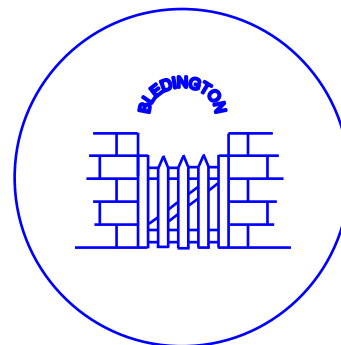



Bledington Primary School

LITERACY POLICY



Date of Ratification: 27.09.20 08.07.26	<i>Updated 29.04.24</i> <i>Updated 19.05.26</i>	Signed: HEAD TEACHERS 
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Safeguarding Statement

At Bledington School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Bledington School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

BLEDINGTON LITERACY POLICY

Overview

We will provide a consistent whole school approach to raising standards in Literacy across the curriculum, from Reception until Year 6. This policy consists of key paragraphs that explain how English is taught at Bledington Primary:

- Teaching and Learning
- Spoken Language (Oracy)
- Phonics
- Reading
- Writing
- Handwriting
- Spelling
- Punctuation and Grammar

Aims and Objectives

We intend to help children develop skills and knowledge that will enable them to communicate accurately and creatively with the world at large through spoken and written language. We also intend to help children enjoy and appreciate the rich variety of English language and its associated literature.

We aim to:

- Provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated.
- Provide all children with the skills to articulate and explain themselves and engage with the spoken word in a positive way.
- Provide all children with the skills to engage in the world of written language, equipping them with the skills to read and write with accurate spelling, grammar and punctuation.
- Provide opportunities for children to peer and self-assess their own work, thus enabling ownership and agency over target setting.

Expectations and requirements

By the time children leave our school, we expect them to be able to communicate through speaking, listening, reading and writing with confidence, fluency and understanding in a range of situations. We will make every effort to foster an enjoyment of literature.

In the Foundation Stage (Reception)

Children should:

- Use language for communication and thinking.
- Link letter and sounds to blending and segments, using the Twinkl Phonics Programme (a Department of Education validated program).
- Become immersed in an environment rich in print and develop an interest in stories.
- Begin to communicate through emergent writing and structured writing including joint compositions.

In Key Stage One (Years 1 and 2)

Children should:

- Speak confidently and listen to what others have to say.
- Begin to develop an understanding of phonic and spelling systems (using the Twinkl Phonics Programme).
- Develop an interest in words and a growing vocabulary.
- Begin to read and write independently and with enthusiasm, through a range of genres.
- Use language to explore own experiences and imaginary worlds.

In Key Stage Two (Years 3 to 6)

Children should:

- Know, understand and be able to write in a range of fiction genres and poetry, and understand and be familiar with some ways in which narratives are structured through basic literary devices, such as setting, character and plot.

- Understand and be able to write in a range of non-fiction genres and structure text in a style suited to its purpose.
- Use grammar and punctuation accurately.
- Understand and use phonic systems and spelling conventions.
- Have an interest in words and an extended vocabulary.
- Write creatively and enjoy writing.
- Plan, draft, revise and edit their own work.

Teaching and Learning

Literacy is taught daily in each class, by the class teacher. Spelling/Phonics lessons are taught as a separate mini lesson 4/5 time per week. Clear objectives are set for each session and success criteria are shared with the children. Teachers scaffold lessons according to the needs of the children and intervention programmes are used to target and support identified children. Teachers work towards independent learning and plan for different working groups e.g., whole class/small group/paired/individual. Grammar and punctuation are taught as either a stand-alone lesson or are integrated within Literacy sequences.

Teachers employ a range of generic teaching strategies, these include:

- Instruction/direction
- Modelling/demonstrating/scribing
- Explaining
- Questioning
- Discussing
- Consolidating
- Evaluating
- Summarising

Literacy across the curriculum is encouraged and cross-curricular links are made where appropriate. ICT is used where it enhances, extends and complements Literacy teaching and learning. Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

Spoken Language (Oracy)

Speaking and listening (oracy) skills are highly regarded and our classroom environments are rich with language, with a focus on developing and extending vocabulary. As identified in the EYFS, Reception children will experience Communication, Language and Literacy as part of the areas of development. Through careful planning, teachers will ensure that Foundation Stage pupil needs are provided for through practical activities, which are then linked to Key Stage 1 provision and objectives.

