


Literacy Policy



St Clare's Primary School,
A Catholic Voluntary Academy

Anything you say to the wise will make them wiser. Whatever you tell the righteous will add to their knowledge.

Proverbs 9:9

Version	1
Dated	June 2021
Next review due	June 2023
Approval	Chair of Governors  Mr A Brine

Contents

1. Literacy as part of the School Curriculum.....	2
2. Legislation and guidance.....	2
3. Speaking and Listening	3
4. Reading	3
5. Writing and Grammar	4
6. Spelling.....	4
7. Links with other curriculum areas	4
8. Links with other policies	4

1. Literacy as part of the School Curriculum

At St Clare’s, we believe that all children should be able to confidently communicate their knowledge, ideas and emotions through their speaking, reading and writing. English is taught on a daily basis as a stand-alone subject that provides inclusion and challenge for the children. On entry, children have a limited vocabulary which is below the national average. We want our children to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all children should be encouraged to take pride in the presentation of their writing, in part by developing a good, cursive handwriting style. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. As a result, we aim to provide children with rich experiences and resources that will close this gap to enable them to make at least good progress in speaking and listening, reading and writing. By grasping this fundamental concepts, the children’s learning in all other subjects is enhanced and, when they leave, our pupils are prepared for the next step of their education and the wider world beyond it.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education’s Governance Handbook.

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3. Speaking and Listening

Speaking and listening permeate the whole curriculum as children are encouraged to develop effective communication skills in readiness for later life. We aim for children to be able to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

We achieve this by:

- giving our children confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions. We also encourage a respect for the views of others.
- being aware that as adults, we provide a model of speakers and listeners in our day-to-day interactions with them and with other adults in our school.
- helping them to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations and in individual, partner, group and class contexts.
- by providing opportunities to perform to a larger audience, in Collective Worship, assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.
- by providing a range of experiences where children can work collaboratively and participate in opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions.
- by developing the children's ability to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately.

4. Reading

We recognise that reading is a vital life skill that underpins learning in all other subjects. From the first day that pupils begin in EYFS, phonics is taught using the Letters and Sounds scheme. Discrete sessions are taught every day and children are allocated books to take home which only contain graphemes they have been taught. Those requiring extra support are helped by teaching assistants and may have additional sessions. The teacher reads to the class every day.

As children enter Key Stage 1, they are assessed using PM Benchmarking to ensure that the reading books they are allocated are at the correct level to support their reading development. The book banding system is used to ensure accuracy of book allocation. The class teacher reads to the class every day – a range of fiction, non-fiction and poetry to model good reading and to develop a love of reading. Phonics continues to be taught discretely every day with additional sessions for those needing extra support.

As children enter Key Stage 2, more emphasis is put onto the analysis and comprehension of texts, but those children who have not yet mastered all of the sounds, continue to have small group phonics sessions. Books which are phonetically decodable but aimed at older children are issued to these children. PM Benchmarking and book bands continue to support the assessment process and the allocation of appropriate reading books. Shared reading takes place in every classroom with teachers modelling a key skill before giving children the chance to practise this in mixed ability pairs.

All classrooms have an inviting book corner containing books which are rotated frequently and provide a wide range of text types and all children have access to the library where they are free to choose any book they wish in order to promote reading for pleasure.

Throughout the year, Reading Race Tracks, World Book Day and other events take place to underline the importance of reading.

5. Writing and Grammar

Children begin learning how to write in EYFS, with discrete handwriting sessions continuing in all year groups at least once a week. Children are taught different text types throughout their years at St Clare's as detailed on the long term plan. Over a year, they are taught four aspects of narrative, three non-fiction text types and three types of poetry. In addition, pupils are given the opportunity to consolidate their learning through three novel studies each year. The teaching of writing follows the writing sequence: cold write, reading as a writer, establishing the features, shared writing, supported practice, independent practice and hot write. Grammatical aspects will be taught within appropriate text types as per the long term plan.

6. Spelling

Spelling tuition begins in EYFS and continues into Year 1 as part of phonics teaching. From Years 2 – 6, the No Nonsense Spelling scheme is followed. Children are given spelling patterns to practise each week as part of homework.

7. Links with other curriculum areas

Teachers seek out opportunities for children to apply their learning in aspects of literacy across the curriculum in order to consolidate their learning.

8. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Curriculum policy