

PARKINSON LANE COMMUNITY PRIMARY SCHOOL

Curriculum Policies

Literacy & Oracy Policy

Rationale

1. We believe that developing good speaking, listening, reading and writing skills is critical for effective learning right across the curriculum. We believe that developing our children's love of the use of these skills through imaginative, structured, purposeful, well-resourced, cross-curricular work tailored to the needs and learning styles of every child will provide a key resource for the rest of our children's lives. This policy should be used in conjunction with those on teaching and learning; marking; assessment and record keeping; homework; SEN and Disability and work with gifted and talented pupils.

Purpose

- 2.1 To ensure that our children quickly develop self-confidence through an early emphasis on oracy that is continued through drama, debate and wider opportunities as they progress through school both to support improved literacy and to develop articulate, confident citizens.
- 2.2 To ensure that our children have a sufficiently strong foundation in literacy skills on completing Key Stage 1 to reach at least national average levels of attainment by the end of Key Stage 2.
- 2.3 To ensure that literacy teaching and learning develops through our children's years in school in a logical and consistent way.
- 2.4 To ensure that all teaching and support staff are clear about the aims and standards of literacy work in all curriculum areas for all ages.
- 2.5 To ensure that our approach to the learning of literacy provides clear paths for parental involvement and support.
- 2.6 To ensure that libraries, our ICT resources and our programmes of trips, outings and extended school activities play their part in the raising of literacy standards for our children.

Broad Guidelines

3. Guided reading will be used systematically with all age groups to help children learn to read for a purpose. Throughout school a wide range of reading materials will be used to help children master a variety of decoding strategies.
4. Phonics will be taught as part of a structured and systematic way to support early progress in reading and writing.
5. Mastery of different writing genres will be developed as set out in the National Strategy and using a variety of curriculum subjects. The love of writing for its own sake will be especially encouraged.
6. All teaching staff will apply throughout school the principles laid down by the Literacy Managers for promoting fast, legible handwriting appropriate to purpose.
7. Children will be supported in understanding what constitutes different levels of work in literacy so that they can accurately assess their own work and play a part in setting their personal targets.
8. The school's emphasis on developing self-confidence and oracy skills through drama, discussion, formal debate and public speaking will reinforce work developing reading and writing and research skills.
9. The Literacy Managers, supported by their Curriculum Group, will monitor planning, delivery and assessment of Literacy and Oracy, supporting staff in increasing their skills and thus the quality of literacy and oracy work throughout school.

Conclusion

10. At Parkinson Lane developing good skills in speaking and listening and in all-round literacy and enjoying using those skills is an essential part of learning to succeed in life generally.

Headteacher	Staff consulted	Chair of Governors
Date:	Date:	Date: 11/7/16
	Review Date:	