



LITERACY POLICY

Interim for 2015/16

(to be reviewed in September 2016)

Introduction

At Aldbrough Primary School, we believe that Literacy is a fundamental life skill. Literacy develops children's abilities to listen, speak, read and write for a wide range of purposes, thus using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Aims and Objectives

We aim to develop pupils' abilities within an integrated programme of Reading, Writing, Speaking and Listening. Pupils will be given opportunities to interrelate the requirements of Literacy within a broad and balanced approach to the teaching of Literacy across the curriculum, with opportunities to consolidate and reinforce taught literacy skills through their Topic work and indeed throughout the curriculum.

At Aldbrough Primary School, we strive to develop and enhance pupils' abilities to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct;
- have an interest in books and read for enjoyment;
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms;
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation;
- be developing the powers of imagination, inventiveness and critical awareness;

- have a suitable technical vocabulary to articulate their responses;
- speak clearly and audibly in ways which take account of their listeners;
- concentrate their listening skills in order to be able to identify the main points of what they have heard;
- adapt their speech to a wide range of circumstances and demands;
- reflect on their own and others' contributions and the language used;
- become confident, independent readers through appropriate focus on word, sentence and text-level knowledge;
- become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- write with accuracy and meaning in narrative and non-fiction;
- use planning, drafting and editing to improve their work;
- take pride in the presentation of their written work, including their ability to produce a neat, legible style with correctly formed letters in cursive style;
- identify grammatical constructs within texts they read and apply these to their independent writing;
- précis longer passages of text, accurately transcribe passages of text and memorise short poems for performance.

Teaching and Learning

At Aldbrough Primary School we use a variety of teaching and learning styles in our Literacy lessons in order to meet the needs of all of our pupils. Our principal aim is to develop children's knowledge, skills, and understanding. In Key Stages 1 and 2 we achieve this through daily English lessons which include handwriting, spelling, grammar and punctuation. Additionally, children are given opportunities to explore different writing genres and text types appropriate to their age and ability.

Furthermore, every pupil is engaged in a regular Guided Reading session (once per week in KS2.) During these sessions, children are grouped according to ability and are encouraged to engage with more challenging texts, with the support of a teacher or Teaching Assistant. When groups are not working with an adult during these rotated sessions, they focus on independent reading-related activities designed to enhance their ability to comprehend texts and their features.

Approximately once per week in Key Stage 2 and as often as appropriate in Key Stage 1, all of our children participate in a Big Writing session which involves providing them with the opportunity to revisit their learning across the range of text types and grammar, punctuation and spelling objectives. Within a given time frame, children independently produce an extended piece of writing with a specific learning objective and this supports our evaluation and assessment of the progress and the learning needs of each pupil. As part of their writing process, children edit to correct and improve their work and they also self-assess against a set of personal targets.

Speaking and listening activities are embedded throughout the curriculum. Key Stage performances are usually held annually, allowing children to develop their drama skills. In Key Stage 2, children often present Topic projects which they have created at home and the children observing presentations are encouraged to ask relevant questions. Children are provided with a variety of resources, such as dictionaries, thesauruses and individual word banks to support their writing. Teaching staff provide balanced and varied learning opportunities within the classroom, designed to encourage children to apply their Literacy skills in a variety of ways, including drama, presentation and debating skills.

Curriculum Planning

English is a core subject of the National Curriculum. At Aldbrough Primary School, we deliver our English Curriculum through the statutory requirements of the 2014 Programme of Study for English.

Hamilton Trust and Collins Primary Literacy planning (using a paid school subscription) is used by teachers to ensure adequate coverage of the curriculum in each year group. These plans are flexible to the needs of the children and are annotated and adapted by teachers to incorporate Assessment for Learning. At Aldbrough Primary School, we value the fact that our pupils enjoy the opportunity to lead their learning and, as such, our teaching staff adopt a flexible approach to the delivery of our English Curriculum to ensure that children have adequate time and opportunity to learn, enhance and apply each new skill taught. Teachers are able to be responsive to the needs of the pupils by adapting and amending planning to meet the specific needs of the children without delaying or interrupting their learning journey as any errors, misconceptions or additional teaching input can be identified and acted upon immediately.

