

Greenslade School Literacy Policy

This policy should be read in conjunction with the school's Teaching and Learning policy.

Introduction

In this policy we aim to make our approach to teaching and learning in literacy explicit and consistent throughout the school. It is based on a shared philosophy of how we at Greenslade believe children learn best, and a desire to continue to cultivate a love of literacy, within our school. This policy makes clear our commitment to continue to raise standards and ensure that every child can succeed.

Aims

At Greenslade we aim:

- To instil in our children a lifelong love of reading and writing
- To equip our children with the communication skills they will need in order to contribute to society and to achieve economic well-being

Objectives

Our children will:

- Speak confidently and creatively for different purposes and audiences
- Listen attentively and respond appropriately in a range of contexts
- Read for meaning, by orchestrating the full range of reading strategies
- Engage with and respond to texts on a range of levels
- Write independently and creatively for purpose, pleasure and learning
- Publish high quality pieces of work in a variety of formats including using ICT.

Teaching and Learning

Speaking and Listening

Developing speaking and listening skills is a high priority in our school as we believe in the importance of 'talking to learn'. By participating in practical speaking and listening activities, children make 'knowledge their own' instead of being passive recipients.

Furthermore, our experience shows that the quality of children's writing is improved when they are given opportunities to rehearse their ideas orally before committing them to print.

Drama

We value the role that drama can play in helping children access, explore and respond to a variety of texts. From the time children enter our school they are given opportunities to engage with texts through a range of dramatic devices, such as hot-seating, role-play and reader's theatre. Drama enables children to enter and explore unfamiliar environments, times and cultures. By presenting texts in a dramatic way, children learn that literature can be made public, shared and interactive.

Reading

At Greenslade we believe that 'reading is more than the decoding of black marks on the page, it is a quest for meaning and one which requires that the reader is an active participant.'

Reading is not a simple activity. It is one of our most amazing accomplishments. 'To analyse what we do when we read...is to describe very many of the most intricate workings of the human mind...'

From the outset, we ensure that children encounter meaningful, memorable and rewarding texts, which encourage them to join in the reading, support their efforts, and can be returned to over and over again.

We do not rely solely on graded reading schemes which are devised to help the reader by being phonetically regular and easy to decode. This is because these texts are often stilted, contain a restricted vocabulary, and often lack a developed story line or plot. Instead we use 'real books' by respected authors, as we believe it is the power of story which lures children into reading. However, there are occasions when reading scheme books may be used, for example as part of a planned intervention programme or to support in the teaching of phonics.

Each classroom has a set of 'core books' which are specially selected titles recommended by the Centre for Literacy in Primary Education (CLPE) for each age group. Children are able to select from these titles to take home or to read in the classroom. In addition to this, KS1 classrooms have sets of 'real books' (with some phonic scheme books) which have been graded according to the Reading Recovery colour bands. These books are kept separately from the 'core book' collection.

Reading Areas

At Greenslade, we promote the importance of Reading for Pleasure. We believe in the importance of teaching our children to love and value books and to treat them with respect. Each classroom should have a designated 'reading area' in which the class reading books are displayed.

This area should be/have:

- Inviting and attractive to the children e.g. drapes, cushions, pretty lights, posters, plants, soft toys etc.
- Well organised. Books should be labelled clearly e.g. non-fiction, stories from around the world, poetry books, myths and legends, books by particular authors.
- Perhaps an author focus, a pin-board for children to pin recommendations, or a place for displaying book reviews.
- Books displayed in different ways e.g. some facing outwards, some on shelves, some in boxes, some on stands.



Foundation Stage

Retelling and rereading core books in the Foundation stage and Early Years is an essential part of our practice. Children and parents are encouraged to revisit favourite texts many times and understand that re-reading is not standing still. Re-enacting stories through re-telling, dramatic play or with story props is a fundamental way for children to make the story their own, before they begin to read the words.



As children become familiar with a growing number of core books, they are

building a personal repertoire of texts that they feel confident in reading. Children who have this kind of familiarity with a widening range of literature start off with an advantage in their learning to read: they are learning from the outset, the meaning and purpose of the whole activity.



Core books

At Greenslade, 'Core Books' are at the heart of our approach to teaching children how to read. We use 'Core texts' as they are highly patterned and the stories often feature repetition and recurring incidents or refrains. They help the children to 'behave like readers', enabling them to build their confidence and competence. Children respond to these books readily and positively, enjoying the anticipation that is built into them and joining in the refrains. They are encouraged to use the full range of cueing systems in order to make sense of the text. By using Core Books that are shared and read to the whole class on a regular basis, children can practise their decoding skills in a highly supported context.

