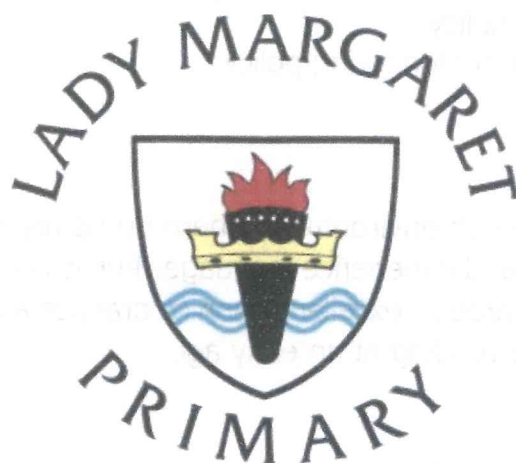
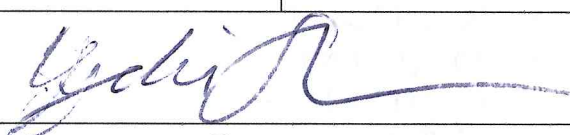

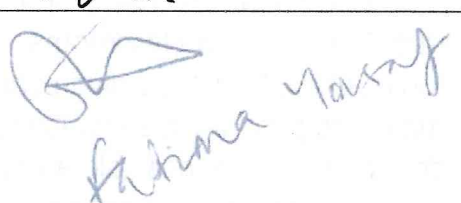


Lady Margaret Primary School



Where children come FIRST

Early Literacy Policy 2015

Governing Body Sub Committee	Published	Review Date	Author
Learning & Teaching	Nov-15	Nov-16	L Sherman
Author's Signature			
Headteacher's Signature			
Chair of Learning & Teaching Committee	 Fatima Masry		

General Information about the subject

Early literacy covers communication, language, phonics, reading and writing across nursery, reception, year 1 and year 2.

This policy needs to be read alongside other school policies including:

- Curriculum and Planning policy
- Early Years Foundation Stage policy
- Special Needs policy
- Assessment and monitoring policy

Aims

To create a language rich environment where pupils are given the chance to experiment, explore and experience language. Pupils are given a secure start in reading and writing through excellent phonics practice and are encouraged to develop a passion for reading at an early age.

Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

Ways we support our aims:

- Activities which are planned to encourage full and active participation by all pupils, irrespective of ability
- Pupils with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- School Plays
- Weekly class visits to the school library
- Weekly assembly
- Events within the community
- School Council
- Talk partners
- Drama / role play
- PSHE and circle time
- Pupils are encouraged to read widely, through our use of differing class texts, year group essential reads and class core texts, library visits and high quality attractive books in classrooms.
- Pupils with EAL will be given additional English support
- Pupils progress will be monitored and those who need support will be identified as early possible and interventions put in place
- Phonics will be taught following Letters and sounds programme
- A wide variety of books will be available in the school library and classrooms, including dual language books to ensure equality and foster greater understanding of and respect for all people

Outcomes for pupils

Pupils will become confident readers, writers and speakers. They will have been given opportunities to experience a wide variety of book genres and authors. By the end of Key stage 1 pupils will have a secure knowledge of phonics. More able pupils will have been challenged in their reading, writing and speaking. Lower attainers and pupils with SEN will have received support and guidance to fully access the curriculum.

Monitoring, evaluation and review

Early literacy will be monitored through regular book looks, pupil voice, assessment information, analysis of curriculum maps and lesson designs to ensure a wide breadth and balance is being achieved.

Teachers and learning support assistants will be given training and support to ensure the teaching of literacy and phonics remains at a high standard. Evaluation and review of essential reads and core texts will be carried out through teacher's and pupil's voice.

Phonics progress will be assessed regularly. In reception once pupils will be assessed once they have completed Phase 2 and in year 1 every half term.

This policy follows the monitoring process laid out in the Lady Margaret Monitoring policy.

