Stanion Primary School Literacy Policy 2022

"Love the Lord God with all your heart, with all your soul and with all your mind"

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1. Literacy Curriculum Statement

Reading

Intent

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading. In order for our children to fulfil their potential in reading we need as much parental support as possible and our aim, with this policy, is to demonstrate how school and home can work together.

Aims:

'We shouldn't teach great books we should teach a great love of reading' B.F. Skinner

We will develop children's reading within an integrated programme of writing and speaking and listening/drama.

Our aims for reading are to:

• Instil children with a love of reading that lasts for their life time; share with them an enthusiasm for children's literature and help children to recognise the value of reading as a life skill.

• Encourage children to become enthusiastic and reflective readers by introducing them to good quality books, from a variety of cultures and in a range of different styles and formats.

• Develop our children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.

• Develop children's confidence, fluency, and independence when reading for different purposes.

• Develop children's abilities to reflect on and have an interest in what they have read and the language and punctuation choices made by the author.

• Use drama and role-play, where appropriate, to immerse children in the text.

• Ensure our children have sound phonic awareness and use a phonics first approach to reading.

• Use ICT systems to access and locate texts alongside the use of a range of media types.

Implementation

Teaching Approaches and Strategies:

Reading is taught throughout the whole school discreetly in shared sessions (4-5 times a week), as part of Literacy and as an integral part of the school day across our curriculum. Our approaches and strategies are summarised below:

During Literacy, guided reading/comprehension and other areas of the curriculum, children will have the opportunity to experience a wide range of high quality texts (both fiction and non-fiction) and are encouraged to respond and reflect on these. Through the use of shared and guided reading children will experience good models of reading and reading discussion, using a variety of quality texts written for a range of purposes. Daily guided reading sessions will encourage the children to focus in on VIPERS skills to help to build their comprehension skills of the texts being studied.

Comprehension: Every pupil will take part in comprehension sessions with his or her teachers, on a weekly basis. Texts and resources chosen should aim to challenge the children to develop high-order comprehension skills, generate child-led discussion and lead to independent comprehension activities that allow children to reflect on the text.

Teachers will record and use evidence from these sessions to inform our progression assessment judgements and National Curriculum Expectations.

Independent Reading: Pupils will be given opportunities for independent reading of their reading scheme/library books during the school week. Children in Reception and Y1 will have a book which is fully decodable to them and their current phonics stage of learning as well as a book to enjoy with their parents at home. It is expected that the children read their levelled book 3-4 times to build their fluency and comprehension of the text. KS2 children will have a reading book, chosen by them, at an appropriate level. These books should be 90% readable by the child and the class teacher will monitor this regularly. If children want to read a book that is currently beyond their ability level, we will encourage parents to share the book at home with them. Children will be given the opportunity to change their library and stage books as often as needed; this may be with an adult or before and after school on specified days. All reading to an adult should be recorded in the children's Reading Journals.

Homework approaches: All children are expected to read 5 times per week and for their reading record to be signed; in Years 5 and 6 the children are allowed to fill in their reading records for themselves. Class teachers keep a log of who is reading to inform discussions, where needed, with parents. Logs of independent reading also inform our school reading trophies and are the basis of our reading celebration awards each Friday. Alongside this, in KS2 all children take home fortnightly comprehension homework to be completed to again consolidate the reading skills being taught within class.

2. Literacy Curriculum Statement

Writing

Intent

Writing is a vital skill that also supports the children's learning across the whole curriculum. As a school, we will ensure that our children are taught to write with fluency, a deep understanding of grammatical terms and ways to express themselves, creativity and understanding of a wide range of genres of writing. Above all, we understand the important link between reading and writing and the necessity for the two to be intertwined to enable our children to become confident within both areas. We want our children to be as passionate about writing as they are reading and so encourage them to become enthusiastic, independent and reflective writers who use their ever-increasing knowledge of what they read to inform and inspire what they write.

Aims:

"You can make anything by writing" CS Lewis

We will develop children's writing within an integrated programme of reading, speaking and listening/drama.

