

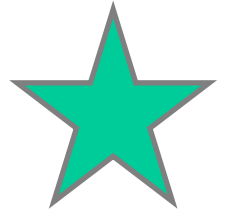


**Holden  
Clough**

Community  
Primary School

## **Literacy Policy**

2020-21



## Our Vision Statement

*“A family of independent life-long learners that reach for the stars”*

**AT HOLDEN CLOUGH COMMUNITY PRIMARY WE HAVE ‘STAR QUALITY’**

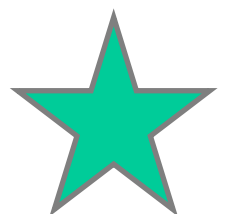
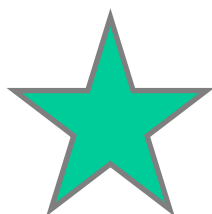
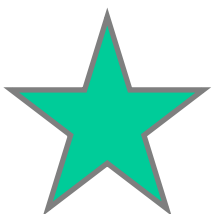
**S-** We enjoy change and challenge, demonstrating **STICKABILITY** in everything we do

**T-** We love learning and laugh a lot **TOGETHER**

**A-** We strive for excellence and **ACHIEVEMENT** in everything that we do

**R-** We value and **RESPECT** each other as friends and celebrate our differences

We are resilient...	<ul style="list-style-type: none"> <li>• We are not distracted</li> <li>• We stick at it when we are in the pit</li> <li>• We take risks in our learning</li> <li>• We respond positively to change</li> <li>• We control our feelings and emotions</li> </ul>
We are reflective	<ul style="list-style-type: none"> <li>• We know what we are learning and why</li> <li>• We review our work and act on outcomes</li> <li>• We set realistic goals and criteria for success</li> <li>• We know how well we are doing and what we need to do to improve</li> <li>• We invite feedback and deal positively with praise, setbacks &amp; criticism</li> <li>• We make changes to improve our learning?</li> </ul>
We ask questions	<ul style="list-style-type: none"> <li>• We express our thoughts as questions</li> <li>• We know what open and closed questions are</li> <li>• We feel confident to ask questions</li> <li>• We feel confident to challenge our friends or teachers' ideas</li> <li>• We ask 'why', 'how' and 'what if' questions</li> </ul>
We are effective Participators	<ul style="list-style-type: none"> <li>• We are good listeners and industrious learners</li> <li>• We organise ourselves, we are independent and work out our goals and priorities</li> <li>• We show personal responsibility, initiative, creativity and enterprise</li> <li>• We use a range of techniques to collect and organise information</li> <li>• We engage actively with issues that affect us and those around us</li> </ul>
We make good choices	<ul style="list-style-type: none"> <li>• We take informed and well-reasoned decisions, recognising that others have different belief's and attitudes</li> <li>• We take responsible action to bring improvement for others as well as ourselves</li> <li>• We discuss issues of concern, seeking resolution</li> <li>• We are accountable for our own actions</li> </ul>
We work as part of a Team	<ul style="list-style-type: none"> <li>• We work confidently with others, adapting to different contexts and taking responsibility for our own role</li> <li>• We listen and take account of others' views</li> <li>• We form collaborative relationships, resolving issues and reaching agreed outcomes</li> <li>• We enjoy using Kagan in lessons</li> <li>• We adapt behaviours to suit different roles and situations</li> <li>• We show fairness and consideration towards others</li> </ul>



## Intent

At Holden Clough, we feel literacy is a fundamental life skill as it develops the children's ability to communicate effectively – to listen, speak, read and write for a wide range of different purposes. Our literacy curriculum therefore aims to:

- Be distinctive, innovative and planned to meet the pupils' needs in writing, reading speaking and listening.
- Facilitate an understanding to our pupils of how language works by looking at its patterns, structures and origins and to help them appreciate the importance of English to their lives outside school.
- Provide opportunities and imaginative approaches to study challenging texts with a clear focus on basic literacy skills which enables them to make very good progress.

In Key Stage 1, teaching should ensure that work in speaking and listening, reading and writing are integrated into the curriculum. Pupils should learn to speak confidently and listen to what others have to say. They should begin to write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds.

In Key Stage 2, pupils learn to change the way to speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literacy and non-literacy texts and learn how language works.

We dedicate two hours a day to developing reading and writing skills so that teachers can identify areas for skills development and adjust their teaching appropriately. We bring handwriting, SPaG and contextual features together to develop children's writing skills.

