

Literacy Policy

Intent:

At Tonacliffe, we are committed to fostering a lifelong love of reading, writing, and discussion. Literacy is the foundation of all learning, and our aim is to ensure every child leaves our school equipped with the skills and confidence to succeed in education and beyond. Our approach to teaching literacy is rooted in the **National Curriculum** and the **Early Years Foundation Stage (EYFS) Profile**, ensuring a consistent, high-quality education from the moment children enter our setting.

Aims and Objectives:

- To provide a **broad and balanced curriculum** that integrates literacy across all areas of learning.
- To ensure all teaching of literacy is **based on the National Curriculum and EYFS Profile**.
- To create a rich literacy environment that fosters a **love of reading, writing, and discussion**.
- To build a **secure knowledge base** in literacy with a **clear pathway of progression** from Early Years to Year 6.
- To offer **opportunities to consolidate and apply taught literacy skills** in meaningful contexts.
- To equip children with the **language and communication skills** needed for wider learning and future success in life.

We aim for a child to be able to:

- Read and write with confidence, fluency and understanding using a range of independent strategies to self-monitor and correct.

- Have an interest in books and read for enjoyment and develop the habit of reading widely, for both pleasure and information.
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Have an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation.
- Develop the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.
- Use discussion to learn and be able to elaborate and explain clearly ideas and understanding.
- Use speaking and listening to participate in debate, presentations and demonstrate to others.

Curriculum and Progression

Our literacy curriculum is carefully sequenced to ensure progression in:

- **Phonics and early reading** (EYFS and KS1)
- **Comprehension and fluency**
- **Spelling, punctuation, and grammar (SPaG)**
- **Writing composition across a range of genres**
- **Speaking and listening**

This progression is designed to be **coherent and cumulative**, building upon prior knowledge and ensuring every child is supported and challenged appropriately.

STATUTORY REQUIREMENTS

Early Years Foundation Stage

In the EYFS, children are introduced to literacy through high-quality texts, storytelling, mark-making, and phonics. The environment is language-rich, and communication and language development is a priority. Teaching is aligned with the **EYFS Profile** to ensure a strong foundation in early literacy skills.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

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

Implementation

Subject Organisation

The English Curriculum is delivered using support materials from LPDS units and Lancashire suggested units front cover planning sheets. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age. Literacy sessions are taught each day throughout the school. Teachers adapt lessons, providing flexible support, and focusing on whole-class instruction with high expectations, with the goal of ensuring all pupils can succeed. Support staff are deployed to support where necessary.

Unit planning is completed by all teachers using the schools Literacy planning format. As we believe consistency and well-taught English is the bedrock of a valuable education, at Tonacliffe we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. In line with the National Curriculum, we ensure that each year group is taught the explicit grammar, punctuation and spelling objectives required for that age group. As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities to ensure that children are achieving the objectives at the expected level and that some children can achieve at a greater depth standard. All year groups use the same format for assessing writing which have been produced by LPDS in line with the end of Key Stage assessment frameworks as published by the Department for Education. Writing is taught through the use of a quality text, which exposes the children to inference, high-level vocabulary, a range of punctuation and characterisation. Each text is purposefully selected in order to promote a love of reading, engagement and high-quality writing from each child.

Approaches to speaking and listening

The Four Strands of Speaking and Listening: Speaking; Listening and Responding; Group Discussion and Interaction, and Drama 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.

To develop our pupils as speakers and listeners we:

- Give children opportunities to express their ideas to a range of audiences.
- Give children opportunities to take part in group discussion and drama activities.
- Encourage children to develop good listening skills and respond to the speaker.
- Help children to understand the importance of adapting their speech to different situations.
- Encourage children to use appropriate vocabulary and grammar of Standard English.
- Encourage the awareness of the use of appropriate gestures, eye contact, facial expression, intonation, tempo.
- Help children develop discussion skills.