Our aims for writing are to:

- Encourage the children to attain high levels of achievement and exhibit positive attitudes towards writing
- Use and understand language as speakers, readers and writers
- Ensure the children are competent, confident and independent in the use of higher level vocabulary and language within their writing
- Teach the children the different purposes for writing and encourage understanding and confidence in composing different genres of writing.
- Build confidence in the children to apply their grammatical knowledge within their writing.
- Build confidence in the children to apply their phonetical and spelling knowledge within their writing
- Help the children to apply the English language in all areas of the curriculum.

Implementation

Teaching approaches and strategies

Writing is taught throughout the whole school discreetly in Literacy sessions (4-5 times a week) and as an integral part of the school day across our curriculum. Our approaches and strategies are summarised below:

In Reception, the children take part in daily writing activities both as guided and independent tasks. They build their knowledge and understanding from simple mark making to more meaningful captions, notes and texts throughout the year. The children are encouraged to build their confidence and fluency within their writing by making close links to their phonics as well as making meaningful links to experiences and events and texts being studied within class.

KS1 and KS2 teachers teach Literacy in units of which there are four lessons each week. Within these units, the children are taught the different purposes for writing as appropriate to their age and key stage and focus around: Writing to entertain, Writing to inform, Writing to persuade and Writing to discuss.

Within units of work, the children are taught discrete grammar sessions linked to the unit of work that they are studying. It is expected that these skills will be revisited throughout the year to build mastery of our approach to the genre and style being taught.

Within units of work, the children are given the opportunity to enjoy, analyse and explore a range of high quality fiction and non-fiction texts so as to build their confidence in writing in the style of the genre being studied.

Each week, the children complete separate spelling and handwriting sessions so as to build confidence within these areas. These skills are then consolidated further through the week so that the children have the opportunity to build their fluency and independence within these areas.

Teacher modelling is a vital part of the taught lessons within a unit. Within this time, the children have the opportunity to see the adults within class share the writing sequence with them through planning, drafting and editing.

3. Developing Language and Literacy Skills

In order to be fully literate, all pupils need to be able to understand how we adapt our everyday speech into formal, written texts. At Stanion CE Primary School we do this through the teaching of speaking and listening, reading and writing.

Learning through speaking and listening

- Using speaking to clarify and present ideas
- Using active listening to understand a topic
- Hypothesising, evaluating and problem solving through discussion

Learning through writing

- Using writing to think, explore and develop ideas
- Structuring and organising writing to link ideas into paragraphs
- Developing clear and appropriate expression at sentence level

Whole school language development: Approaches to Speaking and Listening

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

All teachers will need to consider language demands alongside the content of the curriculum and plan how they can support pupils to develop oracy and Literacy.

In planning learning opportunities, they should consider the following questions:

1. What opportunities are there to explore ideas orally and collaboratively?

2. How can teachers model the key language needed?

3. What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?

4. What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?

The role of all teachers is to:

- develop consistent approaches to speaking and listening opportunities in Literacy and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons
- use speaking and listening strategies to develop learning opportunities

- plan for teaching and learning of subject-specific vocabulary through speaking and listening activities
- model 'talking a text' when writing for key text types
- Engage in opportunities to develop an understanding of pupils' strengths and areas for development through formative assessment tasks

4. Literacy Curriculum Statement

Phonics

"To ensure that every child can read well, quickly" ELS

As a school we know the importance of getting all of our children to read well as quickly as possible; giving them the confidence to become independent readers and engaged learners. With this in mind we have chosen the DfE validated scheme 'Essential Letters and Sounds' as our phonics scheme.

The principles of ELS are based upon:

• the delivery of whole-class, high-quality first teaching with well-structured daily lesson plans

• the use of consistent terminology by teachers, children and parents

• the use of consistent resources that support effective teaching

• repetition and reinforcement of learning

• regular and manageable assessment to ensure that all children 'keep up' rather than 'catch up'

Children are taught phonics lessons daily from their third week in our Reception class (once our Reception baseline assessment has been completed). From then on, they work through the different phases as outlined in the progression documents attached to this page.

Our belief is that all children can succeed within our phonics sessions. We assess and monitor children throughout lessons and provide in lesson support to ensure no children fall behind. Regular, half - termly assessments provide us with further knowledge of the children's understanding and ensure that should any children fall behind, we can provide timely interventions to catch them back up as quickly as possible.

