



Flushing C.E. Primary School Literacy Policy

"The overall aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word and to develop their love of literature through widespread reading for enjoyment."

NC 2014

At Flushing Primary School we aim to equip each child with deeply embedded Literacy skills. Through high quality writing, reading and oracy teaching we aspire to give our children a confidence and enjoyment of Literacy that will enable them to reach their full potential in life. We want children to enjoy and appreciate literature and language in its rich variety.

Literacy is at the heart of all children's learning. It enables children to communicate with others effectively for a variety of purposes. As literacy is central to children's intellectual, emotional and social development, it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

By the time they leave our school, we expect our children to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading and writing and expressing themselves through the spoken word across a range of genres and have a strong motivation to read for a variety of purposes.

Our aims:

- To promote a positive attitude to reading, writing, speaking and listening.
- To develop children's ability to become confident users of language, both oral and written.
- To value language from other countries and cultures.
- To ensure children have access to a broad, balanced and creative literacy curriculum.
- To provide clear and consistent teaching throughout the school.
- To create a language rich environment.
- To ensure that all staff encourage children to be effective, competent communicators, good listeners and reach their potential.
- To express opinions, articulate feelings and formulate responses to a range of texts, both fiction and non-fiction.
- Develop their vocabulary by giving them opportunities to hear a rich variety of language, to enjoy and engage with a range of text types and genres.

- To use grammar and punctuation effectively.
- To understand and use spelling rules correctly in their writing.
- To develop a love of reading for pleasure, at home and in school.

Planning: Literacy is planned and delivered within our topic approach which includes the teaching of key vocabulary and opportunities to write across a range of genre, both fiction and non-fiction. Spelling patterns and grammar are taught every week. Phonics is delivered through the RWI programme to Nursery and KS1 children, with targeted intervention for any child who is identified as having a need. Teachers are encouraged to enrich and expand children's own vocabulary with exposure to a broad range of new words. Topic specific book boxes are ordered every term from the Schools' Library Service to widen children's reading and understanding.

Delivery: Literacy teaching takes place each day with opportunities for writing in a range of genres which includes practising the skills of planning, evaluating and editing. A variety of stimuli such as video clips and texts are used to inspire children to write. The teaching of reading is taught through Phonics (RWI) in KS1, reading comprehension and guided reading with regular opportunities for reading individually to adults and listening to quality texts and poetry. Small group Literacy booster sessions for Year 6 children are delivered regularly by the Literacy governor.

Reading: Developing a love of reading is a key priority in our school. We aim that by the age of eleven, our pupils will be able to:

- Read fluently and show a love of reading and literature
- Have enjoyed and experienced a wide and diverse range of quality children's literature and authors – both fiction and non fiction
- Be able to discuss and think about what they have read
- Choose to read a range of texts for pleasure
- Show a respect and a love of books

Pupils are taught to read through a range of strategies;

- Throughout EYFS and Year 1, children are taught phonics using the Read, Write, Inc. approach
- Through guided reading weekly, using a range of texts.
- Through shared reading, partnering older and younger children across the school.
- Independent reading during class time and at home.
- At home, ideally on a daily basis, as part of the home school agreement, through practice with an adult monitored by the use of the home/school reading record.

Texts: From the youngest children upwards, pupils are introduced to a range of different books, including poetry, fiction and non-fiction and play scripts. Texts are chosen from carefully graded texts that are selected appropriately for children's reading ability.

For personal reading, pupils select from a colour graded selection, matched to their attainment in reading. At later stages, children are given more freedom of choice. Comprehension of reading is valued as being of the highest importance and is monitored through adult questioning, written reading comprehensions and termly assessments. Each class is equipped with its own class library regularly replenished and restocked.

Special Educational Needs: Children with special educational needs will receive extra support through targeted intervention in the classroom, additional practice provided by teaching, non-teaching staff and volunteers and specialised reading materials.

Writing: At Flushing School, we aim that by the age of eleven, our pupils will be able to:

- Be confident writers, able to communicate and engage readers
- Be able to use spelling, grammar and writing techniques appropriately
- Be able to write in a variety of genres and for a variety of different purposes

The school scheme of work is based on the National Curriculum 2014. From the early stages, children are taught and encouraged to write using a variety of strategies:

- Emergent writing - valuing and sharing children's earliest attempts at writing
- Modelling writing and scribing
- Shared writing – a whole class approach, making it explicit how an experienced writer composes a text
- Talk for Writing using a well-known text to create confidence and enjoyment in the writing process
- Spellings and grammar
- Handwriting, following the Twinkl continuous cursive scheme in KS2

Cross curricular links: Opportunities are provided on a regular basis through the foundation subjects to write in other genres – for example, report writing, explanatory writing and instruction writing.

Spellings and Grammar (GPS): We have been working on improving spelling, grammar and punctuation across school. We work hard to ensure that spellings are consistently embedded and applied into writing. Pupils are taught to learn to spell through a variety of methods including daily phonics (EYFS and Year 1), learning

spellings and teaching in the weekly spelling pattern, specific learning of common exception words, use of Apps such as Squeebles and spelling activities at least 3 times a week from Year 2 upwards.

Handwriting: This is taught in line with the National Curriculum. Pupils are initially taught to print (RWI scheme), then in Year 2 or as appropriate, to begin to join their letters, following Twinkl continuous cursive programme. Children are encouraged to value the importance of neat and legible work at all times. Children in Years 5 and 6 will begin to write in pen.

Editing/Drafting work: Children from the earliest stages are encouraged to read their work and suggest improvements. As they progress up the school, the use of orange pen for self-editing is used and time given for this purpose.

Speaking and Listening: At Flushing School, we aim that by the age of eleven, our pupils will be able to:

- Communicate ideas, points of view and explanations clearly.
- Use spoken language effectively in different situations
- Begin to use spoken language to generate, discuss and clarify needs
- Listen politely and responsively
- Develop their vocabulary

Children are given regular opportunities to develop their speaking and listening skills, including class debates, 'Show and Tell' for the younger children, Talk for Writing, discussions, "Open the Book, talk partners, visitors to school and a variety of trips and experiences. Children are encouraged to express their opinions with confidence and explain their ideas. Drama and performance are incorporated into all classrooms throughout the year and all children have the opportunity to work together to take part in the Christmas Nativity or Summer play as well as Harvest and Easter performances at church. Every year, a group of Year 6 pupils take part in the Rotary Youth Speaks competition.

Assessment: Assessment is ongoing through constructive marking, (live where possible), termly progress writes and book scrutinies. NFER assessments in Reading, Grammar and Spelling take place termly alongside half termly progress writes.

Monitoring and evaluation: Monitoring takes place with book scrutinies, drop ins by the headteacher, looking at assessment results and data collection, learning walks and annual lesson observations carried out by Literacy lead and Literacy governor, Helen Dodd. There are opportunities for year group moderation meetings with our partnership primary schools.

Visits, visitors and extra-curricular activities: Visits are made to Falmouth Library, class visits are arranged enabling children to broaden their cultural capital and experiences, all feeding into Literacy success. Paired reading between classes, is engaged in termly and parents are invited into school to read with their children in the classroom setting.

Alison Eva

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