Approaches to Reading

To develop our pupils as readers we:

- Promote a positive reading culture and reading for pleasure.
- Teach the children to read through a systematic approach to teaching phonics and additional reading approaches as required.
- In EYFS and KS1, discrete phonics lessons are taught daily, following the Lancashire Red Rose phonics scheme.
- Develop children's understanding of text through shared and daily guided reading.
- Teach the children to read accurately and fluently using a full range of reading cues (phonic awareness, graphic, syntax and contextual.)
- Help them to understand and respond to what they are reading through discussion, and creative medium.
- Give children access to a wide range of reading material.
- Encourage children to read for enjoyment.
- Teach children to seek information from the written word.

Tonacliffe school has a strong focus on developing the child as a reader. Time is devoted to the teaching of reading on a daily basis and across the curriculum.

Shared reading- takes place on a daily basis in Literacy sessions and also across the curriculum.

Guided reading- each class has a dedicated guided reading session for each group. Teaching assistants are also trained for the support and delivery of Guided reading.

Independent reading- Children are given a home reading book as well as having the option to have a library book to encourage independent reading. The school uses 'Accelerated Reader' to assess the children's understanding of texts that they have independently read (Year 2 onwards). In EYFS and KS1 the children's home reading books are matched to their phonics learning.

Wider reading – all classes have access to the school library and throughout KS1 and KS2 each class will be looking at a class novel. Each class also has a well-stocked and inviting class library for the children to access and enjoy.

Home Reading- Children are given a home reading book and a reading record in which parents and teachers can communicate. They are encouraged to read at home as often as possible for a sustained period.

Reading for Pleasure- We actively promote reading for pleasure through:

- Regular visits to the school library and local library
- Reading corners in each classroom
- Author visits and book-themed events
- Story times and reading buddies
- Access to a wide and inclusive range of books
- Reading Raffle

Approaches to writing

- Teach the children to develop a phoneme/grapheme awareness.
- Celebrate emergent writing.
- Develop writing through shared and guided writing.
- Teach the children to write with interest and enjoyment.
- Teach the children to write for a range of purposes and a range of readers, adapting style and vocabulary as necessary.
- Show the children how to plan, draft and edit their own writing.
- Develop the skill of independent extended writing.
- Teach children how to use punctuation and grammar to make meaning clear to others.
- Teach them a fluent and legible style of handwriting with cursive script, introduced when the children's motor skills are developed sufficiently.
- Weekly handwriting sessions follow the handwriting scheme developed by school which utilizes the formation and pattern introduced through Red Rose phonics scheme.
- Promote the need to present work in an appropriate manner.
- Use and understand grammatical terminology accurately and appropriately when discussing writing and reading.

- Use a wide range of vocabulary.

Cross curricular writing opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links when planning Literacy and wider curriculum subjects agreed on the long-term plan for each year group. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

Intervention

Intervention programmes used throughout school include:

- WellComm
- Fast Track phonics
- Year 2 Spelling Programme
- Bounce Back phonics
- Fast Forward Spelling
- The Primary Sentence Toolkit

The use of ICT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate. Google Lens and Speech Notes are used to support children's access to the curriculum.

Presentations prepared and delivered by the children with speaking and listening outcomes may be recorded and presented in assemblies, shared with parents and other classes in school.

Assessment

Work will be assessed in line with the Marking and Feedback Policy. Our use of **assessment for learning** ensures children make progress and receive timely support when needed.

Monitoring and Evaluating

The implementation of this policy is monitored by literacy leaders and senior leadership through:

- Lesson observations and learning walks
- Pupil voice and reading/writing samples
- Termly data analysis and progress tracking
- Staff training and professional development
- Termly writing moderation

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. Our aim is to unlock the potential in every child. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment through carefully chosen intervention groups, individual reading programmes, 1:1 tuition and quality first teaching. Gifted children will be identified and suitable learning challenges provided.