In the Early Years, our approach to reading is the 'Apprenticeship Method'. The adult

begins by reading the story to the child. As the text becomes more familiar, the child begins to recognise and read some of the words while the adult reads the rest. Gradually, the child begins to take over the reading for them self. As their sight vocabulary and phonemic awareness develops, children are better equipped to tackle and decode less familiar texts independently.

For bilingual children, supportive texts have a particularly important part to play, not only in supporting their learning to read, but also in their learning of English.

Organisation of Core Texts.

Core texts with a red label are school copies and should remain in school. These books should be displayed in a prominent position in the reading area e.g. on a rack or carousel. Core books with a white or silver label are copies which can be taken home and enjoyed. These should be stored together in a place that is easily accessible to the children when changing their books (e.g. in clearly labelled boxes in the reading area). Teachers should ensure there is a system for checking books in and out of the classroom to ensure that they do not go missing. At the end of the year, the Core Books for each class are checked against the Core Book Lists for each class.



We explicitly teach reading using a range of strategies

Reading aloud to children

At Greenslade, we value reading aloud to children, in all year groups, from an ever widening range of text types. In this way, children are exposed to language that is rich and varied, and have access to texts that are beyond their current level of reading ability. This inspires children and provides them with models for their own writing. Adults also play an important role in modelling how texts should be read aloud, with appropriate intonation and expression.

Modelled Reading

We use enlarged texts to explicitly demonstrate the use of reading strategies, whilst the children watch and listen.

Shared Reading

We encourage the children to share in the reading of a text alongside the teacher. Shared reading could be thought of as the classroom versions of a bedtime story, with everyone reading aloud with enthusiasm. It also includes discussion around the text and opportunities for children to make personal links and offer their own interpretations.

Group and Guided Reading

In key stage 2, Reading is taught through whole class sessions in which all children read and focus on the same text. This is often the core text being used for the literacy unit. Sessions may vary in length, from 30 minutes to an hour, but generally guided reading sessions should happen on a daily basis. A variety of texts may be used for whole class reading such as picture books, novels, newspaper articles, reports, poems and film. We believe that teaching 'guided' reading in KS2 using the whole class model (as opposed to the traditional group carousel model) has many benefits:

- As the focus is on one text, teachers are able to plan reading lessons which encourage the children to interpret texts at a much deeper level.
- Less confident readers are supported by more confident readers. They are able to engage with and discuss texts that are above their current reading ability.
- Children are engaged with reading and discussing texts more frequently and for longer periods under the whole class model.

During guided reading sessions, teachers should plan opportunities for children to 'gist' read the text (building speed and fluency) and 'close' read the text (analyses and interpretation of the text). Teachers may plan a 'big question' for the children to answer by the end of the week following engagement in activities, tasks and questions throughout the week which encourage them to read the text closely, to retrieve collect evidence, make inferences and interpret language used by the author. Work related to whole class

'guided' reading is recorded in reading journals or folders. Teachers should plan questions and tasks which develop all aspects of reading:

KS1
Draw on knowledge of vocabulary to understand texts.
Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
Identify and explain the sequence of events in texts.
Make inferences from the text.
Predict what might happen on the basis of what has been read so far.

KS2
<i>Give/explain the meaning of words in context</i>
Retrieve and record information/identify key details from fiction and non-fiction
Summarise main ideas from more than one paragraph
Make inferences from the text/explain and justify inferences with evidence from the text.
Predict what might happen from details stated and implied.
Identify/explain how information/narrative content is related and contributes to meaning as a whole
Identify/explain how meaning is enhanced through choice of words and phrases
Make comparisons within the text.

Teachers should refer to KS1 and KS2 'question stem templates' to help them plan questions related to texts. Children should be given opportunities to practise the full range of question types e.g. retrieval, inference, explaining word meanings, ordering of events, explaining author intent. A list of ideas for tasks and activities to develop comprehension can be found in the appendix of this policy.

In KS1, group 'guided reading' is used along with some whole class comprehension sessions.

Although in Key stage 1, the focus is on developing a range of reading strategies (application of phonic skills, word recognition, awareness of grammar and context), there also needs to be an equal focus on developing children's analytical and critical skills; response to ideas and themes and involvement in stories through discussion. In this way, children become active readers and read for meaning.

