

- To aim for excellence in learning, teaching and personal achievement and to help each member of the St Luke's community reach their full potential.
- To provide a safe and stimulating environment which will enrich and broaden each child's knowledge, experience and creativity, thereby enabling them to have enquiring minds and become lifelong learners.
- To develop a child's growing respect for themselves and others, irrespective of race, age, gender, faith or ability.
- To build positive partnerships between school, home and the wider community.

Literacy Curriculum Aims:

It is worth repeating what the **National Curriculum for England 2014** document has to say about the reasons for teaching, and the aims of, Literacy:

'The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. 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'.*

Literacy Curriculum Objectives

To develop our pupils as speakers and listeners we:

- Give them opportunities to share their ideas with a range of audiences
- Give regular opportunities to take part in group discussions, drama activities and philosophy sessions
- Encourage them to listen and respond appropriately to others
- Help them to understand the need to adapt their speech to different situations
- Give them opportunities to evaluate and reflect on their speaking and listening skills

- Encourage them to use the vocabulary and grammar of standard English where appropriate
- Give opportunities to explore a wide range of topics and experiences through cross curricular links

To develop our pupils as readers we:

- Teach them to read accurately and fluently using a range of strategies
- Help them to understand and to respond to what they read using inference and deduction where appropriate
- Encourage them to read a wide range of fiction and non-fiction books
- Encourage them to read independently and with enjoyment
- Teach them how to seek information and learn from the written word
- Provide a dedicated book area in every classroom
- Use I.C.T. to explore a range of topics
- Provide a challenging and stimulating curriculum they will engage them as learners

To develop our pupils as writers we:

- Teach them to write effectively for a range of purposes and a range of readers, adapting their vocabulary and style as appropriate
- Encourage them to write with interest, imagination and enjoyment
- Give them opportunities to write in a variety of styles such as stories, reports, poems and letters
- Develop their skills so that they can evaluate and develop their own writing
- Give them the knowledge and strategies to become confident and accurate spellers
- Teach them a fluent and legible style of handwriting, promoting an understanding of how to present work well
- Teach them how to use punctuation effectively to make meaning clear to their reader
- Use cross curricular opportunities to write about a wide range of topics and experiences
- Provide opportunities to use I.C.T. regularly to record work in a variety of ways e.g. fact files, brochures.

To add to our pupils knowledge about the conventions of standard English we:

- Develop an awareness of the way our language varies and in this context explain the importance of standard English
- Draw attention to the features of standard English grammar
- Introduce them systematically to the conventions of spelling and punctuation
- Encourage them to extend and enrich their own vocabulary
- Use I.C.T. to enhance and support the teaching of standard English in school

Strategies for Implementation

Speaking and listening, reading and writing skills are best developed through learning experiences that integrate and link these skills. We aim to provide a curriculum and a learning environment which are interesting, stimulating and irresistible to our learners. We plan activities and experiences that motivate pupils and lead to meaningful and worthwhile outcomes.

Our teaching is planned using the National Curriculum for 2014. This is integrated into the cross curricular theme to provide a creative and meaningful learning experience for our pupils.

A guided reading session is enjoyed by every pupil at least once every week. Dedicated time is given to developing handwriting skills using the Pen Pals Handwriting Scheme until a fluent, cursive style has been developed. Opportunities are given to produce 'best copy' pieces of work regularly. Words and sounds are taught several times weekly across the Foundation Stage and Key Stage One. Spellings are taught and assessed weekly. We have a wide range of books and artefacts to support the children's learning. We are committed to renewing books in the library and class book areas.

Phonics:

Principles:

- High quality phonic work will be taught systematically and discretely as the prime approach used in the teaching of early reading.
- High quality phonic work is a body of knowledge, skills and understanding that has to be learned.
- The school will follow the Letters and Sounds document for teaching phonics.
- Phonics lessons will follow the sequence of revise, teach, practise, apply.

Aims:

- To secure essential phonic knowledge and skills so that children progress quickly to independent reading and writing.
- Children progress from learning to read to reading to learn as they secure the alphabet code.
- Children become confident in decoding and recognising words.
- Children read for purpose and pleasure.
- Teachers and practitioners are able to adapt teaching in order that optimum progress is achieved for every child.
- Children are able to encode words confidently so that writing is a successful and effective means of communication.

Strategies:

Foundation Stage start at Phase 2 in September. The main purpose of this phase is to introduce grapheme- phoneme (letter- sound) correspondence. Children will know that words are constructed from phonemes and that phonemes are represented by graphemes. Children should have knowledge of a small selection of common consonants and vowels. They should be able to blend them together in reading simple CVC words and segment them to support spelling.

