



Elton Primary School & Nursery

# Literacy Policy

*In our school, the wellbeing and education of all our children comes first*

<b>Reviewed</b>	Summer 2025
<b>Review</b>	Summer 2027

## **Intent:**

At Elton Primary School, we believe that a quality Literacy (English) curriculum should develop children's love of reading, writing and discussion. We have a rigorous and well-organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## **Reading:**

### **Read Write Inc.**

Phonics is taught using the ***Read, Write, Inc.*** scheme from Nursery onwards, where pupils are taught to discriminate between different environmental sounds in readiness for reading. In Nursery, children are introduced to Set 1 letter sounds (the sounds of the alphabet). Throughout Reception and KS1, pupils are taught Set 2 and 3 sounds (consonant digraphs, vowel digraphs and alternative vowel digraphs) and high frequency words through daily Phonics lessons. They then have a reading lesson using text that match the sounds taught in that session. Once children can decode reliably, the teaching of reading is focused on comprehension and fluency. Comprehension skills are developed through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. Pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

The yellow *Home Reading Diary* is a book that is taken home and used to record all the titles of books an individual has read. In addition, the qualified member of staff, parent or child signs to say the child has read.

### **Pathways to Read**

The children not following the Read Write Inc. Phonics Programme, will have daily ***Pathways to Read*** lessons. These sessions feature high-quality texts and are engaging and purposeful, equipping the children with the key skills to move them through the reading process towards becoming competent and fluent readers. The programme follows a mastery approach in which children will learn the key skills of prediction, vocabulary development and retrieval. The scheme serves to promote a progressive development of reading skills across the school.

Each unit is linked to our ***Pathways to Write*** sessions and consists of six whole class reading sessions following the four-part structure:

- Predict
- Clarify vocabulary
- Read and retrieve
- Read and explain

During each session, children will have the opportunity to read individually, in pairs, in groups and as a class. Using a range of strategies including choral and echo reading, we develop the skills of fluency and prosody. Grouped and pair individual reading tasks with a mastery focus, provide pupils with the opportunity for discussion in smaller groups, with follow on tasks provided for pupils to complete independently.

## **Writing**

Writing is taught daily. We follow a mastery approach to teaching writing, and use the ***Pathways to Write*** English programme in order to teach these. Lessons focus on application of *Gateway Keys* (skills which the children should already have learnt) and the teaching of *Mastery Keys* (the skills which are being explicitly taught and applied in that unit of work). The mastery approach involves the learning, practising and repeated applying of four or five particular objectives taken from the National Curriculum expectations for that year group. Children are given various opportunities to apply these objectives and so become more secure in them. Once mastered in that half term, they then become *Gateway Keys* for other units of work where applicable. Each ***Pathways to Write*** unit is centred around a high-quality, engaging text. These texts promote a wide range of vocabulary, offer a diverse range of genres, and introduce the children to a variety of authors and illustrators. The units are used from EYFS to Y6 and detailed lesson plans and resources are provided. In writing, we use two main components: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, pupils are taught how to plan, revise and evaluate their writing.

***Pathways to Write*** matches the National Curriculum, and is cohesively sequenced and progressive, so that children are working at a level which matches that of their development. Teachers plan and adapt ***Pathways to Write*** units where applicable, to ensure that all children are accessing learning which is appropriate for them, and so that all children progress. Effective teaching strategies to challenge greater depth writers are also included within each unit of work. At Elton, we aim to provide opportunities for children to write as frequently as possible in other areas of the curriculum as well as opportunities for extended writing.

## **Spelling**

Spelling is taught four days a week in Years 2-6, with each session also having a handwriting focus, in which spellings model the handwriting taught. Children still accessing Phonics will complete daily Phonics sessions at the same time, again with the correct formation of letters modelled by the adult.

Spelling is taught using Pathways to Spell in Years 2-6. The Pathways to Spell sessions link with our writing and reading lessons, where we also use Pathways. This means that the spelling patterns, words and vocabulary that are introduced and taught are then being applied in other subjects across the curriculum. Pathways to Spell matches the National Curriculum, and is cohesively sequenced so that previous knowledge is revisited, built upon and extended. Teachers model correct spelling and discuss grapheme-phoneme correspondence when teaching.