In Key stage 2, there is a growing focus on language and the features of particular kinds of texts. However, we are aware that there will still be groups of children in older classes, who will continue to need support in developing their reading strategies, perhaps through reading in small guided groups in addition to participation in whole class guided reading sessions.

Whole class and group guided reading planning sheets are available to support teachers with planning sessions. Teachers should track six children from a range of abilities across the class using the Assessment Grids appropriate for their age group.

Independent Reading

We provide opportunities for children to choose books independently and read quietly for sustained periods of time, enabling them to apply the reading skills they have learnt. At this time, children are free to browse books and follow up their interest or develop reading preferences of their own. In Key stage 1, children may be directed to read from our 'levelled' selection of 'Real books' as well as being allowed to select from our 'core texts'. By the time children are in Key Stage 2, they should be given regular opportunities to read silently, for extended periods of time.

Libraries

Each class in the school is signed up to the local Slade Library and each child is able to borrow a book from here to take back and read in school.



Phonics

We agree that the teaching of phonics is an essential strategy in enabling children to decode texts independently. It is the first strategy which we encourage children to use when reading a text. However, it is only *one* of the strategies that children can bring to bear in order to create meaning from a text. Over reliance on phonics and decoding produces children who see reading as 'sounding out' and who do not check for meaning.

We use the materials, 'Letters and Sounds' for our daily, discrete teaching of phonics, which is given a designated time (20 - 30 minutes per day) in our Key Stage One classes. In addition to 'Letters and Sounds', we make use of other resources such as websites like 'BugClub' and 'Phonics Play'. Teachers plan using the 'Review, Teach, Practise, Apply' teaching sequence.

We use mainly a whole class approach to teaching phonics, catering for different needs through differentiation. Sometimes, however, teachers may decide that it is more appropriate for some children to work in a smaller group, supported by another adult. We ensure that all adults involved in the teaching of phonics are trained beforehand.

Teachers and support assistants track children's progress through the phonic phases using the phonic tracking ladder. Tracking data is submitted on a half-termly basis and used to

identify children who may need additional intervention. Tracking data for phonics is also discussed at Pupil Progress meetings.

Children in Year 1 are screened at the end of the year through the government Phonic Check. Children who do not pass the Phonic Check in year 1 are required to re-take the check in Year 2. Year 2 teachers should ensure that children who did not pass the phonic check in year 1 are given the appropriate support to pass the check at the end of year 2.

Whilst delivering discrete phonic sessions, teachers should also plan for the application of phonic skills in contexts such as shared reading and writing and guided reading and writing sessions.

Classroom environments in Foundation Stage and KS1 should support children in the application of their phonic skills. For example, displays of graphemes learnt in different phases, phonic mats to support writing and word lists.

Grammar

We believe that grammar can be a useful tool for talking about language. We advocate a mainly contextualised approach to teaching grammar; teaching grammatical constructions and terminology at a point in the writing process when it is relevant. Good teaching of grammar should focus on looking at what good writers do; beginning with high quality examples of writing and analysing them in terms of how they have been constructed, the choices made by the author, and the effect on the reader.

We believe in the importance of teaching children to use grammar in order to create desired meanings and effects. We encourage children to be playful and to experiment with language. The aim of teaching grammar is to open up a repertoire of possibilities when writing and to develop an understanding of 'impact' on the reader, not to teach about 'correct' ways of writing.

At the planning stage, teachers should be clear about the features of the text type being taught and which grammatical features could be introduced. When Planning, teachers should indicate which sentence level links can be made. They should also ensure their subject knowledge about a text type is sound before embarking on teaching the unit. There are a number of resources available in school to support teachers in identifying different text types and teaching sentence level skills.

Discussions about how texts have been constructed can happen on a variety of levels: whole class, small group or pairs, and during guided reading and writing. Children need to

see what 'good' writing looks like. During the text analysis stage, children should be involved in collecting examples of sentences/phrases/words used in texts to use later in their own writing (magpie-ing). These examples can be displayed on the literacy working wall or used to create word banks which children can refer to. In the text analysis stage, children should be involved in 'teasing out' the features of the text type in order to generate success criteria (or a writer's toolkit) for their own writing.

Some discrete teaching of grammar will be necessary, but teachers should aim to show how taught skills can be used in a meaningful way. It should be made clear *how* the grammar skills being taught are relevant to the writing process. Children should be clear about *why* they are being taught the skills and *how* they will be useful when writing.