Throughout the school, children meet Speaking and Listening requirements through activities such as Magical Me (EY and KS1), the GAPH 'Look Who's Talking' oracy competition (KS1 & 2), talk-for-writing, drama within the Literacy curriculum, oracy within the wider curriculum, class circle time, PSHE (Rainbow Room) and stand-alone topics. Children are also regularly encouraged to stand and talk in front of a group of peers, building confidence while sharing information and answering questions. By Year 6, all pupils will have had, as a minimum, the opportunity to talk about themselves to gain different school roles (House Captains, Eco Council & School Council), have had a speaking role within a production and have read aloud a leaving speech to an audience.

Phonics

Teaching children to read is an essential part of learning that helps to develop vocabulary and improve understanding of words. In synthetic phonics lessons, children learn the relationship between letters and sounds. At Bledington, we use 'Twinkl Phonics' as our validated phonics-based system to support pupils' understanding and knowledge of phonics. Teaching pupils to recognise the sounds letters make and how to put them together or break them up enables them to read and spell accurately.

Our aims are:

- To establish a cohesive whole-school approach with progression and continuity in the teaching and learning of phonics throughout the school, with a focus on quality first teaching.
- To ensure that systematic synthetic phonics (following the Twinkl Phonics programme) is the first approach pupils use to help with their reading and spelling.
- To ensure children learn to read and write all 44 graphemes in the English language.
- To ensure children have specific strategies to identify and decode common exception words (tricky words).
- To have robust assessment procedures to check progress and identify pupils in need of intervention.
- For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum.

Phonics is taught daily in year groups across Early Years and Key Stage 1. The programme provides consistent, high-quality phonics teaching, ensuring children have strong foundations upon which to tackle the complex processes of reading and writing. It shows a clear progression of knowledge and skills with activities and tasks clearly linked to reading and writing. Phonic intervention is also provided in each class for those children identified by teaching staff as not making expected progress. As children progress into Key Stage Two, discrete phonic intervention is provided for those children who have not made expected progress, as identified by the class teacher.

In Reception and Key Stage 1, children are assessed 3 times a year. Spelling test results (Year 1 and 2) linked to the phonic rules are monitored throughout the year. Common mistakes or misconceptions spotted in class will appear on teachers' planning. Year 1 pupils will also complete their phonic screening assessment in the summer term.

Reading

Reading and comprehension are at the heart of high-quality Literacy teaching at Bledington Primary School. There is a clear reading structure that builds on children's reading skills and confidence. From Reception to Year 6, there is a planned and consistent approach to whole class and guided reading sessions. In guided reading sessions, children can be grouped according to their reading ability or in mixed ability groups. We encourage the use of READ to develop pupils' comprehension and reading skills.

(**READ** = Word reading and general reading behaviour **R** = Recall and retrieval **E** = Exploring the author's language and point of view **A** = Analysis of structure and organisation **D** = Deduction and inference)

All children will have a school reading book and reading diary. The diary will contain a record of books and comprehension tasks which need to be completed. From Reception to Year 6, the comprehension tasks develop in complexity of skills, understanding and reading content. Reception pupils are expected to give a verbal answer, Key Stage 1 children are required to give a short, written answer and Key Stage Two pupils are expected to write in greater detail to complete the tasks. Children are also actively encouraged to read a range of genres.

In Reception/KS1, reading books are linked to phonic levels (Twinkl mini books and Rhino Readers) or comprehension levelled books which are organised to support phonic and word knowledge, exposure to wider publishers/authors, and additional opportunities to develop knowledge and understanding of different genres. Our pupils take home a library book of their own choice to share with another to encourage reading for pleasure. Following the requirements of the National Curriculum, we also provide opportunities for pupils to read books more than once to develop fluency skills and confidence.

