

Llanbedr Church in Wales Primary School

Ysgol Yn Eglwys yng Nghymru Llanbedr



Languages, Literacy and Communication Policy

September 2019

Headteacher: Mrs L.J.Green Chair of Governors: Cllr E. Lusted

Chair of Governors _____ Date _____

Curriculum Changes

At Llanbedr Church in Wales Primary School we will continue to ensure that pupils have access to the Curriculum Wales 2008 requirements in English, Welsh and ICT. In line with the Successful Futures document and the new Curriculum for Wales 2022 this policy states the requirements in developing the skills for the implementation of the new curriculum.

Literacy Policy Rationale

Every child has the fundamental entitlement to develop the use of language as it is the main tool for learning, self-expression, communication, information recording and problem solving. Literacy and Welsh have combined skills and knowledge of reading, writing and oral language and in order for children to become literate, they must understand that the written word is a representation of the spoken word, in a variety of forms related to purpose.

All children are given equal opportunities for language learning, with methods matched to individual needs, and literacy is developed across all curriculum areas.

Principles

The principles of Llanbedr Church in Wales Primary School for Literacy and Welsh are:

- To ensure that Policy and provision are evaluated and reviewed regularly.
- To ensure that deployment of staff, time and equipment are planned, budgeted for and detailed when appropriate in the School Development Plan.
- To ensure that planning of Literacy demonstrates continuity and progression across all year groups.

Speaking and Listening/ Oracy

Oral communication is an essential part of the learning process across the curriculum as it enables children to clarify and express ideas, develop understanding and make appropriate responses. Children are taught to listen with understanding, respond appropriately and talk effectively and are given further opportunities for spoken language, role play and performance.

Reading

Children are encouraged to read with fluency, accuracy, understanding and enjoyment in order to become enthusiastic, independent and reflective readers. A wide variety of increasingly challenging fiction and non-fiction texts is available to every class for group and independent use and there is access to the school library and information retrieval systems. Children are listened to when reading on a regular basis, at least once a week. This is undertaken by all staff during guided group reading sessions and follow up activities are then completed. Children are assessed in reading using INCERTS, and tracking assessments. All staff are responsible for benchmarking pupils on a regular basis to ensure children are suitably placed in guided reading groups.

Letters and Sounds.

Children are assessed and placed in suitably differentiated groups across Foundation Phase. At least four times a week, children are taught sounds, High Frequency Words and sounds in text. The constant monitoring of the group by the adult ensures that children can move when needed to another group at a higher or lower level. Each group for letters and sounds is small, with 2 - 16 children to ensure children get support.

Reading Intervention

Children who require additional support for reading will receive 1:1 catch up reading sessions twice a week – this will be monitored for progress every term.

Writing

Children require a sense of purpose and ownership in their writing so they are given opportunities to write in different styles for a range of purposes and audiences. They are taught the skills of planning, drafting, editing and presenting and they are developing a joined, legible style of handwriting. All pupils are encouraged to write through a cross curricular approach.

Provision

Daily literacy and Welsh lessons include shared or guided reading and writing, independent work and plenary sessions. The teaching of Literacy provides opportunities for:

- Whole class work
- Group work
- Paired work
- Individual work

Differentiation

In order to provide for children of different abilities within each class, we endeavour to differentiate tasks in a suitable way: Questioning: by level of questioning appropriate to ability; Recording: using a variety of methods according to the differing abilities of the children. Text: pupils dealing with same topic but stimulus material at different levels of difficulty; Support: varying levels of support by teaching; Interest: individual pupils are allowed to pursue something which is of Interest to them; Task: same text but a variety of tasks set, eg: Group 1: answer questions Group 2: writes commentary Organisation: organising materials in classroom to allow for many of the above approaches (different skills learned/group work).

Literacy and Numeracy Framework 2012

At Llanbedr Church in Wales Primary School we fully endorse and have integrated the LNF into all our curriculum policies and skills have been mapped into both the long term and short term planning. The LNF focuses on the learners' acquisition of, and ability to apply, the skills and concepts

they have learned to complete tasks appropriate for their stage of development. Expectations are given for each school year from Reception to Year 6 in each of the elements and aspects.

The LNF is designed to be inclusive of all learners, including those with additional learning needs (ALN). The Routes to literacy and Routes to numeracy components of the LNF describe progression into Foundation Phase for learners with ALN. Extension expectations are also given for those learners with higher-order literacy and/or numeracy skills, such as more able and talented (MAT) learners. The two components of the LNF are divided into the following strands. Within literacy the strands are:

- oracy across the curriculum
- reading across the curriculum
- writing across the curriculum.

The teaching of these language skills should always be integrated so that each supports the others. Progression through the stages is demonstrated by an ability to develop and demonstrate increasing competence in literacy and numeracy skills. The expectations are essentially concerned with developing and recognising a learner's ability to select and apply literacy and numeracy skills in ways that are appropriate to each context. The expectations are designed to recognise learners' abilities to select and apply numeracy and literacy skills in ways that are appropriate to each context.

Assessment and Monitoring

- Teacher assessment is a continuous process with tasks marked in line with the Marking Policy and feedback given.
- Children's progress in Writing is tracked three times each year to ensure that children who are not making the expected progress are quickly identified and strategies put in place to support them.
- All Foundation Phase and some KS2 pupils, as required, have some formal reading assessments.. All pupils from Year 2 - Year 6 will sit a National Reading Test in May.
- Results of formal tests are recorded in the school tracking system.
- Regular monitoring of the planning and delivery of the Literacy and Welsh curriculum focuses on pupil learning, the quality of teaching, continuity and progression and equality of opportunity.

Role of the LLC Team, which includes the Welsh Subject Leader, is responsible for co-ordinating Literacy and Welsh throughout the school. This includes:

- Ensuring continuity and progression from year group to year group.
- Providing all members of staff with guidelines to show how aims are to be achieved and how the variety of all aspects of Literacy and Welsh are to be taught.
- Supporting colleagues in the implementation and assessment of Literacy and Welsh.

- Leading staff meetings and advising on In-Service training in line with the School Development Plan.
- Assisting with requisition and maintenance of resources required for the teaching of Literacy and Welsh.
- Keeping a portfolio of samples of levelled children's work that demonstrate the expected level of achievement in each year of the school.

Role of the Class Teacher

- To ensure progression in the acquisition of Literacy and Welsh skills with regard to the National Literacy Strategy and the New Curriculum for Literacy.
- To develop and update skills, knowledge and understanding of Literacy and Welsh.
- To identify INSET needs and take advantage of training opportunities.
- To plan effectively for Literacy and Welsh.
- To keep appropriate records.
- To inform parents of pupil's progress, achievements and attainment.

Language, Literacy and Communication – Successful Futures

The Language Literacy and Communication Area aims to provide the fundamental building blocks for different forms of communication, literacy and learning about language. It will also give opportunities to learn different languages, as well as both Welsh and English. Digital competence will be a central part of this area. Developing Digital Competency Digital competence is one of three cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills which can be applied to a wide range of subjects and scenarios which will be integrated into our Language, Literacy and Communication Curriculum.

Curriculum Cymraeg

Language, Literacy & Communication contributes to the Curriculum Cymraeg by the use of contexts that are relevant to learners' lives in Wales. The rich and varied environment around learners gives the basis for fieldwork.

Equal opportunities

Llanbedr Church in Wales Primary School is committed to equality, including racial equality, for all members of the school community and promotes a positive and proactive approach to valuing and respecting diversity. It does not tolerate harassment of any kind.