Skills to be acquired include:

- being able to blend common consonants and vowels to read simple CVC words and to be able to segment consonants and vowels for spelling words
- recognising graphemes taught and make connections with the phonemes they represent
- use knowledge of phonemes to blend simple CVC words moving from left to right e.g. 'tap' and 'pat'
- apply grapheme- phoneme knowledge when writing or reading unfamiliar words

Expectations:

Phase 2 will form the foundation for word level work in the reception classes.

Practitioners will ensure that children are fully secure before moving children onto phase 3. Exposure to rhyme and alliteration will continue as well as children being introduced to a range of reading materials which will include individual reading books and guided reading sessions. By the end of reception it is expected that nearly all children will have acquired skills related to phase 2, most children will be confidently working within phase 3 and some children will be working on phase 4 and beyond.

In the Spring term of Foundation Stage the children are set into 2 main ability groups, with a 3rd lower focus group led by an LSA to revise basic letter sounds and graphemes. This is taught five times a week.

In KS1 the children are grouped into three phonics sets according to ability. The emerging set begin at phase 3, expected set at phase 4 and the exceeding set revise phase 5 and then move on to the Support for Spelling document. The exceeding set are those children who passed the phonics screening test in Year 1.

Phases 3 and 4 will form the foundation for word level work in Y1. During this phase children will learn one grapheme for each of the 44 phonemes in order to read and spell simple regular words. Children will be able to link sounds to letters, naming and sounding the letters of the alphabet. They recognise letter shapes and say a sound for each. They hear and say sounds in the order in which they occur in the word and read simple words by sounding out and blending the phonemes all through the word from left to right. Children should recognise common digraphs and read some high frequency words.

Skills to be acquired include:

- knowing all 44 phonemes with their most common graphemes including digraphs and double letters.
- knowing that the process of segmenting constituent phonemes is the reverse of blending and enables them to spell words correctly.

Expectations:

It is recognised that at this stage children will be working at different levels but fidelity to the Letters and Sounds document should decrease the range of ability within a year group. Assessment for learning will be used to ensure that personalised learning is effective and written plans reflect that children are working at the appropriate level. Guided sessions, use of other adults and assessment are key in ensuring that all children are confident, competent and secure in achieving the skills of phase 3. By the

end of Y1 nearly all children should have mastered phase 3 skills, most children will be confidently working within phase 4 and some children will be working on phases 5 and 6.

Phases 4, 5 and 6 will form the foundation for word level work in Y2. Children will learn to read and spell words containing adjacent consonants.

Skills to be acquired include:

- To be able to blend and segment words containing adjacent consonants
- Be able to read and spell an increasing number of CVCC and CCVCC words and, in due course, CCCVC words

Expectations:

Planning should refer to opportunities for paired writing using small whiteboards. As for other phases, guided and shared sessions should be used as a means for specific teaching and to provide opportunities for children to apply their increasing phonic and knowledge skills. By the end of Year 2 children should have mastered the skills in phase 4 and most of the children should be confidently be working within phase 5.

During phase 5 the teaching will focus on enabling children to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes already taught. Some tricky words are taught.

Skills to be acquired include:

- Knowing long vowel phonemes
- Knowing different grapheme correspondences ('oe' 'o' 'oa' 'ow')
- Knowing that graphemes can be pronounced in different ways (c – coat c – city)

During phase 6 children will be given many opportunities to develop their reading and writing skills.

Skills to be acquired include:

- Knowing less common grapheme- phoneme correspondences (s in 'vision' pronounced as *zh*)

In both phases 5 and 6 guided reading and writing activities will be designed to support children's independence in reading texts in a range of contexts. Through peer marking and talking partners children should be encouraged to share their phonic knowledge to reinforce learning.

Expectations:

By the end of Year 3 the majority of children should have acquired nearly all skills of the Letters and Sounds programme.

Phonics intervention:

- There is a focused support group led by an HLTA for those pupils in Year 3 who did not pass their phonics screening in Year 1 and Year 2. This support is evidenced on running records.
- There is also support in place for vulnerable groups in Year 3 for Reading and Writing and those that left KS1 achieving below the expected attainment for their age. These children are supported by an HLTA and this is evidenced in running records.
- All children in Year 3 have a class focus on phonics in the Autumn term.
- Further support is provided in Year 4 via running records for those children who were vulnerable in Year 3 and still did not achieve expected attainment despite extra support.
- If necessary this support will continue in upper Key Stage 2.