We encourage pupils to check and edit their spelling in their writing on a regular basis, referring to vocabulary displayed in the classroom, and various supports, such as spelling mats, which are available to them. Words that are subsequently spelt incorrectly are then demarcated by the teacher (depending on the child's level of development, this might be through highlighting the whole word in blue, highlighting the incorrect grapheme, or by placing a blue dot in the margin), and pupils use dictionaries, their peers, sound mats or year group word mats to self-correct.

## **Grammar**

Grammar is taught through our *Pathways to Write* units of work. The grammar which is taught cohesively matches the National Curriculum expectations for that year group. Teachers plan additional discrete grammar lessons to ensure that children fully understand the objectives being taught. Pupils are expected to apply the grammar they have been taught in their independent writing and they are monitored closely to check that we can see progress in this area.

## **Speaking and Listening**

Speaking and listening skills are taught throughout the *Pathways to Write* units of work. Pupils have to read their work to a peer or the class, perform poetry, discuss, explain and clarify their thinking. Speaking and listening skills are also taught through regular Philosophy for Children (P4C) lessons where pupils are encouraged to explain and expand ideas, consider other pupils' opinion and summarise their thoughts.

## **Presentation**

**Handwriting** is taught in Spelling, English and Phonics lessons, as well as additional Handwriting lessons as the teacher feels appropriate. Teachers model our handwriting style in all areas, including marking and displays, and children are given regular feedback about presentation, letter formation and use of correct joins. We strive for a continuous cursive style of handwriting from all children, and teach and model this. Children in EYFS and Year 1 focus on correct letter formation for all letters, ensuring that they are starting and finishing in the correct place. Cursive is then introduced in Year 2, and secured across Years 3 and 4, so that by the time children reach Years 5 and 6, their handwriting is consistently legible, neat and joined.

The English exercise books in years 1-6 all contain handwriting lines. Children will use these books until their teacher feels their cursive handwriting is of a good standard, they will then use lined exercise books. From Y4, pupils are expected to write using a pen. Some children in Y2 and Y3 are permitted to use pen if their teachers deem their handwriting to be at an appropriate standard. All children must set out their work using the presentation method referred to as 'DUMTUM' (date, underline, miss a line, title, underline, miss a line).

## **Digital Literacy**

Pupils are given regular opportunities to present their writing using digital technology. Throughout their time at Elton Primary School, the children will access a variety of programmes to support elements of writing such as presentation, storytelling and movie making.

## **Assessment**

Assessment takes place through teacher assessment and through the use of 'Sonar Tracker.' In addition, we use PM Benchmarking to ascertain the reading levels, NFER tests, Pathways to Read assessment grids, comprehension tests and RWI phonics assessment sheets.

## **Intervention**

Intervention is provided for children who are achieving 'below' and 'well below' national expectation according to school attainment grids following assessment. All class teachers, with the support of the SENDCo arrange for intervention to support children in their class in Literacy.

## **Inclusion**

Inclusion involves the identification and minimisation of barriers to learning and participation, and the maximising of resources to support learning and participation. We believe in giving all children strategies to be

successful because at Elton Primary School every child matters. This includes those children for whom English is an additional language, children with Statements of Educational Needs and children identified as working at Greater Depth.

The needs of such children are met by providing tasks that:

- Are visual, auditory and kinaesthetic.
- Contextual, with a 'real life' purpose.
- Use adaptive teaching strategies and supporting tools.
- Provide the opportunity for reading at a higher level and extending the scope, language and idiom of writing.
- Are separate challenging tasks linked to a common theme.

### **Role of the Coordinator**

The coordinator is responsible for over-seeing the development of Literacy across all key stages. The coordinator is also responsible for maintenance of resources and for in-service training and the production of an annual Literacy action plan. The coordinator is involved in the monitoring and scrutiny of planning and children's work. Interviews are held with the children and then planning and work are matched and evidenced. An annual self-evaluation takes place to identify strengths and areas for further development.

Revised and Updated by Miss L Roberts, English lead. May 2025.