

# FELSTED PRIMARY SCHOOL

## LITERACY POLICY



Nurturing today's minds for tomorrow's challenges

- Be Respectful
- Be Kind
- Be Safe

## INTENT

At Felsted Primary School, our English curriculum is designed to develop children's love of reading, writing and discussion. We encourage children to appreciate a wide range of texts and for children to develop reading for pleasure. We nurture a culture where children take pride in their writing, can write clearly, imaginatively and accurately and adapt their language and style for a range of contexts. We inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning in all areas of the curriculum.

We believe that children need to develop a secure knowledge base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Our carefully sequenced, broad and balanced curriculum aims to provide our children with the opportunity to build on their experiences in order to achieve their goals. We believe that a secure basis in literacy skills is crucial to a high-quality education across the curriculum.

Through reading and writing we want to

- Encourage children to have a love of reading that lasts and help children to recognise the value of reading as a life skill
- Motivate children to read for pleasure at home and school and become a reading champion
- Encourage children to become enthusiastic and reflective readers by introducing them to good quality books, from a variety of cultures and in a range of different styles and formats
- Develop our children's understanding of a variety of text types including non-fiction, fiction and poetry
- Develop children's confidence, fluency, and independence when reading for different purposes
- Develop children's abilities to reflect on and have an interest in what they have read and the language and punctuation choices made by the author
- Ensure our children have sound phonic awareness and use a phonics first approach to reading
- Provide opportunities to read widely across the curriculum
- Expose children to a wide range of texts to support their reading and writing
- Encourage children to read as writers by looking at the language, style and vocabulary used
- Give children opportunities to write for a purposes and across a range of subjects
- Ensure children have opportunities to research, talk about and plan their writing
- Give children a solid understanding of grammar and ability to use it accurately
- Give children opportunity to evaluate, revise and edit their own work as well as offer feedback on the work of their peers

- Support children to be able to spell, not only the prescribed spelling words but also words connected to the wider curriculum
- Encourage children take pride in their work and its presentation, including their handwriting by publishing their work
- Provide opportunities to share the books they have made

## **IMPLEMENT**

At Felsted Primary School we draw our English content from:

English National Curriculum 2014,

Felsted Primary School's English Curriculum,

Monster Phonics

Writing for Pleasure curriculum

EdShed – Spelling Shed.

Fred's Teaching Guided Reading Scheme

Letterjoin handwriting scheme

See below for more information on the different areas

## **IMPACT**

Children leave Felsted Primary School as happy, confident learners who have developed a love of reading and writing with the key skills and knowledge necessary for the next stage of their learning. They have high aspirations and are confident in the art of speaking and listening, able to successfully use discussion to communicate and further their learning.

- Pupils enjoy reading and writing across a range of genres.
- Pupils enjoy reading regularly, for information and for enjoyment.
- Pupils discuss books with excitement and interest.
- Pupils enjoy writing and use the features of different genres and styles.
- Pupils can confidently write for different purposes and audiences.
- Pupils have a wide vocabulary that they use within their writing.
- Pupils have a good knowledge of how to adapt their writing based on the context and audience.
- Pupils leave primary school being able to effectively apply spelling rules and patterns they have been taught.

## What Reading Looks Like in Our School

All children have access to a book corner in their classroom; these have a range of fiction, non-fiction and poetry available to explore.

All children have regular access to the school library.

Some children identified as 'daily readers' and given the opportunity to be heard reading every day.

Each class is assigned at **least one** community reader to give some children the opportunity to be heard reading.

All children take part in a weekly celebration of reading and have the opportunity to be picked as 'reading champions'.