Aspects of Teaching and Learning – Speaking and listening

Time-tabling and planning should ensure that:

- Sufficient time is allocated to deliver the curriculum through daily class lessons in Literacy or in addition as a major component in other work, including lessons taught through Mantle of the Expert.
- Opportunities should be provided for links with other curriculum areas.
- Discussion informs writing. Spoken language underpins the development of reading and writing. Teachers will provide high quality and varied language for pupils hear to develop their vocabulary and grammar. This will also aid their understanding for reading and writing.
- Teachers will ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils will develop a capacity to explain their understanding of books and other reading, for example, through the use of book reviews in the reading journals.
- Children are taught to plan effectively. Children will be assisted in making their thinking clear to themselves as well as to others and teachers will ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.
- Pupils will be taught to understand and use the conventions for discussion and debate.
- All pupils will be able to participate in and gain the knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Aspects of Teaching and Learning - Reading

Time-tabling and planning should ensure that:

- Sufficient time is allocated to deliver the curriculum through daily class lessons in Literacy or in addition as a major component in other work, including lessons taught through Mantle of the Expert.
- Opportunities should be provided for links with other curriculum areas.
- Opportunities should be provided for links with home learning, for example, the weekly reading challenge.

- Reading comprehension is taught regularly. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills will be developed through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.
- Encouragement to read. All pupils will be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Again, this will be promoted using the reading challenge. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. The children have been issued with new reading journals which are designed to inspire a love of reading. These can also be used in Literacy lessons, for example, writing Wow Words and exploring genres.

Aspects of Teaching and Learning - Writing

Time-tabling and planning should ensure that:

- Sufficient time is allocated to deliver the curriculum through daily class lessons in Literacy or in addition as a major component in other work, including lessons taught through Mantle of the Expert.
- Opportunities should be provided for links with other curriculum areas.
- Pupils should be taught how to plan, revise and evaluate their writing.
- Children are taught to write down ideas fluently depending on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.
- Children can effectively compose their writing involving forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.
- To demonstrate fluent, legible handwriting which is consistent and neat in appearance. Teachers will demonstrate the correct letter formation for the children to practice. As children master joining and correct formation the focus should be writing neatly, consistently and at a reasonable speed. Handwriting will be linked to phonics and curriculum words wherever possible. Pen Pals has been introduced for the interactive whiteboard as a model for the children to follow.

Aspects of Teaching and Learning – Spelling, vocabulary, grammar and punctuation.

Time-tabling and planning should ensure that:

- Sufficient time is allocated to deliver the curriculum through daily class lessons in Literacy or in addition as a major component in other work, including lessons taught through Mantle of the Expert.
- Opportunities should be provided for links with other curriculum areas.
- Teachers provide opportunities to enhance pupils' vocabulary from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in

meaning, and how to develop their understanding of, and ability to use, figurative language.

- Pupils are taught how to work out and clarify the meanings of unknown words and words with more than one meaning, for example, through the use of dictionaries and thesauruses.
- Pupils are taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation. VCOP (vocabulary, connectives, openers and punctuation) has been introduced throughout the school and teachers will incorporate this in their lessons.
- Children are taught the skill of spelling. If children can confidently spell a range of prefixes and suffixes then they are a step closer to a correct spelling. If they are familiar with rules applying to the length of a vowel sound before a double consonant, then they can apply this to solve the problem of spelling unfamiliar words. Spelling lists will be focused to help children meet a specific objective e.g. if the vowel is short, double the consonant. Support for Spelling is available for a guideline. Children can also look through their books and generate spelling logs, making their learning contextual and relevant.

Guided reading:

Guided reading is a carefully structured session in which a small number of children are helped to apply their reading skills in context. The work should be tailored to the specific needs and ability of the individual or group of individuals working at the same level. In the session, the teacher guides the children through a text prompting them to apply the knowledge they have learned elsewhere in the reading curriculum. The use of the different reading assessment foci is common practice within the school.

Guided reading sessions offer a good opportunity for children to practise their developing phonic/reading knowledge skills in texts that are carefully matched to their abilities. The success of the guided reading session depends on the teacher being clear about the purpose of the session and the specific learning objectives for that group. The focus of the session will be determined by secure professional knowledge (including use of the reading assessment foci) and understanding of the children's ability. This will be determined by careful observation and analysis of children's learning including information gathered from assessment data.

In deciding what to teach in guided reading sessions teachers might want to consider the four types of reader identified in the 'simple view of reading' (DfES 2006):

- Those who have good comprehension but poor decoding skills
- Those who have good word recognition but poor comprehension
- Those who are weak in both of the above
- Those who are strong in both of the above

Mantle of the Expert

St Luke's is committed to developing the teaching strategies known as Mantle of the Expert, and its use is becoming embedded within the school's curriculum. It allows children to learn through closer engagement with topics, which is achieved through drama:

When teachers use the mantle of the expert approach they create conditions in their classrooms where children can learn most often as people do in their everyday lives – from and with others in activities that draw on and extend their existing expertise.