Embed – The Theory and Pedagogy behind ELS

ELS teaches children to read using a systematic synthetic phonics approach. It is designed to be used as part of an early learning environment that is rich in talk and story, where children experience the joy of books and language whilst rapidly acquiring the skills to become fluent independent readers and writers.

ELS teaches children to:

• decode by identifying each sound within a word and blending them together to read fluently

• encode by segmenting each sound to write words accurately.

We know that for children at the end of Key Stage 1 to achieve the age-related expectations, they need to read fluently at 90 words per minute. As children move into Key Stage 2, it is vitally important that even those who have made the slowest progress are able to read age-appropriate texts independently and with fluency. For children to engage with the wider curriculum, they need to be able to read well, making inferences and drawing on background knowledge to support their developing understanding of a text when they read. To do this, they need to be able to draw not only on their phonic knowledge but also on their wider reading and comprehension skills, each of which must be taught. The first step in this complex process is the link between spoken and written sounds.

Every ELS lesson has been designed to ensure that the minimum cognitive load is placed on the learner. The structure of the lessons allows children to predict what is coming next, what they need to do, and how to achieve success

ELS is based on simplicity and consistency, and the programme is delivered through whole-class lessons. Throughout ELS, we will use the same teaching sequence – Show, copy, repeat – until each child is independent. The teaching sequence is the same in all stages of the lesson, from whole-class teaching to one-to-one intervention. Children are given the opportunity to hear and say each sound, first in isolation, and then within words and sentences. When introducing a new grapheme–phoneme correspondence (GPC), we will use a mnemonic or rhyme with an accompanying picture to ensure that children understand. Children then hear this sound in the context of a word, and a picture and/or definition is given to support their understanding. Practice and repetition are key.

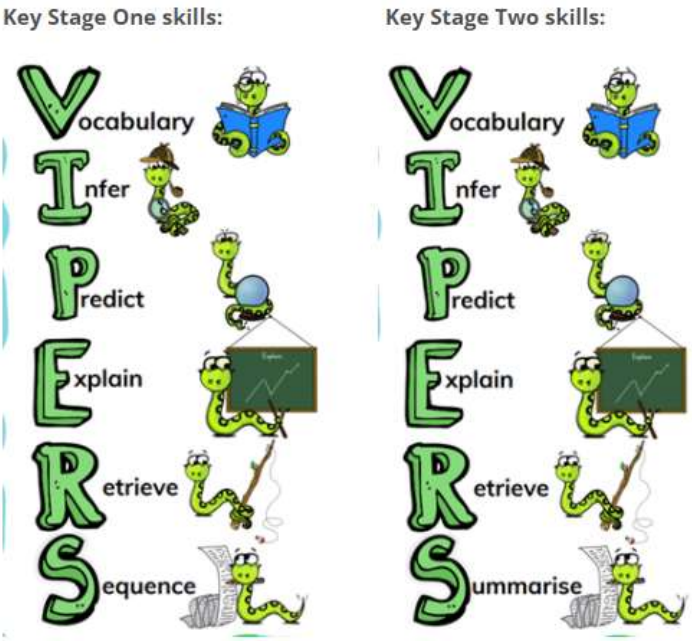
Key teaching features	
Me, then you	The teacher says something, and then the children repeat it exactly.
Provide opportunities	Practice and repetition are key. There is no 'down time' in the lesson – a consistent fast pace is maintained. Children have many opportunities to: • Hear the sound or word • Say the sound or word • See the sound or word • Read the word • Write the word • Use new vocabulary.
Provide modelling	Every single aspect of the lesson is modelled for children. As teacher, your main purpose is not to test the children but to teach them.
Active teaching and learning	ELS lessons are active – children are engaged at all times, whether joining in with a 'drum roll' to introduce the new sound, using 'robot arms' or 'tracking the teacher' as you move around the room.

Key teaching features	
Spelling sequence	Encourage children to follow the sequence: • Say the word  • Stretch the word  • Segment the word  • Blend the word  • Count the sounds within the word  • Say the whole word  This sequence can be used for any word where the children have been taught the GPCs within the word.

5. Teaching and Learning of Literacy – Specific approaches

Reading

Within all areas of our reading curriculum we expose the children to the VIPERS skills so as to develop and build their confidence and understanding of comprehension of the different texts being studied. By having a consistent approach across the school, the children are able to discuss and understand what it takes to be a fluent and comprehending reader which, in turn, helps to develop and build their understanding of writing in different genres too. Our VIPERS skills are:



Writing

Our approach to writing focuses upon longer units of writing which will allow us to cover our units of work in more depth, allow for a build up of skills and to develop a journey of writing units towards a mastery of understanding.

