



**Weobley  
Primary  
School**

# Literacy Policy

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Reviewed by:	Sharon Thomas - Subject Leader
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Approved by:	Stephen Warrell – Head of School
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## 1. Our Mission

### 'A safe, happy learning environment where everyone is valued'

- The staff at Weobley Primary School are committed to working together to contribute to the healthy growth and development of all our children.
- We aim to create an atmosphere of care, trust and respect in which children feel nurtured, encouraged and valued and staff feel supported by one another.
- Through a stimulating and broad curriculum, we embrace the diversity of cultures, race and social backgrounds.
- We aim for each child to reach their full potential, to be confident and to develop a positive attitude towards their own learning.
- We will provide a wide range of learning opportunities for the children; encourage them to value their own achievements and to celebrate the success of others.
- Our high expectations for achievement include good behaviour, tolerance, cooperation and fairness.
- We welcome active involvement of parents and carers in the life of the school and recognise their vital role in laying the foundation of their children's educational development.
- This partnership is extended to the wider community, where strong, mutually beneficial links are valued.

## 2. Our Intent

A pupil of Weobley Primary School will:

- Have secure phonics knowledge in order to decode words easily and read them aloud accurately and with fluency.
- Explore the content of a range of texts and have a good comprehension of what they have read.
- Become confident, fluent and independent readers who develop a habit of reading for both pleasure and information.
- Use their phonetic knowledge to write with accuracy and build quality sentences.
- Write clearly and coherently, adapting language and style in a range of contexts, purposes and audiences.
- Write ambitiously and confidently by planning, rehearsing, drafting and editing their writing.
- Know, understand and use grammatical terms and use these correctly.
- Produce clearly formed, concise, legible handwriting and to take pride in the presentation of their work.

## 3. Implement of the Curriculum

### What does our Literacy curriculum look like?

Teaching in the Foundation Stage follows the Communication and Language strand and Literacy strand of the Early Years Foundation Stage (EYFS) Framework 2013.

Teaching from Year 1-6 follows the New National Curriculum for English (2014) This is divided into three key stages: Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6) and follows four areas: Spoken language; Reading (word reading and Comprehension); Writing (transcription, spelling, composition, handwriting and presentation); Grammar and punctuation. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### Writing

We carry out the curriculum planning in two phases (long and short-term.)

Long Term Planning: The National Curriculum for English (2014) details what we teach in the long term.

Short Term Planning: Where teachers are following pre-prepared Write Stuff units, annotations are made on paper-based units. If teachers create their own Write Stuff units, Jane Considine's planning tool is used to map out lessons. Where teachers are not following Write Stuff Unit, planning is prepared by teachers and identifies very specifically the national curriculum learning objectives alongside details of the teacher's and teaching assistant's roles, children's differentiated activities and learning outcomes.

In EYFS children access regular RWI sessions alongside a range of Write Stuff models for early writing including 'Picture Power' encouraging them to 'catch' new vocabulary and begin to articulate sentences both orally and in writing. From Year 1 upwards, for the first half of the year children accessing RWI have two Write Stuff sessions a week and from the second half of the spring term onwards, this is increased to three sessions a week. Children who have completed the RWI programme access Write Stuff units as do all children for the remaining two/three lessons of the week. Through this, children access a modelled text and write their own version of it incorporating the range of skills provided by the Fantastic, Grammaristic and Boomtastic lenses. Within this they may produce related independent pieces and following the unit, children plan, prepare and edit a final piece of independent writing. Children are assessed on national curriculum/ EYFS objectives for their year group. Classes complete at least one Write Stuff unit a term and complete a Big Write once a week to use and apply the skills learnt in Write Stuff and produce independent pieces. Over the year they cover a range of genres and make cross curricular links where possible.

### Phonics:

We follow the principles and programmes of Read, Write, Inc (RWI) throughout KS1 and into KS2 where required including:

RWI Phonics programme: Children begin this complete and rigorous programme in Reception and remain on it until they have completed it. In Reception children begin RWI in the Autumn Term and follow the programme for 5 days a week. In all other year groups children are divided into phonics groups dependent on their reading and phonetic ability. They receive 5 RWI lessons per week. Children are assessed at the end of every half term and groups are rearranged/adults reassigned according to the progress made.

### Spelling:

Spelling is taught in every year group on a regular basis and students are tested on words which are appropriate to their spelling level using a programme called 'Spelling Bee'. Children in EYFS and Year 1 focus heavily on sound-spelling correspondences in their Read Write Inc phonics programme, but children in EYFS, Year 1 and 2 also learn how to spell common exception words and tricky words through Spelling Bee. The whole school is subscribed to and use 'Sir Linkalot' to teach spelling lessons. Other materials may be used in conjunction with this scheme to aid with teaching the spelling rule. Phonics and spelling interventions are offered to help those who need additional support in spelling.