When pupils are ready to move onto 'Free Reader Levels', of which there are seven, they can choose any book from their reading level located in the school library. Teachers will continue to aid the progress of individual readers and maintain motivation and enjoyment. There are a mix of reading book schemes, individual authors, different genres and publishers provided throughout all these levels.

Teachers monitor and assess reading progress through 1:1 reading, comprehension criteria, individual assessments and during guided reading sessions. When appropriate targets/criteria have been met, pupils will move through the different reading levels. Children are also assessed against National Curriculum Requirements on INSIGHT tracking.

Writing

At Bledington, we use a range of high-quality texts and topics to provide a stimulus and purpose for extended writing. Our two-year-rolling-programme provides the backbone of our topic-based teaching, where children's Literacy sequences, as well as cross-curricular writing, is based on a larger class theme. At Bledington, we use talk-for-writing activities, planning pages and vocabulary lessons to build a child's confidence before they commit their ideas to paper. At the end of writing sequences, we select 'Star Writers' to go on our 'Star Writer Wall' to celebrate individual achievements and progress.

Children are assessed against National Curriculum Requirements on INSIGHT tracking, evidence taken from independent writing tasks in Literacy and in other subjects. Pupils also complete 6 'Adventure Write' sessions a year to promote enjoyment of writing and to monitor writing throughout the school.

Handwriting

At Bledington, we are proud of our pupils' handwriting and understand it is a core skill which influences the quality of work throughout the curriculum. In line with the Writing Framework 2025, handwriting is taught in explicit and regular lessons across the school - in addition to writing in phonics lessons - to ensure key stage targets are met through learning. We use the 'Letter-Join' handwriting scheme as the basis of our handwriting policy, which enables us to meet National Curriculum requirements. Our aim is to:

- Develop neat, legible and speedy handwriting, where letters and words are automatically produced in independent writing.

- Establish and maintain high expectations for the presentation of written work.
- Understand, by the end of Year 6, the importance of neat presentation and the need for different handwriting styles (joined, printed and capital letters) to help communicate meaning clearly.

All teaching staff are encouraged to model handwriting, whether on whiteboards, LED screens, displays or in pupils' books. Pupils' experience of handwriting expectations will be consistent throughout the school and they will be encouraged to take pride in their work. Children are taught handwriting from Reception where they begin to learn to write/mark make using varying sized media to build fine motor skills and to develop a comfortable pencil grip and correct sitting position. They will also start to learn how to form letters with the correct orientation, formation and a lead out (exit point). Cursive handwriting begins in Year 1, where children are taught to write letters with lead in and lead out. By Year 2, children are beginning to join the letters together. Our expectation is that by the end of Key Stage One, many children will be able to join much of their writing with emphasis on presenting writing that is neat and legible. In Key Stage Two, children increase their speed and accuracy with joined, cursive script, including independent handwriting lessons and dictation exercises.

For children who experience handwriting difficulties due to fine motor development, appropriate additional support will be put in place. Letter-join planners include adapted activities for extra practice/challenge and a handwriting recovery programme for KS2 pupils. These include online interactive games and activities.

Children are monitored and assessed on an individual basis and during 'book looks' in all areas of the curriculum. Handwriting or ballpoint pens will be given to Year 5 and 6 pupils only and their use is at the discretion of the class teachers.

Spelling

Spelling is taught 4-5 times a week in Key Stage Two in ability/year groupings. We have developed a progression which forms the basis of our spelling content using existing knowledge gained from Twinkl Phonics and National Curriculum Spelling lists. These programmes are also devised to develop pupils' knowledge and skills. Tasks and activities are created by the class teacher and teaching assistant by considering the needs of the children. Rules or sounds are taught weekly, with lists sent home on a Tuesday to be tested on a Friday and, in Key Stage Two, sent home termly for weekly testing. Children, identified by the class teacher, as not making expected progress, receive phonic or spelling intervention, designed to meet the needs of those children.

Spelling is expected to improve steadily in children's written Literacy work and common mistakes spotted in class writing will feature in teachers' planning. Key Stage Two children are assessed twice a year by Schonell Spelling Tests and Spelling Ages will be recorded on Insight.