The children need to understand the purposes of writing and so we will develop four main reasons for writing across the school. These are:

- To entertain
- To inform
- To persuade
- To discuss

In KS1 the children will focus mainly upon writing to entertain and writing to inform. As they move into KS2 they will begin to include writing to persuade and by the end of KS2 will be writing to discuss.

In KS1 the children's writing will come from a range of stimulus such as personal experiences, Literacy Shed videos and whole class books.

In KS2 the majority of the children's writing will be linked to the book which the children are studying as their guided reading sessions. If this is not possible, links will be made to their History/ Geography/ Science units of work, personal experiences and Literacy Shed videos.

Twice yearly, the children will take part in a 'Big Write' piece of writing. This will involve a whole school stimulus and writing to come from this from Reception – Year 6.

Types of writing with examples of genres for each:







Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

Handwriting

We are very proud of our pupil's handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

Spelling

From Year 1 to Year 6 all children take home weekly spellings to practise and learn. We use 'Spelling Frame' as an aid in helping the children to learn and understand their spellings and consolidate this through weekly, discrete spelling lessons.

Through exploring spelling patterns and rules, we aim to create confident and proficient spellers using a discrete teaching approach underpinned by phonics.

Children are also taught to

- Spell accurately and identify reasons for mis-spellings.
- Proof-read their spellings
- Recognise and use word origins, families and roots to build their skills
- Use dictionaries and thesauruses.

6. Statutory Requirements

EYFS

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

- Make comments about what they have heard and ask questions to clarify their understanding;

- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

- Anticipate – where appropriate – key events in stories;

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;

- Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;

- Spell words by identifying sounds in them and representing the sounds with a letter or letters;

- Write simple phrases and sentences that can be read by others.

Key Stage 1 and 2

In Key Stage 1 and 2 the National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

7. Assessment

Children's progress is continually monitored throughout their time at Stanion C.E Primary School (in line with the school's Assessment Policy) and is used to inform future teaching and learning. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study as set out in the National Curriculum. These are set out as statutory requirements.

Children receive effective feedback through teacher assessment, both orally and through written feedback in line with the success criteria. Children are guided towards achievement of the main objective through the use of process based 'success criteria', provided by and explained by the teacher. Children will have these to refer to in the lesson, where they will be evident in their books and used to identify areas of difficulty by children and teachers when reviewing and assessing work. Pupils are expected to assess their own work using www (what went well) and ebi (even better if), as well as using the traffic light system evident throughout the school in all subjects.

Reading – teachers will continually assess the children's reading and comprehension throughout lessons and units of work. This will be recorded on class teachers progression documents at the end of each half term as well as on Tapestry. Formal assessments of Reading will take place through the use of PIRA assessments at three key points in the year; December, March and July. All knowledge gained through assessments and in class work will help to inform teachers judgements as to which children need further support or extension in interventions. End of KS1 and KS2 levels will be assessed by the national standardised tests (Sats).

Writing – as part of the planned units of writing, children will complete two assessed pieces of writing per half term. These pieces of writing will be assessed, in line with school progression documents and the National Curriculum attainment targets to inform teacher judgements and inform next steps and teacher planning. Three times a year, class teachers will moderate (internally) judgements of writing as well as undertake opportunities to moderate with other local schools. End of KS1 and KS2 levels will be assessed by class teachers in line with national standardised criteria.

Phonics – Within each lesson, class teachers will assess children's understanding and intervene where needed so as to ensure no child falls behind. If gaps are identified within lessons they will be plugged quickly using the ELS 'Enable' intervention programme to ensure no child struggles. Each half term the children will undertake assessment of the sound which they have currently learnt. Any children falling behind will be identified quickly and placed onto a longer term intervention (roughly 4-6 weeks) to secure gaps.

8. Equal Opportunities and Inclusion

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

Pupils who require support that is additional to or different from QFT in the mainstream classroom are supported by a Teaching Assistants or Learning Support Assistants.

