

Duddon Saint Peter's CE School



Literacy Policy

Introduction

English is at the heart of the curriculum. It is through language that all other curriculum areas are taught. Children come to school with a wide range of language experiences and these needs are acknowledged and built upon. Parental involvement in the teaching of language is an important element. Through speaking and listening, reading and writing, children grow in ability to think, reason, reflect and understand. Children are able to move from their own experiences to appreciating and having empathy for the experiences of others.

General Aims

- for children to speak clearly, fluently and as appropriate to a range of situations.
- for children to listen attentively with interest, understanding, pleasure and empathy.
- for children to be able to read a wide range of materials fluently with interest and enjoyment.
- to develop the appropriate skills in order to retrieve information from a variety of sources.
- for children to write effectively for a range of audiences and purposes using spelling, punctuation and syntax accurately and confidently as appropriate to their age and stage.

English is a core subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are:

- Speaking and listening
- Reading and comprehension
- Writing including grammar, spelling, handwriting and presentation.

How English is taught within the classroom

The teaching of speaking and listening, reading and writing are inter-linked. All children are provided with rich and varied literacy experiences within a stimulating environment. English is experienced through all subjects, although some areas are taught as more formal and discrete skills (eg. grammar, handwriting, spelling.)

Speaking and listening

Skills in discussion, debating, questioning and answering are all developed through the Primary years. Children learn the skills and gain the confidence to be able to talk to a range of different audiences on a variety of topics.

A range of opportunities for children to talk and listen in formal and informal settings is provided.

Children are encouraged to use drama and role play to explore imagined situations. In addition, there are opportunities for each year group of children to perform to appropriately sized audiences such as Harvest, end of the year performances and taking part in a nativity play at Christmas.

Reading

Our aim in the teaching of reading is to allow the children to develop a love of literature for life and to develop their reading skills to their fullest potential. This involves providing a wide range of reading material, both fiction and non-fiction and giving pupils opportunities to discuss different themes, characters, plot, setting, etc. Opportunities are given for using online stories and texts.

We use the Ready Steady Phonics teaching programme. This provides structured and rigorous daily phonic teaching.

Guidance is given to parents when their child first starts school so that parent and teacher can work together in the teaching of reading. As pupils progress, parents are introduced to a range of strategies which enable their children to develop as more independent and confident readers. All children are encouraged to take books home each day and to share them with their parents on a regular basis. Teachers and other adults hear children read aloud on a regular basis throughout the school. Reading is also taught through guided, shared and whole class teaching.

Writing

In Early Years we aim to create writers through developing a literacy rich environment where a wide variety of purposeful contexts for writing are provided. We begin with the pupils 'interests and model writing, scribing stories for pupils so that they can begin to think about what they' would like to communicate through writing even before they are able to write the words themselves. At this early stage we are already developing and understanding of purpose. Fine motor control is taught.

As pupils begin to use letter-sound relationships for writing, they begin to segment words to spell, as well as writing an increasing number of high frequency words which are essential for fluent writing.

We follow a 2 year cycle where class texts of different genres are explored together. We start a unit of work by immersing the children in the chosen genre by giving them good quality examples and they read these to find the features of the text type. Time is then

spent looking at the sentence level features of the text type and children practise writing their own sentences. This preparation then gives the children the ideas and skills needed to write their own piece of writing at the end of a unit. Genres such as explanation texts and instructions are also taught.

Writing is also taught through a whole book approach. Teachers select the best teaching approaches (role-play, drama, shared writing, independent writing and critique) to explore high quality texts in depth, enhancing reading skills and providing meaningful contexts and purposes for writing.

Assessment and evaluation

Assessment is an ongoing process where the progress of each child is continually monitored and children are given individual targets.

Assessment takes many forms:

- Statutory Baseline Assessment in Reception
- National Foundation Stage Profile for Reception children
- On-going assessment and observation of Nursery children
- PM Benchmarking in Reading at Key Stage One & Two
- Observational assessments
- Discussion with individual children
- Spoken, written and performed evidence
- Formal assessments

Samples of levelled work throughout the school are kept together and are moderated, both internally and externally.

Children with special educational needs

All children's needs are met within the classroom through differentiated tasks and expectations.

The Library

The library is a substantial resource of reference materials for the whole school. Children are taught how to use the library (and ICT resources) effectively and are encouraged to become independent researchers. The school uses the resources from the Education Library Service to supplement classroom reading collections and topic research.

Signed:

Governor responsible

Signed:

Head teacher

Date: *November 2025*

Date of review *Autumn 2027*