Punctuation and Grammar (EGPS)

Punctuation and Grammar are taught within Literacy sessions across the school, meeting National Curriculum Targets appropriate to each child's year groups and progress. In

preparation for SATs testing, children begin discrete learning of Grammar and Punctuation rules, which are then tested within an EGPS assessment. Children will be encouraged to use 'editing stations' to reinforce and support their knowledge.

Inclusion

All pupils will receive daily quality Literacy teaching, with activities adapted according to need. Where identified by their class teacher, some pupils will be considered to require targeted support to enable them to work to age-appropriate objectives. Intervention strategies are mentioned on individual children's My Plan or My Plan+ Agreements and discussed with parents. More able pupils are planned for in line with our policy for teaching more able pupils. The needs of children with English as an Additional Language (EAL) will be met through planning and support. This is supported by our Special Educational Needs and Disabilities Policy.

Parental/Community Involvement

We believe it is vitally important to work together with parents and carers to support their child's development of literacy. We promote a positive home school partnership in the following ways:

- Starting School Meeting – to introduce parents to phonics and reading.
- Asking parents/carers to read regularly to their child at home and to listen to their child read regularly, recording/writing comments in their child's reading record.
- Sharing information – newsletters, parents' leaflets, reading diaries
- Celebrations – special events such as World Book Day, assemblies, displays, book fairs, reading parties, certificates.
- Home Learning and homework - in line with our home/school agreement.
- Parental and Community help- volunteer helpers to hear children read.

Assessment, Recording and Reporting

- Children are assessed on entering school and are formally assessed at the end of each Key Stage, as well as at the end of EYFS.
- Teachers use Assessment for Learning to ensure planning is based on prior attainment, ensuring pupils know what they need to do to achieve the next steps.
- Results are moderated through staff meetings, cluster groups and pupil progress review meetings with the Co-headteachers, SENCO and class teacher.
- Reading and Writing results are regularly updated using the INSIGHT online assessment tool. An overall assessment for Reading and Writing is entered (Working Below, Just Below, On Track or Greater Depth) three times a year. This data is then analysed by class teachers, subject leaders and the Co-headteachers and targets are set and tracked.
- Analysis of assessment data is used to set targets and whole school literacy curricular targets within the School Evaluation and Development Plan (SEDP).
- Teachers report to parents at parents' evenings, open evenings and in the annual report to parents.

Marking, Moderating, Monitoring and Training

Marking is in line with the school marking and feedback policy.

Monitoring and evaluating Literacy is monitored by the Co-headteachers, subject leader and teaching team. Having identified priorities, the Literacy Subject Leader constructs an action plan that forms part of the School Evaluation and Development Plan (SEDP). This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc. Moderation occurs within the school for each year group. EYFS, Year 2 and Year 6 moderation occurs within the cluster, with Local Authority moderation for Year 6 Writing taking place every few years.

Staff Development is supported by the Literacy Lead and class teachers are expected to keep up to date with subject knowledge and use current materials that are available in school. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Evaluation and Development Plan, which includes the Literacy Action Plan. Additional adults who are involved with intervention programmes will receive appropriate training.

Resources

Every class has easy access to basic resources for Literacy such as dictionaries, thesauri and reading books in class-based libraries.

A range of guided reading books for Key Stage 1 and Key Stage 2 are kept centrally and a list can also be found on the digitalised subject leader folder. However, in Key Stage One, some guided reading books are located according to reading comprehension levels.

The 'Free Reader Levels' contain a range of up-to-date fiction books, located in the school library. The Purple Free Reader books are kept in Parrot Class, as they are only for Year 6 pupils who have higher ability reading skills and the emotional maturity required to access pre-teen content. These books also require a parent's signature of consent.

Non-fiction books, magazines and poetry books are located centrally and in classrooms. Some non-fiction text is levelled into Lower Key Stage 2 and Upper Key Stage 2. There is also a selection of non-fiction and poetry books linked to the early reading levels. Pupils have home reading non-fiction and poetry tasks scheduled at least 3+ times per year for each of those genres.

Resources are checked and updated annually by the subject leader and purchases are based on recommendations by class teachers, teaching assistants and pupils.

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