The Early Years Foundation Stage and CLLD

At Aldbrough Primary School, we recognise the importance of Communication, Language and Literacy Development (CLLD) in raising standards and helping children in obtaining early reading and writing skills. CLLD is an integral part of our curriculum within the Early Years (under the Early Years Foundation Stage) and KS1. The prime area of Communication and Language is fundamental in supporting children's development in all other areas of learning and includes the teaching and learning of the key skills of speaking, listening, attention and understanding. The specific area of teaching and learning the core Literacy skills of reading and writing involves equipping children with the essential skills and knowledge to enable them to participate successfully in society.

In the EYFS, language and literacy development are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books linked to their Theme work. A language-rich environment is provided which reflects the importance of language through signs, notices and books and questions which are all presented in child-friendly language. The pupils themselves decide on the key vocabulary to be displayed. Children are provided with opportunities to see adults writing and they can experiment with writing themselves as writing equipment is provided in each area of learning. Children receive daily phonic sessions during which writing is actively encouraged.

The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age and all children have access to the opportunities provided to ensure that there is no cap on their learning. As children progress through this academic year, they are encouraged to participate in more structured activities, such as Guided Reading sessions and small group writing activities, in order to prepare them for the transition to Key Stage 1 as we aim to create a 'seamless transition' through the Key Stages and year groups.

We believe in and promote opportunities for children in the EYFS to talk for a range of purposes. Our pupils are encouraged to express themselves effectively, to talk about and plan their activities, present ideas, develop their own narrative and to explore the genres of instructions and recounts.

Our over-arching aim is that every child at Aldbrough Primary School becomes a reader and that all children become fluent readers by the end of KS1. In line with the Rose Review 2006, we aim to ensure Quality First Teaching of Letters and Sounds from Reception through to Year 2.

Pace and progression for teaching and learning is that outlined in the Letters and Sounds document 'Principles and Practice of High Quality Phonics' Six-Phase Teaching Programme and our CLLD policy supports the simple view of reading from the Rose Review 2006. Teaching and learning supports word recognition processes and language comprehension processes, neither being sufficient on their own. For those children who do not reach age related expectations, we aim to offer a layered intervention approach to ensure no child is a non-reader by the end of KS1.

CLLD plays an important part in all subjects, especially Literacy, Guided Reading and Computing. As dictated by the Letters and Sounds publication a daily, discrete multi-sensory Phonics input is given from EYFS through to Year 2 on a daily basis. Planning is derived from the Letters and Sounds publication, which reflects the 4-part teaching sequence of Review, Teach, Practice and Apply.

Basic Skills

Aldbrough Primary school is committed to improving the standards of basic skills for its pupils. By basic skills we mean 'the ability to read, write and speak in English and use mathematics at a level necessary to function and progress at work and in society in general.' We recognise that the expectations for attainment at the end of each Key Stage in Literacy and Numeracy are increasing at a fast pace and that the acquisition of good basic skills is essential if our pupils are to become confident and competent citizens, workers and parents.

We aim to:

- Ensure that the initial teaching of basic skills in our school is effective
- Identify pupils who underachieve and implement early intervention programmes
- Motivate all pupils, particularly those who underachieve, to improve their basic skills and provide effective opportunities for them to do so
- Equip parents and carers with skills to help their children to develop basic skills

Improving basic skills in literacy and maths is the responsibility of all staff in the school. Staff work together to assess pupil progress, set targets and monitor teaching.

At this school we believe that all pupils have the right to gain the basic skills of literacy and numeracy and we take positive action to ensure that pupils achieve the best possible progress.

Handwriting

Children must be able to write with ease, speed and legibility. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns.

The style is quick and easy to learn, particularly when it is practiced from an early stage. Pupils will learn to form individual letters appropriately and accurately first and then by term 3 of Foundation Stage 2, more able pupils will be encouraged to begin to join their handwriting. (See Appendix – agreed whole school handwriting style.)

Handwriting skills are taught in every year group using the same agreed cursive style to ensure accurate and consistent letter formation throughout school and, where necessary, intervention programmes are delivered by a Teaching Assistant, allowing children additional opportunities to practice these skills.