These pupils are identified by class teachers and are noted on the class provision map. They will then have access to precision teaching of key skills in small groups or on an individual basis. All additional support is monitored by the SENCO.

Intervention Programmes

Pupils have access to range of intervention programmes to match their need and support their learning. The school offers a range of Literacy interventions to develop speaking and listening skills through Word Aware and Black Sheep Press activities. In addition to this, pupils have access to ELS Enable Phonics,NELI, Inference Training and Spelling Frame.

Where appropriate, pupils are supported by the local NHS Speech and Language Therapy Service. This service often provides activity packs for school to deliver on a 1:1 basis.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points. Class teachers closely monitor their own data for those who are considered vulnerable learners. This includes the lowest 20% of the cohort. Whole school data for Literacy is scrutinised by the subject lead.

Language and literacy experiences of EAL pupils

Some pupils already have good language and literacy skills in two or more languages. Some pupils are beginner EAL learners have never learnt to read or write in any language. Some pupils have missed some or all of their primary education and have not fully developed the language and literacy skills they need.

All these diverse groups benefit from teaching that develops their language and literacy. Pupils who are new to English will be integrated into mainstream subjects most of the time. This enables them to;

- develop oral fluency quickly
- immediately feel part of the school
- develop language in context
- experience their full curriculum entitlement

Teaching strategies to support EAL beginners

- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other pupils and staff
- Use translated materials and bilingual dictionaries
- Allow pupils time to practice new language
- Use visual support (diagrams, maps, charts, pictures)
- Develop card sorting, sequencing and matching activities

9. Staff Roles within Literacy

Teachers will:

- Make sure pupils are clear about the purpose and audience for their writing
- Point out the differences between speech and writing
- Help pupils use appropriate level of formality
- Give pupils model texts before asking them to write
- Provide pupils with the opportunity to build their own toolkits for writing
- Show pupils how to organise writing using planning frameworks
- Support extended writing with frames and teach key grammatical features
- Encourage and support pupils to evaluate, correct and redraft their writing
- Read to their class on a daily basis
- Be able to recommend books to children in their class and help them expand the authors and genres they are selecting for themselves.
- Promote and encourage a love for reading across the school
- Be responsible for the teaching of reading as set out in this policy.
- Provide literacy plans including shared reading and make these available to the head teacher and literacy leader.
- Provide work samples to the literacy leader.
- Assess children's reading using shared reading, support staff assessments, Tapestry observations and formal tests and keeping evidence to support these judgements.
- Use evidence from the teaching and assessment of reading in order to inform future planning.
- Monitor pupil progress in reading using assessment data and refer any concerns about individuals or groups to the SLT

The Literacy Lead alongside the Headteacher and Deputy Headteacher will:

- Provide support by encouraging staff and sharing best practice.
- Monitor learning and teaching throughout the school.
- Monitor planning and assessment.
- Support staff development through in-service training and provision of resources.
- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals)
- Leading by example by modelling lessons or styles of teaching
- Having a knowledge of the quality of Literacy provision across the school and using this to provide a coaching and mentoring role
- Identifying and acting on development needs of staff members
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards

- Purchasing and organising resources

Monitoring and Evaluation

The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and through the progress and attainment documents. In addition, continuity and progression across the school is monitored by the subject leader as is the implementation and impact of Assessment for Learning. The subject action plan and external advisors identify actions intended to raise standards.

The English Subject Leaders will also provide an annual summary report to the Headteacher in which they evaluate the strengths and weaknesses in writing and indicates areas for further improvement.

A named member of the governing body is briefed to oversee the teaching and learning of English. The link governor meets, at least termly, with the subject leader to review progress.

10. Parental Involvement

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding of Literacy.

There are opportunities each term when parents can discuss their children's progress with their teacher. Termly curriculum letters provide information about the Literacy topics being taught and how parents can support their children. Weekly newsletters keep the parents informed as to what the children have been learning on a weekly basis. Parents are also able to see what their children are covering at school through their access to their child's online Tapestry journal.

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

- Assessment and record keeping
- Marking
- Special Educational needs
- ICT
- Equal opportunities
- Teaching and learning

Policy Reviewed and agreed – Thursday, 30th March 2023

Next Review – March 2024

Mrs Rachael Findlay – Literacy Lead

Signed_____

Chair of Governors

Signed_____

Headteacher

Signed _____