

The Humberston Church of England Primary School



Literacy Policy

‘Unlocking possibilities, making a difference’
I can do all things through Christ who strengthens me
Philippians 4:13

Policy Adopted by Governors October 2023
Review Dates: Autumn 2025

Peace

Compassion

Perseverance

Unity

Service

Courage

Literacy Policy

Our School Vision

‘Unlocking possibilities, making a difference’
I can do all things through Christ who strengthens me
Philippians 4:13

Vision Statement

At the Humberston C of E Primary School, we want our children to become resilient, lifelong learners, with the wisdom and skills to flourish and to live their lives in fullness. Literacy lies at the heart of the curriculum and we aim for all to have a lifelong enthusiasm for reading and writing as we believe these skills are the foundation to understanding, and showing our knowledge, of the wider world around us. It is the cornerstone to many aspects of our daily lives and the skills taught help our pupils to make a difference to themselves, others and the wider community. Through immersing pupils in the wonders of quality texts, across many genres, we hope to instil a love for reading, a love for writing across the curriculum, a passion for discovery and a confidence to explore their imagination and unlock possibilities.

Curriculum Intent

We aim to prepare children for their next stage in development by teaching them to read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct; to have an interest in books and the subjects therein, promoting reading for enjoyment; to have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms; to understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation. We aim to develop their powers of understanding, imagination, inventiveness and critical awareness and to have a suitable technical vocabulary to articulate their responses. We aim to use mistakes and misconceptions as an essential part of learning and provide the substantive and disciplinary knowledge that will allow all children to flourish holistically and become resilient learners.

Curriculum Implementation

Reading

As a school, we believe that creating a culture of reading is a vital tool in ensuring our children are given the best life chances. Cultivating readers with a passion for a wide range of materials will ensure that children's love of reading will extend far beyond the classroom and allow them to build on their skills independently through a real curiosity and thirst for knowledge. We prioritise reading time in the classroom each day (teacher led and independent reading) to model its importance and to foster our love of reading.

In KS2 children are taught using a whole class teaching approach for between 2 and 2.5 hours per week. These sessions will deepen the children's experience of text through visual, aural and kinaesthetic approaches. The purpose of the whole class sessions is to teach the skills involved in being a good reader in the best way possible for those children in that class and allows the teacher a greater amount of time on focused skills. Lessons focus on the explicit teaching of vocabulary, reading the text and re-reading sections looking closely at the elements which require further

understanding, keeping in mind that children must learn to retrieve information, interpret meaning, predict, summarise and comment on the author's choice of vocabulary or style.

Differentiation can be achieved in many ways: the difficulty of the text the children are working on; the questions the teacher is asking them and the level of support they are receiving. The outcome of the lesson is often written but not always. Teaching the whole class the same objective allows the teacher to focus on one objective in depth and better prepare children for the expectation of written responses at the end of KS2.

In KS1 children will have whole class reading sessions and will also be taught in a Guided Reading style using small groups that are rotated during a session(s). Whilst a small group is working with a teacher, there will be a range of activities that are reading or literacy based around the classroom for the children to deepen / consolidate their learning. This will allow teachers to assess the children's knowledge of a text through focussed questioning and identify misconceptions.

Writing

We aim to develop the children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum. The teaching of literacy is flexible and class teachers apply their own creativity to cover the objectives stated in the curriculum. Teachers model writing skills and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals. Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

Phonics

Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. They progress onto Read Write Inc. Spelling once they can read with accuracy and speed. In Foundation Stage and Year 1, pupils learn to decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills, read common exception words on sight and understand what they read. Through phonics they are taught to write sentences confidently using and applying the phonics they have been taught. They begin to spell common exception (red) words in preparation for Year 2 spelling and grammar.

Handwriting

We aim to develop the pupil's handwriting in a progressive approach throughout the school. In Foundation Stage, handwriting skills are developed through the Read Write inc. sessions to ensure accurate letter formation. The children learn this formation through mnemonics. From Year 1 onwards, discrete handwriting sessions are taught every week. Once children are confident writers or, at the very latest, once they have finished phonics, they should be taught the main handwriting joins.

