underpinning techniques and of the skills of application. Each expectation builds on the previous achievement to ensure progression for each element.

As many of our learners are working below age-related expectations careful planning and appropriate support will need to be implemented to support, stretch and challenge learners to ensure progression is maintained. This can be done through progressive task development matched to learners needs. Teachers use *EQUALS Guide to Literacy* as a tool for their planning with learners working up to Level P8; with pupils working above Level 1, teachers use the *Read, Write, Inc.: Literacy and Language* scheme.

Teachers should support Literacy lessons, through the thematic approach using a variety of genres, to include non-fiction texts; poetry and fiction. The pupils access to literature is imperative and the book list must not be used as exclusive. Teaching staff have a responsibility to ensure that pupils have access to new and up to date literature.

- Foundation Phase

Staff will deliver the National Curriculum based on the Framework for Children's Learning for 3-7 year olds in Wales. Staff deliver *Read, Write, Inc.: Phonics* programme which is linked to The National Literacy and Numeracy Framework to develop core literacy and POPAT.

During the Foundation Phase, learners' will be immersed in language experience and activities, and *Letters and Sounds* will be used as guidance for the genre of activities. Their skills will develop through talking or communicating in an appropriate mode for the individual learner (i.e. sign; PECS; communication aid such as iPod) and by listening. They will be exposed to a wealth of reading materials, including audio-visual material and ICT interactive software; and be given a wide range of opportunities to enjoy mark-making and writing experiences. They should be helped to develop an awareness of Wales as a country with two languages.

- Key Stage 2

Staff will continue to deliver the National Curriculum based on the Framework for Children's Learning for 3-7 year olds in Wales but will build upon the skills they have started to acquire and develop in the Foundation Phase. Staff continue to deliver *Read, Write, Inc.: Phonics* and POPAT. Progress is achieved through an integrated programme of speaking, listening, reading and writing. They continue to become confident communicators, working as individuals and as members of a group. Their experiences will include opportunities to take part in drama and role-play activities. Throughout the key stage, they will continue to experience a progressively wide range of texts, for enjoyment and reading.

- Key Stage 3

Learners will be given opportunities to build on skills they have started to acquire and develop during the Foundation Phase and Key Stage 2. Teachers assess the learners and follow the appropriate schemes for the abilities of each individual learner, these include: *Read, Write, Inc.: Phonics*; *Read, Write, Inc.: Freshstart* and *Read, Write, Inc.: Literacy and Language*. Learners continue to access POPAT provision.

Progress is developed within an integrated and stimulating programme of speaking, listening, reading and writing. Learners develop their skills in a wide range of contexts, both in and out of the school environment. Oral activities ensure the development and extension of learner's abilities as listeners, viewers and speakers. They continue to access a variety of texts for pleasure, interest and information and articulate an informed person opinion about their reading. Learners experience writing in a range of forms, styles, adjusting their language to suit purpose and audience, using an appropriate level of formality. They work with increasing accuracy and become reflective and evaluative in relation to their own work and others' achievements.

- 14-16

In Key Stage 4 learners will continue to access English through the National Curriculum. They will access *Read, Write, Inc.* programmes and POPAT at the appropriate levels and learners will also be working on Edexcel Personal Progress Accreditation at Entry Level 1. Key Skills are threaded throughout the qualification and learners are given the opportunity to develop the following skills:

- Reading;
- Writing;
- Communication.

- Post 16

In the Post 16 department pupils will continue to access English through the National Curriculum. They will access *Read, Write, Inc.* programmes and POPAT at the appropriate levels and will have the opportunity to gain a qualification through the Essential Skills Wales; Application of Number at Entry Level 2, Entry Level 3 and Level 1.

Pupils working at Entry Level 1 and below will access Edexcel Personal Progress curriculum. The Literacy specific units are:

- Developing communication skills;
- Developing reading skills;
- Develop writing skills.

### Literacy and Numeracy Framework (LNF)

The LNF is designed to be inclusive of all learners, including those with Additional Learning Needs (ALN).

The two components of the LNF, Literacy and Numeracy, are divided as follows;

The strands within Literacy are;

- Oracy across the curriculum.
- Reading across the curriculum.
- Writing across the curriculum.

The strands within Numeracy are;

- Developing numerical reasoning.
- Using number skills
- Using measuring skills
- Using data skills.

Each strand is further divided into elements (numeracy) and aspects (literacy).



As many of our learners are working below age related expectations we will be working through the continuum according to ability rather than age.

The LNF is statutory for all learners aged 5-14 years and as many of our learners at Greenfield are not working at the expected age related level the framework will be used for all learners aged 3-19 within the school.

#### The role of the Literacy co-ordinator

- Ensure that current LNF Guidance is being followed and that activities are progressive building on learners' prior knowledge.
- Ensure that a range of Literacy skills are offered across all curriculum areas.
- Keep up to date with current thinking and curriculum development.
- Provide support and advice to staff.
- Order resources & budget as appropriate & co-ordinate their use.
- Provide a sound body of knowledge.
- Attend INSET and deliver relevant in-service training.
- Monitor the teaching and learning throughout the school.
- Ensure continuity and progression for every learner.
  
- Ensure the curriculum is being delivered at a level suitable for each learners needs.
  
- Work to the guidelines as laid down in the job description for subject co-ordinators.