We aim for all children to:

- Achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Develop flow and speed.
- Eventually produce the letters automatically in their independent writing.

In order to achieve these aims, the following principles are followed:

Teaching and Learning

- Handwriting is taught regularly and systematically in classes as well as in groups or individually as appropriate;
- Patterns are used initially, by writing with a variety of tools and using multi-sensory methods, to help free-flowing hand motions;
- Correct pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling;
- When marking or writing comments, members of staff model the use of joined, cursive handwriting as appropriate;
- Writing displayed throughout the school includes both cursive writing and computer-generated writing.
- Teachers use a cursive handwriting at every opportunity, including work demonstrated on the board.

In the Foundation Stage children take part in activities to develop gross and fine motor skills and recognition of patterns. Individual letter formation of both upper and lower case letters is taught, modelled and practiced regularly. Cursive handwriting is introduced for the more able children as they learn digraphs in Phase 3 of Letters and Sounds. Prompts are displayed and writing focuses on the letters of their name initially.

Children in Key Stage 1 are taught how to form both lower case and capital letters and how to join them, whilst still developing fine and gross motor skills with a range of multi-sensory activities.

Handwriting is taught **at least** once per week and is linked to the phonics session. The children are taught to:

- Write from left to right and from top to bottom.
- Start and finish letters correctly in accordance with Appendix.
- Be consistent with the size and shape of letters and the spacing of letters and words.
- Have the correct pencil grip.
- Find a convenient position for their page.
- Have the correct posture and position.

In Key Stage 2, the children usually continue to have weekly direct teaching and regular practice of handwriting. We aim for them to develop a clear and fluent style and by the end of Key Stage 2, be able to adapt their handwriting for the following different purposes:

- A neat legible hand for finished, presented work.
- A faster script for notes.
- Print for labelling maps or diagrams.

Provision for left handed children

At least 10% of the population are left-handed, the majority of whom are boys. Left-handed children are to always sit on the left side of right-handed children, so their elbows don't bump. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body, and to have their fingers about 1.5cm from the point of their pencil. Special pen and pencil grips are available in school for pupils who struggle with their hold on writing implements.

Resources and Writing Materials

Children are given experience of a variety of writing tools.

- In the EYFS (*and in other areas of school where necessary*) chunky pencils are provided to encourage children to use the correct grip;
- Pens are to be introduced at the discretion of teachers for those children who have already demonstrated a consistently neat and fluent style using a pencil;
- As an incentive, teachers award Pen Licences to those children who have reached a high standard in their writing style and have been permitted to use pen;
- Blue or black biros or dedicated handwriting pens are the only pens to be used in children's writing;
- Special soft pencil grips are available to support children who struggle to hold their writing implement correctly or who find it uncomfortable without;
- Individual handwriting books inclusive of line guides are provided for all children to practice their handwriting skills;
- Guidelines are to be used with plain paper;
- Children are expected to produce written work in accordance with our Presentation Policy at all times – erasers are not permitted with corrections and edits being made by drawing a bracket around the text which children want to eliminate from their work.

Special Educational Needs

Pupils with specific learning difficulties may find cursive handwriting useful because the writing implement stays on the page for the majority of a word. However, discretion is to be used and SEND children join only when appropriate.

Linking Literacy to the Wider Curriculum

At Aldbrough Primary School, we believe it is vital for children to be provided with as many opportunities as possible to apply their Literacy skills across the curriculum. We therefore incorporate Literacy objectives into our topic lessons by ensuring that there are opportunities for written outcomes in the foundation subjects and Science. Children are then able to use what they have learned in Literacy to

enable them to produce written work in a variety of genres within their Theme, Science and the wider curriculum.

Personal, Social and Health Education (PSHE) and Fundamental British Values

Literacy contributes to the teaching of PSHE and British Values by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the community. Planned activities within the classroom also encourage children to work together and to respect each other's views.

