

Summarise the relevant policy and age related expectations essay sample

[Education](#), [School](#)



Summarise the relevant policy and age related expectations of learners as relevant to literacy development in the setting When supporting pupil's literacy development I need to be aware of our schools procedure, as they no longer hold a literacy policy. Our schools approach to the teaching of reading, writing, speaking and listening follow the national guidelines. What is R W Inc this is a lively and vigorous teaching of synthetic phonics where the children learn 44 common sounds in the English language, and how to sound-blend words for reading at the same time developing writing skills, and spelling. They read lively storybooks and nonfiction books, with words they can decode, this is so they achieve early success in reading, with the more sounds they know they will know the greater range of texts they can read. R W Inc in EYFS Developing Nursery/ reception phonological awareness turning into sounds e. g. put your hand on your H E D , B O T L E G, so they are learning to blend and writing them down as they are sounding them out.

Speed sound set 1 They are also learning to make their writing skills readable and by the end of the foundation stage, for example linking sounds and letters they are currently as follows, hear and say sounds in words in order in which they occur, Link sounds to letters naming and sounding the letters of the alphabet. Using the phonic knowledge to write simple regular words and make phonetically plausible attempts to write words that are more complex. R W Inc, foundation stage and key stages 1, 2 they all have speed sound sets for different sets , speed sound set 3 for year 1 and 2

Every week, they are given spellings and at the end of every half term the children are given, a big spelling test and these consist of 30 words from

spelling units that were taught over the half term red words and comprehension units.

After the holidays, they are tested with the teacher marking them if they score 28, 29, and 30 they can go to Mrs. Furlong and choose from the prize/reward box. Any words that are spelt incorrectly are logged in the spelling logbooks on the unit, which are spelling to review; it is also asked that the parents sign to show that the children have practised the spelling that was given to them. Children are to read every night and their reading diaries are to be signed by the parent, this way the teacher knows whether the child has read or not. We follow the stages of RWInc, which is amended by the Manager (Mrs. Furlong) half- termly, and then the children are grouped according to their ability and not their age this applies to the whole school.

Summarise the teachers programme and plans for literacy development.

If you are supporting children's learning in literacy as in any other subject areas, you should have some prior discussions or knowledge of the planned activities. In many schools support staff will be given plans in advance or they may be on display in the classroom. You may also be involved in planning with the teacher and be able to give your own ideas as to how you might approach activities with pupils when you are at the planning stage. You may also have an input into planning for other subjects areas which support the development of literacy skills. You will also need to work with the teacher in order to monitor pupils progress in all areas of literacy

development this will usually be through making sure that as you work on literacy activities children are focused and able to meet the learning objectives. You may need to encourage the participation of some pupils through the use of praise and feedback and through clarifying any concerns or problems that they may have.

Carefully monitoring of pupils progress also involves the communication of clear learning objectives and feeding back to the teacher at the end of the session to ensure that everyone is aware how children have managed the task. Within my school there is a literacy policy set for the staff to follow, we believe that communication both oral and written is the key to educational progress, to social integration and to personal development and happiness. Literacy is about the development of fluent readers, confident writers and effective speaking and listeners. My school believes that it is the right of every child to become a competent and confident user of English language. My school aims to communicate confidently and clearly expressing opinions adapting talk to audience and purpose, using appropriate gestures, intonation and register in order to engage the listener.

Listen to others and take account of the speaker, Respond thoughtfully and demonstrate the skills necessary for effective speaking and listening. It is important to encourage pupils to reflect on their own talk and that of ours, evaluating the effectiveness and suggest ways of improving their performance in relation to the task and the intended audience. We aim to develop the necessary skills to read confidently, fluently and with enjoyment and understanding. We aim to demonstrate effective research skills

confidently reading a range of information based material from a variety of paper and digital sources eg factual books, websites, encyclopedia, Lastly we aim to read a wide range of genre and be able to process information that is presented in a variety of forms, multiple texts.

My school the teachers will follow the literary scheme of work. This encompasses the subject as a whole and sets out exactly what is to be taught and how it is taught. The teachers will plan will plan the activity's ready for the term ahead. Medium term planning takes place every term and sets out stimulating planned opportunities for pupils to develop their oral, reading and writing skills. Activities are often linked to the theme/topic for the term and teachers capitalize on opportunities to teach specific text types when the theme is appropriate e. g. Explanation texts during a science based theme .