Lessons should include 'warm-up' activities to 'tune children in' to the sentence level features of text types. For example: through playing games ('Jumpstart Literacy', by Pie Corbett), constructing human sentences and using pared talk. Mini whiteboards can be used to great effect in lessons to encourage children to experiment with changing, expanding and playing with sentences and phrases.

Teachers should use modelled and shared writing frequently in order to demonstrate how grammatical features can be used for effect in writing. Guided writing sessions are also an opportunity for teachers to support children in applying sentence level features to their writing.

As part of assessment for learning, teachers should allow children time to respond to each other's writing. Children should be involved in commenting on the effect and impact of their writing and how it could be improved.

Writing

At Greenslade, we create a rich language environment and surround children with high quality texts as we believe that a stimulating and varied reading diet is essential to develop children as writers. Children who see the value attached to other people's writing, and the pleasure which it generates, will be eager to become writers themselves.

We create opportunities for children to write in a context which is meaningful and relevant and ensure that the writing is for a real purpose and that cross-curricular links to the International Primary Curriculum are made whenever possible.

Children's writing is greatly influenced by the amount and variety of opportunities they are given for genuine discussion and, with this in mind, we build in a variety of speaking and listening and drama activities into all of our lessons. Talk is a necessary prerequisite for writing for all children. They need to put into words what they are thinking of writing,

before committing their ideas to the page. For this reason, we encourage oral rehearsal throughout the year groups. Throughout the school, displays reflect the variety of writing that is going on in the classes. We celebrate work by publishing it in a range of ways, including high quality hard-backed books.

We have written literacy units of work, linked to the International Primary Curriculum. These form the basis of our long-term literacy planning. Teachers are then responsible for taking these plans, and using them to plan sequences of lessons. The teaching sequence for writing is divided into three main phases:

Phase 1

Immersion in the text type

Reading around the text type

Analyzing sentence level/grammatical features and writers' choices

Annotating the text

Extrapolating the text type features/generating success criteria

Giving examples of the end product or outcome and showing the children examples of what 'good' is.

Phase 2

Capturing ideas and short writing tasks such as annotating, story mapping, mind-mapping, story boards, drama writing in role, using dramatic devices such as hot-seating.

Phase 3

Modelled/shared writing

Independent writing

Editing, completing and publishing finished product.

We use the following strategies and approaches to teach writing in our school:

Modelled writing

During modelled writing, the teacher can make the writing process explicit and demonstrate how the writing can be constructed for different purposes and audiences. It is the teacher who 'holds the pen' and verbalises decision about the writing; children observe the process and the product rather than contribute to it.

Shared writing

This provides opportunities for children to practise the process of writing with guidance and support. The teacher acts as a scribe, allowing children to participate in the creation of a text without actually having to write it. The children are actively involved as they are invited to contribute, develop and organise ideas.

We believe that shared writing is key in developing the children's writing by:

- Enabling all children to have a voice
- Helping all children to share ideas and to contribute by putting composition first
- Freeing children from transcriptional difficulties
- Modelling what writers do and what it is like to be a writer
- Showing what different sorts of writing are like
- Making written language interesting
- Demonstrating thinking/re-thinking/drafting processes
- Making explicit the links between spoken and written language
- Providing a meaningful context within which to explore spelling, punctuation and grammar together
- Providing opportunities for informal assessment
- Enabling children to demonstrate what they already know about what written language is like.
- Enabling teachers to build on what children already know and to plan the next steps.

Guided writing

Sometimes, children may be grouped according to the specific elements of writing they need to develop; these groups are fluid. In guided writing sessions, teachers may plan specific tasks which will address the needs of the group. The task may be related directly to the focus of the literacy session or may be discrete, depending on the skill to be developed. The adult supports the children through the process of writing, providing explicit instruction and feedback. In Guided writing session, it is the child that 'holds the pen' and owns the writing.

Independent Writing

This allows children to apply what they have learnt about writing independently. During this time, children draft and revise their work before presenting it in its final form e.g. a book, performance, multi-modal text, poster, leaflet etc.

As part of the plenary session, the children have opportunities to give and receive feedback on each others' writing.

Handwriting and spelling

Primarily, teachers should refer to the National Curriculum for guidance on spelling objectives for different year groups (particularly the spelling lists for each year group). In KS1 we use the 'Letters and sounds' document to support planning for spelling. In KS2, teachers should follow the 'No Nonsense' scheme which provides a progression for teaching spelling, strategies for learning spelling, lesson plans and resources for teaching. The 'No Nonsense' scheme intends for spelling to be taught approximately 3 times a week. The length of session may vary from 15 minutes to half an hour.