<b>EYFS</b>	Individual readers heard at least once a week
	Reading recorded on Tapestry
	Group reading weekly with teacher and LSA
	Children to be exposed to a wide range of text types, including information texts
	Daily story time with engaging texts
	Daily Phonics for all children

<b>KS1</b>	Children to be heard read by teacher weekly through guided reading
	Children to be heard read by an LSA weekly
	Reading recorded on Tapestry
	Children to be exposed to a wide range of high-quality text types
	Daily story time with engaging texts – this can be across subjects
	English, cross-curricular included, taught daily
Daily phonics for all children	

<b>KS2</b>	Children to be heard read weekly through guided reading
	SEND and others identified to be heard read daily
	Reading recorded on Tapestry
	Children to be exposed to a wide range of high-quality text types
	Class novels read as a minimum 3 times throughout the week
	English, cross-curricular included, taught daily

## What Writing Looks Like in our School

All children are given the opportunities to explore writing across all subjects and genres.

<b>EYFS</b>	Emergent writing to be encouraged as part of a continuous provision
	A writing area provided

	Use of half lined writing books
	Teacher to indicate level of support using school's marking code
	Children to use Monster Phonics charts to help writing when appropriate
	Children follow Writing for Pleasure scheme

<b>KS1</b>	The use of lined books
	Writing 'chapter' books as part of Writing for Pleasure scheme
	Children encouraged to respond to pupil conferencing and edit if appropriate
	All children to have a access to Monster Phonics charts/alphabet strips and word banks available when writing
	High standards of writing maintained across all subjects, evidenced and marked using the school's marking code

<b>KS2</b>	The use of lined books
	Children to record their learning objectives and comment on any learning, if appropriate
	Children expected to respond to teachers' marking and pupil conferencing and edit if appropriate
	Teacher to indicate level of support using the school's marking scheme
	All children should be accessing dictionaries, thesaurus and online spell checkers
	High standards of writing maintained across all subjects, evidenced and marked using the school's marking code

### **Grammar and Punctuation**

This should be taught as an integral part of English lessons – both discretely, through teacher modelling, or as part of a sequence of lessons and should adhere to Felsted's English Curriculum for objectives, terminology and progression.

Grammar terminology, as well as punctuation marks, relevant to each year group, should be displayed in classrooms.

### **Spelling and Phonics**

We follow the Monster Phonics scheme for Phonics and Spelling in EYFS and KS1. KS2 follow the spelling scheme on Spelling Shed.

<b>EYFS</b>	Parents are offered a session to engage and explain to them how our teaching of phonics works and helps the children to read and spell
	Parents are given the opportunity to observe phonics lessons in class to enable them to better support their child's reading and spelling at home

	Daily phonics sessions
	Children learn the 44 phonemes through daily sessions and their phoneme book
	Children's individual targets may involve the spelling of CVC and HFWs
	Children to learn to read the HFWs in Phase 2 of Letters and Sounds
	Children tested on the spelling of Phase 2 words at the end of reception

<b>KS1</b>	Children to be given the opportunity to practice weekly spellings at home linked to the phonics scheme of work on Spelling Shed
	Phonics taught daily for at least 20 minutes
	Children to regularly practise HFW spellings
	Children who do not recognise all 44 phonemes continue to learn them in Year 1 and Year 2
	Assessment of phonics to take place each term
	Year 1 parents offered a phonics session to demonstrate how it works in the classroom

<b>KS2</b>	Children to be given the opportunity to practice weekly spellings at home linked to the phonics scheme of work on Spelling Shed
	Where appropriate, children will be extended and challenged
	Children who have not learnt all HFW spellings to continue to do so
	Children who have not passed phonics screening to continue with phonics into Year 3

## Handwriting

EYFS and Year 1 follow the Monster Phonic handwriting programme. EYFS also include Write Dance. Year 2 and KS2 use our Letterjoin scheme for handwriting and will develop their skills weekly.

KS1 have regular (minimum three times a week) handwriting practise.

Children will be taught to initially print letters, joining from Year 2, Term 1 (or when appropriate).

KS2 should have handwriting practise at least twice a week.

Children are able to use pens as a whole class when deemed appropriate by the class teacher. From Year 6 children should all be using pens consistently, unless support plans advise otherwise.

UKS2 should write joined, legibly and at speed.