Literacy makes a major contribution to pupils' spiritual, moral, social and cultural development through:

- developing confidence and expertise in language (an important aspect of individual and social identity)
- enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television (e.g. *Carrie's War*)
- developing pupils' awareness of moral and social issues in fiction, journalism, magazines, film, radio, television and the media
- helping pupils to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language (e.g. *The Highway Man*)
- helping pupils to engage in emotional literacy through differing genres (e.g. *Michael Morpurgo*)
- encouraging imagination and developing skills in understanding, reflecting on and sympathising with a range of different characters (promoting understanding of motives and reasoning decisions)
- speaking and listening (talk partners)
- partaking in role play and drama activities where children have the opportunity to 'be' another person and consider moral dilemmas and different ways of approaching them (exploring scenarios)
- understanding morality and spirituality behind characters (e.g. *Myths and Legends*)

Computing

Children use ICT in Literacy lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. In Key Stage 1, children also work through an age-appropriate touch typing course. In addition, children throughout school have access to iPads which provide them with a variety of apps designed to enhance their spelling skills.

The use of information and communication technology also promotes, enhances and supports the teaching of Literacy at word, sentence and text level in the following ways:

- Screen projection of text enables children's work to be read and shared by the whole class;
- The projection of a word processor supports teachers' ability to model the writing process effectively;
- Groups and individual pupils can work at a computer to input and manipulate text;
- A range of software is available for children to use to develop specific grammatical and spelling skills;

- A range of equipment such as digital cameras, digital camcorders are used to promote speaking and listening and also to prepare children for writing experiences;
- The Interactive Whiteboard is used regularly to model writing and often used at an independent level to allow children to interact and engage with the writing process.

Inclusion

Every pupil with additional needs in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving social and economic well-being.

These well-being outcomes are embraced in every aspect of our school life through personalised teaching and learning opportunities and approaches, access to computing across the Literacy curriculum, flexible learning pathways, support for emotional well-being, flexible timetables and planning, assessment for learning which engages pupils and allows them to have a say in their learning journeys and promotion of partnerships with other practitioners in health, education and social services where appropriate.

At Aldbrough Primary School, we teach English to all children, appropriate to their ability and individual needs. Through our teaching of Literacy, we provide learning opportunities which enable all pupils to make good progress. We strive to meet the needs of those pupils

- with special educational needs
- with disabilities
- who are more able, gifted and talented and
- for whom English is an additional language

and we take all reasonable steps to achieve this. (*See separate policy for SEND*)

If a pupil's progress falls significantly outside of the expected range, they may be assessed as having Special Educational Needs. Intervention will lead to the creation and implementation of an Individual Education Plan (IEP) which may include, as appropriate, specific targets relating to Literacy.

All of our teachers are committed to providing support for children with additional or specific needs by:

- working with the SENCo and/or parents and carers,
- adhering to the recommended strategies in pupils' IEPs,
- providing texts which children can readily access and understand,
- using visual and written materials in a variety of formats,

- using ICT and other technological aids/recorded materials,
- utilising alternative communication methods if appropriate,
- and ensuring a personalised learning approach which takes into account the individual needs of all pupils.

Phonics/reading support in Key Stage 2

Children whose progress has been identified as falling outside of the expected range in reading have access to our ICT-based intervention programme, Lexia. The Lexia software focuses on improving reading comprehension by strengthening phonemic awareness, sound-symbol correspondence, decoding, fluency, phonics and vocabulary. The reading software, designed to serve pupils from 4 years of age upwards, including pupils with dyslexia, provides independent practise and instruction, all of which aligns to synthetic phonics instruction.

Under the guidance of the SENCo and an experienced Teaching Assistant, children are given the opportunity up to four times per week, to access the Lexia programme. Each pupil has a personalised, multi-sensory programme to work through in twenty minute sessions in school. These programmes can also be accessed at home to boost and consolidate learning.

Equal Opportunities

All of the staff in our school, both teaching and support staff, ensure at all times that opportunities and activities are available for all children to enjoy, irrespective of their gender, race, religion, belief, culture, disability or ability. Activities within the curriculum and those offered as extra-curricular opportunities are designed to enable and support a language-rich environment and books and resources are chosen to avoid any bias or stereotyping.

Aldbrough Primary School is committed to creating a positive climate which enables everyone to enjoy and achieve to their full potential.