Spelling is taught in various ways: in separate, discrete sessions; as part of the literacy lesson, and through handwriting. Teachers may also set spelling activities for homework.

At Greenslade, we use the Continuous Cursive handwriting style.



Teachers should plan for regular handwriting sessions, particularly at the beginning of the school year in order to re-establish expectations about presentation. Please refer to our separate **handwriting policy** for more details.

Planning

Teachers should plan using the literacy units which have been written to link with the New National Curriculum and the International Primary Curriculum. In these units, specific links to grammar objectives have been identified, as well as genre specific success criteria. Where possible, our units of work are based around quality texts (sometimes 'core texts') to ensure that children are provided with high quality examples of literature and a context for learning. We also make use of the units of work written by the CLPE which are based on Core Texts. These units of work can be accessed through the CLPE website.

For each unit of work, teachers should create sequences of lessons using the '3 phase' model. The duration of units of work is variable, from 1 week to 4 or 5 weeks. Longer units allow children to absorb the features of the text type and produce work of high quality. They also allow teachers to work with longer texts. This is in accordance with our philosophy of how children learn best, that is, allowing them time to learn in a slow, deep and meaningful way.

Teachers complete daily literacy plans which detail daily objectives (We Are Learning To), specific success criteria (What I'm Looking For), details of daily sentence and word level

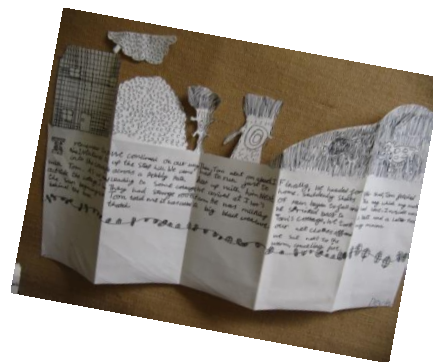
work, guided and independent activities, questioning , plenaries and assessment for learning. Teachers are expected to differentiate activities to ensure children's individual needs are met and to provide appropriate levels of challenge. Teachers may choose the format they wish to plan in on a daily basis, **but should refer to the school's Teaching and Learning policy for more information on planning lessons.**

Use of ICT

Teachers make use of interactive whiteboards and the internet to enhance learning. Each class is also equipped with a visualiser which can be used to instantly display examples of children's work. It is also possible to scan documents and upload them onto the server so that they can be accessed and viewed on class computers. Children have the opportunity to draft, edit and publish their own work, using a variety of computer programmes. Sessions in the ICT suite enable children to enhance and extend their learning in literacy, in a variety of contexts.

Publishing and displaying work

We believe strongly that children should write for a purpose and that children's work should be celebrated through high quality displays. When planning a unit of work, teachers should be clear about the end product and should allow children opportunities to publish high quality final pieces of work in a variety of ways e.g. book making. Please refer to our Teaching and Learning policy for more details on display.



Working Walls

Classrooms should have a literacy 'working wall' which is designed to:

- Support children's learning
- Evolve as a unit of work unfolds
- Show a process
- Be accessible to all children so that they are able to contribute frequently to them



Please refer to the **Teaching and Learning Policy** for specific details of what a literacy working wall may include.

Special Needs Provision

At the planning stage, we cater for the needs of our SEN children by differentiating the activities, targeting adult support where necessary and setting realistic goals. Activities can be differentiated in various ways including: adaptation of success criteria, provision of supportive resources such as writing frames, word lists, images, and sentence openers. Teachers should not rely just on the provision of additional adult support as a means to differentiate activities. Specific programmes for children with specific learning difficulties should be incorporated into lessons where possible. The SEN coordinator will liaise with the class teacher and support staff to ensure that the individual needs of children with special needs are met and that appropriate targets are set and are regularly reviewed.

Gifted and Talented

We stretch our most able children through the quality of texts we provide and the challenging targets we set in all areas of literacy. We engage children in higher order thinking through the questions we ask in both shared and guided reading and we encourage them to justify and support their opinions with reference to the text of by bringing their own knowledge and experience to bear. Our drama activities give the children opportunities to engage with literature in a variety of ways, such as talking in the role of a character or seeing a situation from another point of view.

Equal Opportunities

At Greenslade we are committed to ensuring, as far as possible, that there is equality of opportunity in all areas of the curriculum, including literacy. We choose books that reflect the cultures, gender, languages, interests and preferences of the children we teach and that challenge stereotypes. Writing tasks, drama activities, all resources, trips, visitors and other activities are also chosen to ensure they reflect and celebrate our wonderful cultural balance.