Children learn letter formation in letter families and use the mneumonics learned in phonics to assist them. By the end of year 4 all children should be proficient in horizontal and diagonal joins to join appropriate letters. Capital letters and tall letters should not touch the top line but start / stop just below this. Capital letters must be larger than lower case letters. Lower case letters should be formed using the correct direction e.g anticlockwise movement to form **a c d g**.

Grammar, Punctuation and Spelling:

Once pupils are deemed proficient in phonics (this is usually by the end of year 1), teachers will follow the spelling progression documentation and also teach spelling rules based on the needs of the children using a responsive approach. This builds the pupil's knowledge of spelling rules, prefixes, suffixes and develops their spelling of common exception words.

Teachers will teach grammar and punctuation discreetly and through their literacy lessons. The year group expectations will be covered regularly and embedded throughout the year with many of the grammar structures being revisited to allow the pupil knowledge to be developed.

To promote fluency in literacy, we have regular spelling and grammar sessions to help the children to understand spelling and grammar rules. We assess the children throughout and via termly tests to identify their learning needs and next steps, which informs the teaching.

Speaking and Listening

We recognise the importance of spoken language in pupils' development across the whole curriculum; spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: talk partners, storytelling, roleplay, debating, class assemblies, School Council representatives and school productions.

Children are taught to: use, with increasing confidence, the vocabulary and grammar of Standard English; formulate, clarify and express their ideas; express themselves in a variety of situations using language which is appropriate to their needs and the intended audience; and to listen, understand and respond appropriately to others

Planning

To ensure high-quality teaching and learning takes place, we value planning together as a team. This ensures continuity between partner classes and allows teachers to share best practice. The literacy coordinator is available to advise and support where necessary. We have a planning and assessment curriculum document, which clearly outlines the objectives for each area within both reading and writing and shows the progression between each year group.

Display and Resources

As a school, we have decided that each class will have a Literacy display that serves a range of purposes.

1. To provide age / ability appropriate tools and resources for children to use throughout their learning process. E.g. success criteria, grammar and punctuation prompts.
2. To be changed regularly in line with each area of literacy being taught so it is relevant to the learning taking place.
3. To celebrate children's work.
4. To encourage independence.

Parents and Homework

Parents provide valued extensions in children's learning and we see their involvement as vital to the learning process. Our commitment to parent partnership means the parents have a greater understanding of how to support their children at home. We also aim to support parents to create positive attitudes towards literacy by providing support on the school's website, parent workshops and our open door policy.

Each class is given a weekly spelling activity for homework and reading diaries are used to record reading homework each week.

Equal Opportunities

At The Humberston C of E primary school, we recognise that all children regardless of any differences need to be challenged and supported in reaching their full potential. All children are

given ambitious targets and are tracked to ensure progression is in line with our high expectations. Where children present with an additional learning need in Literacy, we provide timely interventions. Where possible we would seek to carry out the interventions within the classroom so as not to exclude the child.

SMSC and British Values

Through a variety of challenges in Literacy, children are given the opportunity to shine in their SMSC development. Children often work collaboratively to read and write texts and share ideas. They are encouraged to respect each other and support each other. The texts and books explored across key stages, are chosen to promote an awareness of diversity. Through gaining successes in Literacy, children will feel a sense of pride and high self esteem.

Curriculum Impact

We, at the Humberston C of E Primary School, have developed our own system for tracking progress. Each year group has an overview of the learning and end of year expectations. Every child is set a target based on their achievement at their previous Key Stage assessment and SLT and the Literacy Coordinator monitor the progress of each child at termly Pupil Progress Meetings to check if the child is on track to meet their end of year target. Any child not making sufficient progress, and therefore not on track to meet their target, will be placed on an immediate intervention and the impact will be monitored and reported back to both SLT and parents.

Monitoring

The quality of teaching and learning in Literacy is monitored in a number of ways including;

Data analysis by cohort and by each class teacher

Book scrutiny

Learning Environment scrutiny

Observations

Discussions with teachers and children

Monitoring planning

Monitoring interventions

All of the above are ways of gathering evidence to provide further support where needed and is timely and pre-planned.