Assessment and Target Setting

Assessment of pupil progress is an integral part of teaching at Aldbrough Primary School:

Individual pupil targets

At the start of each academic year, teachers are provided with the data relating to pupils' attainment and progress in the previous year and use this, alongside any additional testing in the Autumn Term to form a base-line assessment of the children.

Children's work in Literacy is assessed in a variety of ways.

- 1) Teachers make short-term assessments as part of every lesson to enable daily and weekly plans to be adjusted to the needs of the children. These assessments take the form of observations and

oral discussion with pupils/groups/whole class as well as regular marking of children's work against the set objectives following our agreed whole-school Marking Policy.

- 2) Medium-term assessments are made at the end of each term, although are firmly rooted in the ongoing assessment described above. Teachers use the SIMS assessment tracker and assess each pupil as being either emerging, developing, secure or mastering a set of chosen objectives in Reading and Writing. Alongside this, for the academic year 2015-16 only, teachers will assess against the old level system each term, in order to more accurately measure progress. To provide an accurate assessment of children's *independent* writing, targets based on past STA exemplification materials have been coded and matched to end-of-year-group expectations. For each piece of writing, children self-assess their work and then the teacher highlights the targets which are achieved in each individual piece.
- 3) Teachers make long-term (annual) assessments of children's progress towards the end-of-year group expectations using SIMS, assessing children as either emerging, developing, secure or mastering. For academic year 2015-16 only, teachers will also assess using old National Curriculum levels, in order to demonstrate progress.

Additionally, pupils in Years 2 and 6 undertake the national tests in Reading, Mathematics and GPS (Grammar, Punctuation and Spelling) in the Summer Term. Children in Year 1 undertake the statutory Phonics Screening Test, as well as those children in Year 2 who had not previously met the required standards of the check in Year 1.

Reading

Children's reading is assessed in a similar way to their writing. During each Guided Reading session, teachers make notes on individual pupils based upon specific assessment focuses which the children are working towards. At the end of every term, each pupil's Guided Reading records are evaluated alongside any independently produced reading-related work and their progress towards their end-of-year expectations is recorded. Towards the end of the academic year, all of this evidence is collated in order to enable each teacher to make a judgment as to whether children are emerging, developing, secure or mastering the year group expectations. Optional Key Stage tests may be used alongside the formative assessment processes to support the teacher's judgment.

Rising Stars tests in Reading, GPS and Maths are administered in all year groups, half-termly, in order to support the assessment evidence. In years 2 and 6, the Interim Assessment document (February 2016) is also referred to in any judgment, particularly in writing.

Monitoring and moderation

At Aldbrough Primary School, we are committed to ensuring that all pupils receive a consistently high level of teaching and learning throughout their time in our school. Moderation is an effective and efficient way to verify that this is the case. To ensure the validity of our assessment procedures, we take every opportunity to work alongside other schools in our area to moderate anonymous samples of pupils' work. This includes working alongside KS3 colleagues to validate year 6 assessment.

In addition to moderating pupils' work, the standards of teaching are moderated by the Literacy Coordinator and/or Head Teacher who are committed to maintaining high standards of teaching consistently throughout school.

Training and Development

Aldbrough Primary School is committed to ensuring a high level of training for all staff involved in the delivery of Literacy teaching. CPD opportunities are available for both teaching and support staff as required or requested. Regular training and networking meetings are attended by the Literacy Coordinator to make sure that our school remains up to date with local and national initiatives or modifications to the curriculum.

Homework

All pupils in Key Stages 1 and 2 will be expected to complete one piece of Literacy homework per week, according to their age and/or ability. In the EYFS, at the teacher's discretion, children are allocated homework tasks as and when appropriate to consolidate their learning. Teachers are responsible for ensuring that the homework is relevant and appropriate to the children's abilities and that it supports pupils' development and progress. In addition to this, children will be required to learn to spell a set of words each week, linked to their year group objectives for spelling as appropriate.

All children in our school have access to reading books which they are expected to take home. Throughout school, children have individual reading journals to complete at home with details of their school reading books as well as any additional reading they choose to do. Reading Journals are regularly checked by a member of staff in school for all children up to and including pupils in Year 6. In Years 5 and 6, there is an expectation that children will be reading widely and independently.