Wider Learning and Future Life

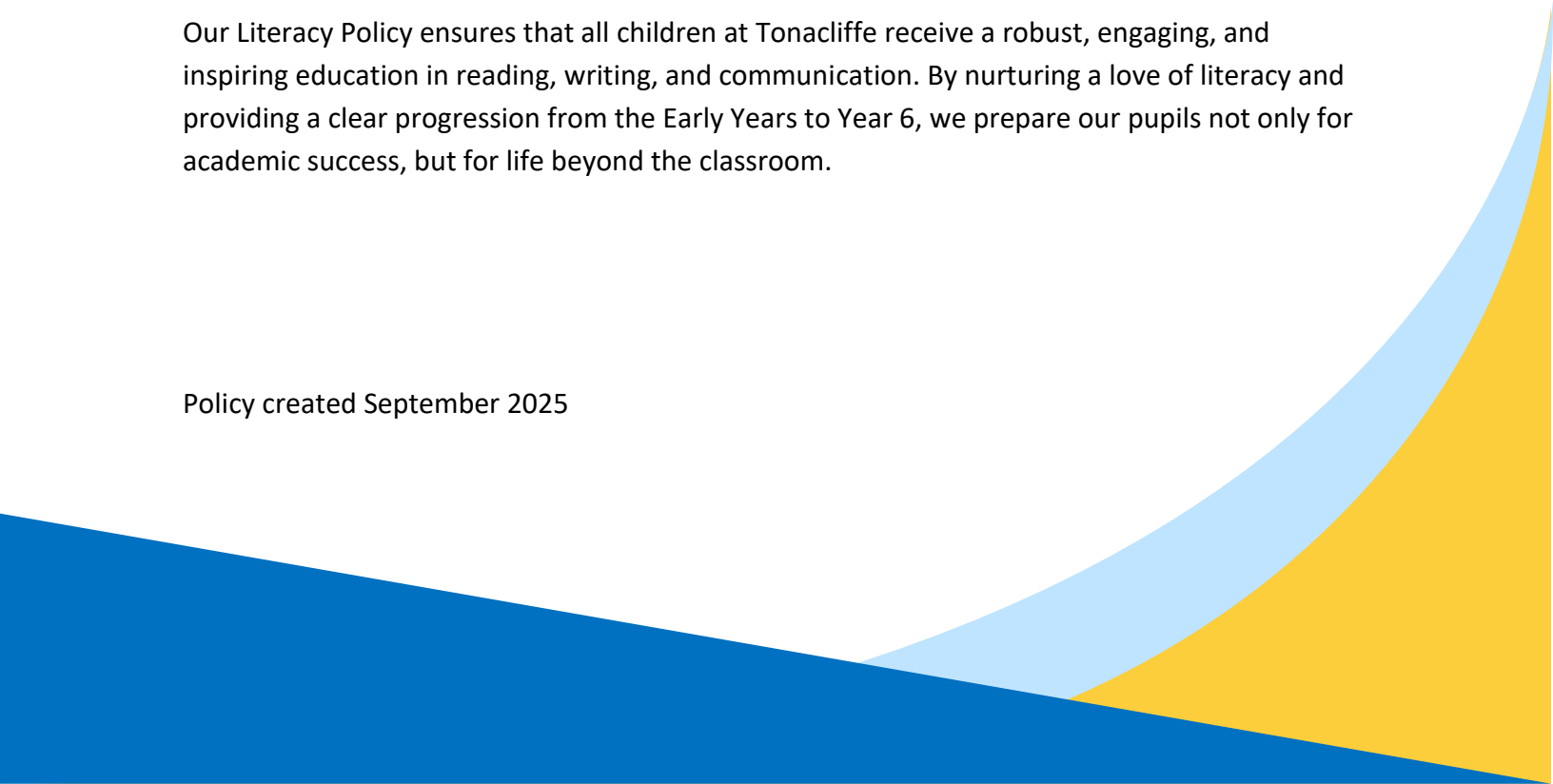
Through high-quality literacy teaching, children:

- Develop critical thinking and empathy through literature
- Gain the ability to communicate effectively in a range of contexts
- Acquire the skills to access the full curriculum and prepare for secondary education
- Build the confidence to participate in society and future workplaces

Impact

Our Literacy Policy ensures that all children at Tonacliffe receive a robust, engaging, and inspiring education in reading, writing, and communication. By nurturing a love of literacy and providing a clear progression from the Early Years to Year 6, we prepare our pupils not only for academic success, but for life beyond the classroom.

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