

WESTFIELD PRIMARY

# Literacy Policy

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This Policy was written by Jo Phillips



*At Westfield Primary School our central mission is to support all children to become lifelong readers by empowering them to develop a love of sharing stories that grows to a life-time enjoyment of reading.*

*We pledge to provide all children with many opportunities to listen to, and **read high quality texts**, enjoy and share books as well as being exposed to a language rich environment, which provides access to many different types of print.*

*Through the use of multiple strategies, we envision a future where all children take responsibility for their learning, to enable them to have the necessary reading skills to reach their full potential, developing into lifelong learners both academically and socially.*

This policy will set out how we will achieve those aims for all of our children.

## **DEVELOPING LITERACY SKILLS**

At Westfield Primary School we recognise that literacy skills need to be explicitly taught at an age-appropriate level. In addition to teaching these skills in the context of daily Literacy lessons, we are committed to enabling the children to learn, apply and consolidate their knowledge of the English language. To this end, Grammar, Punctuation, Spelling, Phonics and Handwriting are taught throughout the school. A separate Handwriting Policy can be found in Appendix 1 and a detailed Spelling Policy in Appendix 2.

## **PHONICS/ SPELLINGS/ READING- See Phonics, Spelling and Reading policies**

## **GRAMMAR, PUNCTUATION AND SPELLING/HANDWRITING**

- Year 3 - daily handwriting sessions continue to develop joined handwriting with a view to progressing to writing in pen. Fifteen to thirty minutes each day are dedicated to spelling, grammar and punctuation.
- Years 4, 5 and 6 - handwriting is taught once a week with an emphasis on developing speed and fluency. Fifteen to thirty minutes each day are dedicated to spelling, grammar and punctuation.

### **EYFS/ KS1 Phonics**

A daily half-hour session following the Read Write Inc scheme focus activities based on teaching, practising and applying literacy skills. The children are set in groups, which support their need of learning.

### **KS2 GPS**

A daily half hour session which includes 15 minutes learning and consolidating spelling rules using Read Write Inc Spelling. Alongside 15 minutes learning and consolidating grammar and punctuation. See appendix for Spelling termly overview and GPS overview

## DEVELOPING WRITING

Writing is taught throughout the school in a cross-curricular context, linking with Creative Curriculum topics wherever possible. The Literacy Overviews which detail the links being made in each year group can be found on the school server and are published to parents as part of the termly topic web. In this way, children are taught the relevance of writing for a real purpose with a real audience.

At Westfield Primary School, we understand the importance of developing talk to underpin outstanding writing and in our lessons, opportunities to talk in pairs and small groups are key to developing each piece of writing, for example children will be given the opportunity to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings prior to writing.

In addition, we believe it is vitally important that children have good models for their writing, in order that they understand what it is they are being asked to achieve. Children are exposed to a range of texts (See appendix), broadening from fairy tales and nursery rhymes in EYFS to newspaper articles, reports, playscripts and many more in Key Stage 2. Children are encouraged to "magpie" vocabulary, sentence structure and style from the modelled writing, in order that their own writing style develops and progresses as they are exposed to an ever greater range of texts.

Shared writing is an important learning opportunity to enable children to understand the process of writing. Teachers at Westfield Primary School regularly model the writing process, demonstrating how to select precise vocabulary, when to use particular punctuation and what to consider when trying to spell a word correctly. Shared writing also allows an opportunity to model editing work, checking for sense and redrafting.

The writing cycle is split into 3 weeks:

**Imitate**- Children learn and rewrite a model text focussing on a key writing skill. Eg A model text with a range of fronted adverbials

**Innovate**- Children change parts of the model text using what they have learnt.

**Invent**- Children use what they have learnt across the 3 weeks to invent their own writing based on the initial model text.

These units of work are carefully planned across each year group to ensure they follow the skills of our bespoke curriculum, and that they are adapted to meet the needs of each cohort. This is shared with English Lead at the beginning of each unit.

Once written work is completed, children are encouraged to edit and publish their writing, for example work for presentation on display boards, in class books and for other year groups, family members and others to enjoy.

