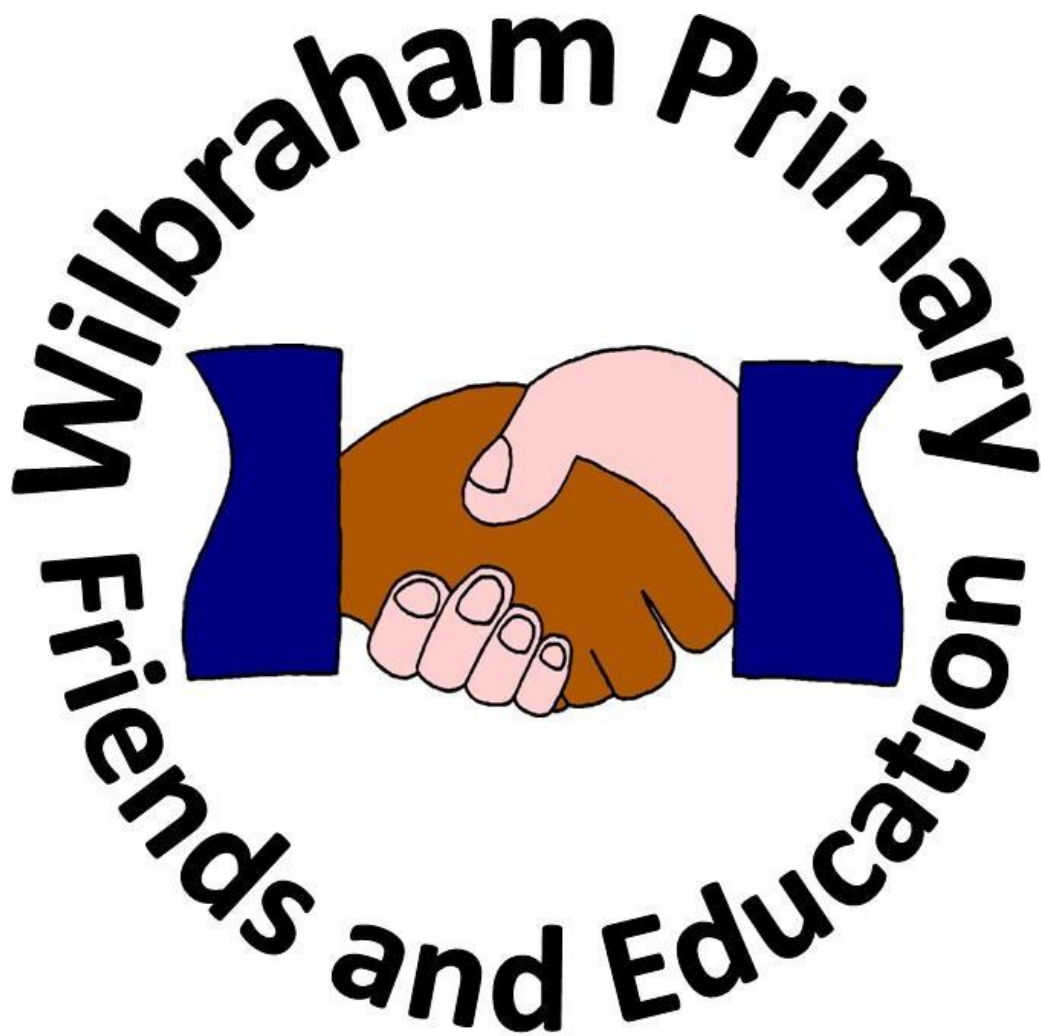




[Wilbraham Primary School](#)

[Literacy Policy](#)

Wilbraham Primary School

LITERACY POLICY

1. AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Pupils at Wilbraham Primary School will leave Year 6:

- ~ reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- ~ with a love of reading and a desire to read for enjoyment;
- ~ with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- ~ understanding a range of text types, media types and genres;
- ~ able to write in a variety of styles and forms appropriate to the situation;
- ~ using their developing imagination, inventiveness and critical awareness;
- ~ having a suitable technical vocabulary to articulate their responses.

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2021).

In the Foundation Stage (Nursery and Reception) children are given opportunities to:

- ~ speak and listen and represent ideas in their activities;
- ~ use communication, language and literacy in every part of the curriculum;
- ~ become immersed in an environment rich in print and opportunities to communicate.

At Key Stage One (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas.

At Key Stage Two (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

The Governing Body receive regular reports on the progress of English provision.

3. SUBJECT ORGANISATION

Foundation Stage

In Foundation stage children have daily phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. Children in Reception start following the Read Write Inc phonics programme. In EYFS and Year 1, they follow a clear writing cycle using the EY2P planning.

Key Stage 1

In Year 1 daily phonics lessons (Read Write Inc Phonics), which continue and are taught in ability groups. Children in Y2 continue with Read Write Inc until they are at the end of the programme. In Y1 and Y2 children have daily mixed ability Literacy lessons with an emphasis on real texts. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and adapted teaching. Y1 follow the writing cycles from EY2P. Y2 follow a bespoke writing cycle (recommendation 5 in EEF KS1 literacy guidance report). Spelling and handwriting are taught every week in Y1 and Y2 using Penpals.

Key Stage 2

In Key Stage 2 children have daily literacy lessons. Writing lessons are taught using a clear writing cycle throughout Y3-Y6. Spelling and handwriting are also covered as part of the writing cycle. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention and adapted teaching. Spelling is taught through Read Write Inc Spelling and handwriting is taught through Penpals.

4. APPROACHES TO ORACY

Oracy activities permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: talk partners, drama and a performance during the year. Children who require extra support with oracy benefit from the expertise of a Speech and Language Therapist. We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to model our own language to the children which encourages Standard English both in speaking and writing.

5. APPROACHES TO READING are outlined in the school's Reading Policy

6. APPROACHES TO WRITING

We aim to develop children's physical skills in handwriting throughout the school. In Nursery, children work on their gross motor skills and progress to using fine motor skills. In Reception, children are introduced to letter formations in phonics sessions. Across Key stage 1 and 2, handwriting is taught formally once a week with practice follow-up sessions. In Key Stage 2, handwriting is developed to lead to a fluent and joined style. We use the Pen Pals Handwriting Scheme across the school.

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. Teachers model writing strategies 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.

From Nursery to Y6, we use writing cycles to guide planning and progression of skills. All the cycles have a clear focus on writing for a clear purpose and audience and include editing and self-monitoring as key parts of the cycle.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by drama techniques and film clips. They may be asked to produce their writing on their own or as part of a group. Children will also be given the opportunity to use ICT for their writing.

7. CROSS-CURRICULAR LITERACY OPPORTUNITIES

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, with a particular focus in our school of writing through all subject areas where the same standard of writing is expected as seen in Literacy books.

8. THE USE OF ICT

We recognise the important role ICT has to play in our school in the development of Literacy skills. ICT is used on a regular basis to enhance the teaching of literacy and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy. The use of ICT is cross – curricular.

9. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy.

10. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment.

11. EQUAL OPPORTUNITIES

Wilbraham has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

12. ROLE OF SUBJECT LEADERS

The Subject Leaders are responsible for improving the standards of teaching and learning in Literacy through:

monitoring and evaluating Literacy:-

- pupil progress
- provision of Literacy
- the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent Literacy developments
- ensuring we have an evidence-informed approach

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