## Literacy Teaching

The focus in our literacy teaching at Holden Clough Community Primary School is to provide high quality literacy lessons which promote outstanding progress and the children's love for learning.

Pupils engage in activities that:

- Integrate prior and new knowledge
- Acquire and use a range of learning skills
- Solve problems individually and in groups
- Enable them to self-assess and respond to teachers feedback
- Use questions as a tool for learning. Effective questioning models how learning evolves. Appropriately designed questions lead pupils from unsorted knowledge to understanding, teaching pupils how to use them for effective learning.
- Use a wide variety of materials to enable every pupil to access the planned learning experience and to achieve the planned teaching and learning objectives. We give pupils the opportunity to work in a variety of different ways – whole class, groups (of differing sizes and composition), as pairs and individuals, according to their needs, the nature of the activity and the learning objectives.
- Use exemplar writing models from the Teacher's PAL to structure the children's understanding of different text types and stimulate ideas for writing across the different genres.
- We build pupils' confidence and self-esteem, and enable them to become effective language users by:

- sharing teaching and learning objectives, which are displayed clearly on our learning outcome boards, clarifying expected outcomes in a language that pupils can understand and teaching children to self monitor.
- effective use of the plenary enabling children to demonstrate their knowledge, understanding and process of learning orally as well as by writing.
- encouraging children to learn from and support one another, and to realise that they do not all have to be at the same level or arrive at the same point at the same time.
- we create an environment where all children can make progress and understand the steps they need to take to achieve their individual targets.
- we enable pupils to develop written and spoken Standard English through the model we set as teachers, and through sharing and providing good quality reading and writing materials and texts.

### Reading

(Please see reading policy)

### Writing

(Please writing policy)

### Spelling, Punctuation & Grammar

In EYFS and Year 1, spelling is taught and monitored daily through phonics lessons. As part of our recovery curriculum, these are currently taking place twice daily. Spelling is taught daily from Year 2 to 6 using the 'PlanBee' spelling scheme in dedicated 15 minute sessions. The programme develops children's knowledge of the statutory spellings for each year group, word families, how suffixes impact upon root words and mnemonics are provided to remember the trickiest spellings.

Punctuation and grammar are taught every week during literacy lessons as the children move through the writing process. Additional sessions are taught where necessary to ensure that all elements of the national curriculum have been covered.

Children are taught and encouraged to use the correct grammatical terminology from key stage 1 onwards. All teachers follow the expectations set by the spelling guidance within the New Curriculum Framework 2014.

### Assessment

Children are assessed at the end of Year 1 using the national Phonics Screening Check. Children that don't meet the required standard sit the assessment again at the end of Year 2. Children in Years 2-6 are assessed in grammar and punctuation in conjunction with the school's assessment cycle using NFER or SATs papers. Once the test is completed, teachers analyse the results and use this to inform planning and target setting.

Baselining assessments are used on the commencement of each academic year to determine gaps in terms of prior knowledge of spelling patterns and word families, and where appropriate spelling interventions are put in place for those children who are not yet competent with spelling patterns previously taught. In some instances, children are grouped depending on a perceived spelling weakness and then targeted accordingly in an attempt to plug any gaps. Children are set weekly spellings from our 'PlanBee' programme and these are linked to the requirements of the National

Curriculum. All children in Years 1-6 also have access to an application known as 'Spellingframe' whereby teachers set the week's spellings on and they can be practised through various different games making the learning of spelling patterns more enjoyable for the children.

### Handwriting

At Holden Clough Community Primary School, we believe that developing excellent handwriting and high-quality presentation skills gives children a real sense of pride in themselves and their work, and increases their motivation and enthusiasm for writing. To this end, we use the non-cursive Martin Harvey approach to handwriting and a long term handwriting plan is in place throughout the school. Handwriting is taught either to the whole class or to a group/individual dependent on the individual learners need. We link handwriting to the spellings being learnt as part of our 'PlanBee' scheme as well as incorporating the statutory spellings for each year group into our handwriting sessions. Handwriting is an integral part of good presentation skills and for this reason our pupils are challenged by the teacher to produce a good, well presented end product at all times.

### Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study literacy and that there are no barriers to every pupil achieving. Teachers will also take into account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all areas of literacy.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

***See the SEN and Equality/Inclusion Policies for further information.***