Resources

A wide range of resources are available to support the teaching of Literacy throughout school. All classrooms are stocked with dictionaries and Key Stage 2 classrooms also have access to thesauruses. All classes also have a selection of fiction and non-fiction texts available for the children to read during independent, quiet reading times. Information texts linked to the current Topic are also provided wherever possible to support the children's learning across the curriculum.

Appropriate text books are available for use during the teaching of Literacy to encourage children to work independently and access to the Internet is available to all children in the ICT suite to support their independent research skills. Children are also given the opportunity to present their work on the Interactive Whiteboard, using presentation programmes such as Power Point to showcase their work and encourage oral presentation skills.

All of the children in our school have access to our library and must take responsibility for ensuring the care and return of any books which they choose to borrow.

Digital teaching resources are regularly updated and made available to staff to support their teaching and assessment.

Roles and Responsibilities

Head Teacher and Governing Body

- To support the use of appropriate teaching strategies by allocating resources effectively;
- To ensure that the school buildings and premises are best used to support successful

teaching and learning;

- To monitor teaching strategies in accordance with health and safety regulations;
- To monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- To ensure that staff development and performance management policies promote good quality teaching.

Literacy Coordinator

- To have an impact on raising standards of attainment for Literacy across the whole School;
- To ensure the effective implementation of the Statutory National Curriculum for English;
- To adapt and use the Primary Framework for Literacy across the whole school to meet the needs of our children;
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs;
- To maintain the availability of high quality resources;
- To maintain an overview of current trends and developments within the subject;
- To ensure, together with the Head Teacher, an effective programme of lesson observation monitoring;
- To ensure an effective programme of analysis of children's work sample monitoring is in place;
- To effectively manage any funding allocated to Literacy.

Class Teachers

- Ensure the effective implementation of the Statutory National Curriculum for English;
- Make effective use of Assessment for learning within Literacy;
- To ensure work is differentiated to enable all children to reach their full potential;
- To provide samples of children's work as requested in order to support the monitoring process;

Teaching Assistants

- To support the class teacher in the effective implementation of Literacy teaching.
- Where appropriate, to deliver Literacy intervention programmes to a high standard, under the supervision of the class teacher.

Parents/Carers

We believe that parents and carers have a fundamental role to play in supporting the learning of their children. At Aldbrough Primary School, we take every opportunity we can to inform parents and carers about what and how their children are learning by:

- Holding parents' consultation meetings once each term;
- Providing annual reports on each child's learning;
- Advising them of their child's personalised targets in Reading, Writing and Mathematics through consultation meetings;
- Updating our school website/social media platform with details of our topics and extra-curricular activities;
- Inviting parents into school to support their children's learning and celebrate their achievements;
- Using the Class Dojo system in Key Stage 2 to communicate with parents individually or as a class where appropriate.

We believe that parents have the responsibility to support their children and the school in implementing our policies. We would like parents to:

- Do their best to ensure that their child(ren) has/have the best attendance record possible in accordance with our School Attendance Policy;
- Ensure that their child(ren) is/are adequately equipped for school in order that they are able to participate in all of the activities and learning opportunities presented to them;
- Inform us if there are matters outside of school which are likely to affect a child's performance or behaviour whilst in school;
- Promote a positive attitude towards school and learning;

Review

A Policy Review will take place on an annual basis. The Literacy Coordinator will consider any necessity for interim reviews of the policy if required. Any amendments to the Policy will be discussed and agreed with the Head Teacher.

The Literacy Policy will be updated as appropriate in accordance with the School Development Plan.

The date for the next Review of this policy has been set for September 2016 to take into consideration the implementation of the new assessment arrangements.

Policy written by: Karen Jessop, Deputy Head Teacher and Literacy Coordinator, December 2015

following discussion and agreement with teaching staff and Head Teacher

Presented to and agreed by Governors: Curriculum meeting, March 2016

Signed: _____ (Literacy Coordinator)

Signed: _____ (Chair of Governors)

Signed: _____ (Head Teacher)