Abbott 2005, page 5

It will be important when planning units to be taught through Mantle of the Expert to consider both that the best content is chosen for this particular teaching method and that full coverage of the new National Curriculum objectives is being achieved.

Integrating ICT in Schemes of Work

ICT has an important part to play in the provision of a balanced Literacy curriculum, but activities and resources should be selected with care. Opportunities for the use of ICT are likely to include:

- ***The use of videoing resources***

The school possesses video resources which are appropriate to support the Literacy curriculum. These can enhance children's understanding of particular locations.

- ***The internet/PC***

The internet can provide an extremely valuable source of research material for pupils. However, teachers need to plan sessions involving use of the internet carefully, since most published material which might be located using search engines is likely to be aimed at adult readers; it is no more appropriate for children to be expected to use an adult text on the internet than from a book. There are a number of strategies which can be employed to maximise the benefits of using the internet:

- Teacher selection of sites (links can be saved in Class Handout folders on the school server, or placed on a web page on the school website, for instance).
- Use of educational portals (websites listing appropriate educational sites)
- Advice to children on suitable search engines and search terms. In particular, children should be discouraged from using image searches, because the search results may include inappropriate graphics which will not be filtered.

Likely search terms should also be checked by the teacher prior to the session in case inappropriate results may be returned.

There are also a range of interactive websites available for class/individual use. Rising Stars Grammar, Punctuation and Spelling are also available for use across the school.

- ***Digital cameras/tablets***

The use of digital cameras or tablets can enable children to record evidence which can later be reviewed (speeches etc), and is therefore of considerable value. Video cameras can also be used to record drama activities, allowing both review and self-assessment by children. Each class has been issued with a digital camera, and the school possesses two video cameras and a class-set of tablets.

Planning and Resourcing

The school follows the National Curriculum 2014 and has *Focus Education* as a support for planning alongside other resources. Teaching is frequently cross-curricular and Mantle of the Expert can be included in cross-curricular planning.

Planning is also discussed at staff meetings in order to ensure coverage is in line with the requirements of the National Curriculum.

Assessment, Recording and Reporting

Children's attainment is assessed in individual lessons, whether the children's work is written or takes some alternative form, such as drama and roleplay. This formative assessment informs the direction in which learning is taken forward in the next lesson's / week's planning and teaching. Collectively, assessment made during lessons leads to an overall assessment at the end of each unit.

Assessment will be in accordance with the schools assessment policy which is followed throughout the school. The assessment of pupils work can provide information for pupils, teachers and parents:

- 1) to enable pupils to reflect upon and celebrate achievement;
- 2) to help plan for progression, continuity and target setting for pupils, and to inform planning for future work of whole classes and individual pupils.
- 3) to communicate achievement and identify areas for further development to pupils, parents and teachers.
- 4) to evaluate the effectiveness of teaching and learning.

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Assessment is built in to the planning of learning experiences and clearly related to the learning outcomes (I can statements) that are proposed. Assessment activities should be wide ranging and matched to the pupils' ability i.e. differentiated by task or by outcome, through appropriate support and resource provision. At the end of each unit/topic teachers will judge whether the student has reached the national expectations for their year group and this will be recorded and referred to in students' progress reports. Teachers will identify (during and after each lesson) whether a child has **exceeded** national expectations, is working as is **expected** for their year group or is **emerging**/working-towards the national expectations. Lesson/weekly plans will be annotated with the teachers' judgements to inform future planning. Pupils will be given the opportunity after each Literacy lesson to self-assess.

Forms of Assessment

A wide variety of assessment procedures should be used to provide opportunities for pupils to achieve across a range of contexts. Activities resulting in written or oral outcomes, project material, models, role-play, video/audio presentations, observations, display work may provide a basis for assessment. Pupils will be encouraged to evaluate their own work.

The children will also take part in 'The Big Write' which takes place once a month. This is an unaided piece of writing which the teacher will assess. Children will have the opportunity to use resources to help them with their writing, for example, VCOP pyramids, word mats, displays. Children will take the Big Write books forward to the next class as they progress through the school.

Recording and Reporting

Assessment and Recording begin in Reception and continues throughout the school. Reporting on a child's progress in Reading, Writing, Speaking and Listening is a statutory requirement. A termly report relating to their child's progress in these areas is sent to parents. Teachers input data from Literacy on to Target Tracker every half term and use this as a basis for their planning.