Assessment for Learning

This section should be read in conjunction with our Teaching and Learning Policy.

Reading

Reading levels are submitted on a termly basis.

In KS1 and KS2, teachers monitor progress during guided reading sessions and when reading with a child on a 1:1 basis. Evidence gathered during guided reading informs our Teacher Assessment in addition to the use of formal reading tests. In KS1, reading is assessed using reading assessment grids. Teachers should also be guided by Reading Recovery Book Bands (guided reading books and levelled class books) when judging the level at which a child is reading. In year 2, Key Stage 1 tests can be phased in over the year in the lead up to KS1 SATS.

In KS2, Teachers should also complete assessment grids for 6 children in each class, representing a range of abilities including SEN and More Able children. Reading progress tests and end of Year optional tests are also used throughout the year to inform teacher assessment.

Writing

Writing levels are submitted on a termly basis.

In writing, we use writing assessment grids to assess each child's writing in KS1 and KS2. Evidence is gathered from a range of sources including cross-curricular writing. A secure judgement is made using evidence from *unaided* writing samples which should focus on a familiar genre and for which the children are briefly prepared but are not overtly taught. Teachers should aim for children to produce an independent piece of writing for assessment at the end of a taught unit. Children may also complete other independent pieces of writing during a unit. Copies of writing samples along with assessment grids should be stored in a file so that it can be kept and passed on to the receiving teacher.

Staff meeting time is used to work with colleagues in order to moderate writing and to agree the levels at which a child is working.

A written report on each child's achievements in speaking and listening, reading and writing is sent to parents as part of an overall report on the child's progress at the end of each academic year. Parents are also given the opportunity to meet with their child's teachers during two academic review meetings during the Autumn and Spring term. During this meeting, parents have the opportunity to discuss their child's progress and areas for development.

Marking and Feedback

At Greenslade, we acknowledge the importance of quality in-depth written feedback and aim to respond to children's work in this way as follows:

Teachers will "in-depth quality mark" each child's writing once every week. In-depth marking does not always need to follow a whole, completed piece of writing. Small chunks of writing can be quality marked as well e.g. the opening paragraph to a story.

When giving feedback about writing, teachers will:

- Give written feedback using a green pen.
- Use the agreed code for context (I = independent, S = supported, G = guided) and note any practical resources used.
- Highlight places in the writing to show the child where they have been successful.
- Use 'P' to show missing or incorrect punctuation.
- Use 'sp' to show an incorrect spelling.
- Use // to show where a new paragraph is needed.
- Use * to show where an improvement needs to be made.
- Write a comment helping the child to make the improvement (either reminder, scaffold or example prompt)
- Allow time for the child to make the relevant corrections and responses in the following session (child's responses should be in purple ink).

There are times when Oral feedback is more appropriate (e.g. for younger children). Teachers should indicate where oral feedback has been given using OF or



Monitoring and Evaluation

We use the following methods to monitor and evaluate the quality of the teaching and learning of literacy in our school:

- Lesson observations by SLT to ensure quality of teaching and learning
- Monitoring of the writing books for coverage, and use of quality marking
- levelling of unaided writing samples , using the assessment grids
- Tracking of pupil progress, pupil progress meetings.
- Analysing outcomes for significant groups across the school.
- Group reading records
- Feedback from LSAs following lessons
- Comments written in books
- Peer assessment and feedback
- Commercial/government tests
- Working alongside colleagues to identify strengths and needs and to provide support to individual staff as appropriate
- Reviewing of assessment outcomes and data to evaluate the quality of learning in literacy throughout the school
- Checking that appropriate opportunities to raise multicultural and gender issues are created and taken
- Regular monitoring and updating of resources

Role of Governors

Our governors determine, support, monitor and review the school's policies through regular meetings with the Headteacher, the Achievement Committee and receiving reports from the Literacy Coordinator.

Involving parents

Research has shown that continuing parental involvement has a positive effect on children's achievement in literacy. We are totally committed to parental involvement in children's education. From the outset, we encourage parents to be actively involved in their children's learning in a variety of ways. For example, we invite parents and carers to come into school to read with their children. We also run various workshops in order to empower parents to support their child at home, for example phonics and reading workshops. Parents and carers are also actively encouraged to share books regularly with their children at home and to help their child complete any suggested home learning activities.