## PROGRESS AND ASSESSMENT

Assessment is recorded every half term on Insight. Other areas of Literacy are also assessed.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Baseline completed in first 6 weeks.</li> <li>• Predictions made on Insight: 1<sup>st</sup> half term.</li> <li>• Basic Literacy and Numeracy tests by Oct half term</li> </ul>	<ul style="list-style-type: none"> <li>• Development Matters updated half termly (to look into being put on insight)</li> <li>• Basic Literacy and Numeracy tests by end of January.</li> </ul>	<ul style="list-style-type: none"> <li>• DMs updated at beginning of term</li> <li>• EYFSP – June</li> <li>• Basic Literacy and Numeracy tests by end of May.</li> </ul>
<b>KS1</b>	<ul style="list-style-type: none"> <li>• Basic Literacy and Numeracy tests by end of September.</li> <li>• Phonics screening practice – November</li> <li>• Reading ages</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Literacy and Numeracy tests end of January.</li> <li>• Phonics screening practice – February</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Literacy and Numeracy tests end of April (Mid May).</li> <li>• Phonics screening practice – April</li> <li>• Phonics Screening check</li> <li>• Reading ages</li> </ul>
<b>KS2</b>	<ul style="list-style-type: none"> <li>• Basic Literacy and Numeracy tests for SEND children that require Lit/Num support by end of September</li> <li>• Reading ages</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Literacy and Numeracy tests for SEND children that require Lit/Num support by end of January</li> <li>• Y6 – Mock SATs week – March</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Literacy and Numeracy tests for SEND children that require Lit/Num support by end of April (mid May)</li> <li>• Y6 SATS wk beg 13.05.24</li> <li>• Reading ages</li> </ul>

## SEND

All children take part in Fred's teaching for guided reading and writing for pleasure scheme and will be supported where needed through use of adults, types of questions, the type of writing books given.

Additional interventions include:

- Catch-up
- Visual Coding/colourful semantics
- Paper Chains
- Clicker 8
- Phonological Awareness
- Toe by Toe
- Accessible decodable Reading Books
- Phonics interventions

## **Mastery**

Writing for Pleasure is designed to teach to the greater depth children. Through the scheme children are able to use what they have learned in their own writing through their personal writing books. From the Spring term in year 2 through to year 6 children are allowed to pick their own reading books and are encouraged to try different genres of books to build on the reading skills they have learnt and develop a love of reading.

## **MONITORING**

Literacy is monitored by the Literacy subject lead and SLT. Monitoring takes place through observations, lesson studies, book looks, interviews with staff and children. Training in literacy is given every half term through school INSETs and outside agencies. The school will also work with other schools in DEEP to monitor and moderate work.

## **ROLES AND RESPONSIBILITIES**

The monitoring of the standards of children's work and of the quality of teaching is the responsibility of the Literacy subject leader. The work of the subject leader also involves supporting colleagues, being informed about current developments and competitions in the subject, and providing a strategic lead and direction for the subject in the school.

As well as making its own distinctive contribution to the school curriculum, Literacy contributes to the wider aims of primary education.

## **RESOURCES**

The school uses different schemes when teaching literacy which have been listed above. The children have class book areas where they can select books to read as well as access to the school library.

## **PROFESSIONAL DEVELOPMENT**

Training is provided through DEEP subject leader training. Support and training is also available through the Writing for Pleasure scheme, Fred's Teaching and Monster Phonics which all staff have access to.

## **HEALTH AND SAFETY**

In this subject the general teaching requirement for health and safety applies. We teach children how to follow the proper procedures for safety and hygiene.

## **EQUAL OPPORTUNITIES**

Careful planning and awareness of individual children's needs and interests will ensure that every child will have equal access to the Literacy Curriculum regardless of race, gender or class.



## **POLICY MONITORING**

The Literacy leader is responsible for the monitoring of the implementation of this policy.  
The leader reports to the head teacher on the effectiveness of the policy.  
The policy will be reviewed every year.

REVIEWED ON: 27.1.2025

NEXT REVIEW DATE: January 2026