Special Educational Needs; Inclusion; Equal Opportunities; Education for a culturally diverse society.

At St. Luke's Primary School we recognise the responsibility of all schools to provide a broad and balanced curriculum for all pupils. In Literacy the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We have adopted the statutory inclusion statement on providing effective learning opportunities for all pupils. When planning teachers will modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- A. sets suitable learning challenges
- B. responds to pupils' diverse learning needs
- C. overcomes potential barriers to learning and assessment for individuals and groups of pupils.

A. Setting Suitable learning challenges

Teachers will teach the knowledge, skills and understanding in ways which suit their pupils' abilities. Where necessary knowledge, skills and understanding may be chosen from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where pupils with special educational needs make extensive use of content from an earlier key stage we recognise that there may not be time to teach all aspects of the age-related programmes of study.

For pupils whose attainments are significantly below the expected levels a much greater degree of differentiation will be necessary. In these cases teachers may use the programme of study as a resource or to provide a context in planning learning appropriate to the age and requirements of their pupils. For pupils whose attainments significantly exceed the expected level, teachers will plan suitably challenging work. They may draw on material from higher levels of study or plan differentiation by extending the breadth and depth of study in Literacy or plan work which draws on the content of other subjects.

B. Responding to pupils' diverse learning needs

At St. Luke's Primary School teachers planning will set high expectations and provide opportunities for all pupils to achieve so that all pupils can take part in lessons fully and effectively.

In order to ensure that they meet the full range of pupils' needs teachers are aware of the requirements of the relevant equal opportunities legislation, including the Sex Discrimination Act, 1975; the Race Relations Act 1976; and the Disability Discrimination Act, 1995.

Teachers will take specific action to respond to pupils' diverse needs by;

- a. creating effective learning environments
- b. securing their motivation and concentration
- c. providing equality of opportunity through teaching approaches
- d. using appropriate assessment approaches
- e. setting targets for learning which build on pupils' knowledge, experience, interests and strengths and are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Where particular pupils have learning and assessment requirements which go beyond the provision described above, and which must be addressed in order to overcome barriers to learning, for example as a result of a special educational need, disability, or linked to the pupils' progress in learning English as an additional language, teachers will take account of these requirements by;

- a. Making provision where necessary to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment in both classroom and outdoor activities.
- b. Taking account of the type and extent of the difficulty experienced by the pupil. In many cases the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice. Where pupils need access to specialist equipment or adapted activities teachers will refer to and implement the pupils' statement of special educational needs and work closely with representatives of other agencies who may be supporting the pupil. Teachers will also help pupils to manage their behaviour and help individuals to manage their emotions so that they can take part in learning geography effectively and safely.

See also School Policy Document for S.E.N.D.

Monitoring and Reviewing

The coordinator uses the National Curriculum and engages in informal discussions with staff to ensure that the best use is made of resources and funds. Weekly plans are submitted to the coordinator.

The coordinator looks at displays around the school to identify especially valuable examples of study. Photographs of special events and visits also provide a rich source of evidence of teaching and learning.

Management and Administration

Role of the coordinator

The Literacy coordinator is responsible for coordinating Literacy through the school. This includes:

- To have an impact on raising standards of attainment for English across the whole school
- preparing policy documents
- ensuring continuity and progression from year group to year group
- providing all members of staff with guidance to show how aims are to be achieved and how the variety of all aspects of Literacy is to be taught
- advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Improvement Plan and within the confines of the school budget
- advising and supporting colleagues in the implementation and assessment of Literacy throughout the school
- assisting with requisition and maintenance of resources required for the teaching of Literacy. Again this will be within the confines of the school budget.
- monitoring progress over time
- maintaining an overview of current trends and developments within the subject.

Role of the class teacher

- Ensure the effective implementation of the Statutory National Curriculum for Literacy.
- Ensure that work is differentiated to enable all children to reach their full potential.
- Use the classroom environment to support the teaching and learning of Speaking, Listening, Reading and Writing (e.g. using targets, success criteria, models and children's work).
- Make effective use of Assessment for Learning within Literacy.

Role of the teaching assistants

- Support the class teacher in the effective implementation of Literacy.
- Add value to the children's learning by working with a range of abilities in small groups or individually.
- Communicate effectively with the class teacher to ensure the effective sharing of information about children's learning in Literacy.

Links with other school policies

The Literacy policy incorporates the aims of the following policies:

Equal Opportunities

Special Needs

Health and Safety

Teaching and Learning

Gifted and Talented

Debbie Mole & Lauren Francis, September 2014