### Handwriting:

At Weobley we use the Cambridge PenPals Handwriting Scheme throughout school, ensuring there is continuity and progression across classes. We also regularly refer to the National Handwriting Association's Good Practice guidelines on posture and preparing for writing.

The aim is for joined up handwriting to be taught with a consistent, sequential and progressive approach. We aim to teach children correct letter formation, joining and good handwriting habits to enable them to write fluently and legibly. To achieve this aim we will:

- Teach children to write with a flowing hand which is legible, swift and pleasant to look at;
- Enable children to develop their own style of handwriting as they progress through KS2;
- Support the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters;
- Ensure that children of differing abilities are provided with appropriate and achievable goals;
- Assist children in taking pride with the presentation of their work;
- Teach correct letter formation;
- Display excellent examples of handwriting in every classroom and around the school.

### Reading:

Reciprocal Reading:

Throughout the school children receive at least one Reciprocal reading session a week in which they are grouped according to their ability. Here they read a book suited to their ability and build the skills of comprehension to enable them to articulate responses to texts. Focused assessment sheets are used to assess children against relevant national curriculum objectives during Reciprocal reading sessions where evidence is gathered live in the moment to support teachers in their assessments.

#### Class Reader:

Throughout the school children have the opportunity to hear an adult read aloud to them every day for at least 10 minutes. This is often their class teacher but the school ensures that they also hear stories from a wide range of other staff each year.

#### Independent Reading:

On entry to Reception and until they complete the RWI programme, children take home books matched exactly to their latest RWI assessment. This includes taking home a version of the exact storybook or an online version that they are reading in school to help build fluency and share with parents the specific sounds their child is currently focusing on. In addition to this, they take home an additional book bag book which uses the exact sounds they are learning and the key words they have been practising. This helps children to apply their learning in a different context. Children also access books to share at home matched to their ability, organised within a Book Band system. We also subscribe to Oxford Owl online books for children to share at home.

Children also have access to a range of books from our school Library. They not only spend time with their class enjoying the books within the library but also have the opportunity to take library books home to share with their families. This helps to develop individual preferences and interests.

#### Reading Records:

Home reading is recorded in individual reading records. From Reception to Year 4 home reading is recorded alongside parent comments. Year 5 and 6 progress to bookmark based reading record which enables them to build more independence whilst establishing a picture of how regularly they read.

Reading records are monitored regularly and children are rewarded through our 'Reading Champions' system. Children are rewarded for establishing a positive routine for home reading and additional support from school can be implemented through interventions and one to one daily reading.

The teaching and learning of Literacy will be varied and will be the most appropriate method to address the learning outcome of the lesson.

Children will be taught and will work:

- As a whole class
- In groups (sometimes differentiated by ability)
- In pairs or individually

#### Inclusion and Equal Opportunities

Activities are carefully planned by the class teacher and will be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in Literacy will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through their experiences in the subject.

We recognise that in all classes, children have a wide range of ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways which include, but are not limited to:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty
- grouping children by ability and setting different tasks for each group
- grouping children in mixed ability groups
- providing resources of different complexity, depending on the ability of the child
- using classroom assistants to support the work of individuals or groups of children

#### **4. Impact**

Our Literacy curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning,

discussion, modelling, and explaining to aid retrieval at the beginning and end of a lesson unit. This will enable all children to alter their long-term memory and know more, remember more and do more as readers and writers.

#### Assessment

Each lesson in Literacy gives the children the opportunity to self-assess their confidence in the lesson's objective. Self-assessments are compared with the teacher assessments and a decision is made as to whether the whole class, a small group or individuals need further support in this area. This additional support is either delivered by the class teacher or teaching assistant.

### **5. Role of the Subject Leader**

#### Monitoring

Monitoring is carried out by the Subject Leader, supported by the Head of School and Lead Teacher in the following ways:

- Informal discussions with staff and pupils
- Work sampling
- Classroom observations
- Assessment folder observations

#### Training

Any staff training needs identified through monitoring will be organised by the Subject Leader in conjunction with the Head of School and Lead teacher.

#### Evaluation and Review

This policy along with the Subject Map and Year Group Subject Map are reviewed annually by the Subject Leader. A Subject Action Plan is also produced each Autumn term, at the same time, the previous year's action plan is reviewed.