A Writing Week is held in school at least once a year. This gives classes an opportunity to celebrate their learning in writing along a school-wide theme. For example, in 2021 the

children raised the profile of protecting the planet by learning and writing about saving the planet. The resulting writing is then celebrated in assemblies where children from each class read their writing aloud, demonstrating progression from the youngest to the oldest in the school and raising aspirations for children to emulate the outstanding writing they have heard.

Children at Westfield Primary School have regular opportunities to work with writers, poets and illustrators to begin to understand the process of creating books and the importance of editing and redrafting.

### **DEVELOPING SPEAKING AND LISTENING**

At Westfield Primary School, we recognise the importance of Speaking and Listening as a life skill, which has an enormous impact on a child's ability to learn. As soon as children start school, they are taught to listen and respond appropriately to adults and their peers; to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. This will be done using a range of strategies and in all curriculum areas.

Children are encouraged to speak in full sentences which are grammatically correct using Standard English and, where this is not the case, sentences will be gently modelled to the child, so that they have a clear understanding of the correct sentence. This modelling supports a child's writing as well as their speaking and is thus, an important part of teaching Literacy. Through the reading of a range of high-quality texts children will have the opportunity to ask relevant questions to extend their understanding and knowledge; articulate and justify answers, arguments and opinions and to consider and evaluate different viewpoints, attending to and building on the contributions of others.

Speaking and Listening skills are taught through every subject: a section is included in the curriculum for every subject, adapted to suit each year group; group work and partner talk playing a key role in developing language and communication to enable children to select and use appropriate registers for effective communication. Vocabulary scaffolds and topic organisers are used to support learning talk, offering learners a sentence start or key topic words to support their spoken sentences. Children can then use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas, in subjects such as Science and History.

Opportunities for role play and drama are offered throughout the curriculum. Children are given the opportunity to participate in discussions, presentations, performances, role play/improvisations and debates through explicit teaching and opportunities such as debate club. In the Autumn term, all children perform in a Harvest Assembly and Christmas production, while Year 6 work towards a summer production at the end of the year. All classes prepare termly class assemblies to present their learning to parents, offering opportunities to practise clear speaking voices and projection.

### **INTERVENTIONS:**

#### **Handwriting Intervention**

We understand the significance of Handwriting as a fundamental skill that underpins all writing. Gross and fine motor skill activities are incorporated into regular learning in EYFS and Year 1. From Year 2, children with handwriting difficulties are given additional handwriting support, which may include gross or fine motor skill activities in Basic Skills sessions, Nelson workbooks to consolidate skills learned or adult-led fine motor skill activities and handwriting practice.

### **Spelling Intervention**

Children who are finding it hard to learn spellings and spelling patterns are then identified and work in small Intervention Groups, either within class or by an Intervention Teacher/HLTA. The children will look at a range of strategies to help them find one that works for them. Children can use RWI spelling from previous years to consolidate and plug gaps in their learning.

### **Writing Intervention**

Dependent on the needs of the child, writing intervention may focus on talk for writing, vocabulary development or areas of grammar or punctuation. Interventions are focussed on scaffolding writing which enables the children to consolidate writing targets. Children who have English as an Additional Language may have the opportunity to work with an EAL support TA to address weaker areas. Identified Key marginal children also have interventions to help them 'catch up'.

### **Able Writers**

Children who show promise with their writing ability will have work adapted by their class teacher, to ensure they can continue to develop and extend their skills. AGT children may have the opportunity to work with a writer or to work with able children from other schools on a collaborative project.

### **ASSESSMENT**

At the beginning of each three-week writing unit, teacher's create a 3 week overview, which is shared with English Lead. This shows the key skills that will be taught during the three weeks. A learning journey is shared with children, so that they understand the purpose of their learning; the skills they have already developed which will be helpful; how this learning will help them in the future and any key vocabulary that will be useful. At the end of the unit, the class teacher uses the formative assessment list on Arbor to assess which skills have been secured. Our Fast Feedback Policy is also followed for each lesson.

Teacher assessments are ongoing for all elements of Literacy, using age-related national expectations as a key tool to assess progress and attainment. However, progress and attainment in all classes is recorded formally on Arbor every half term for Reading, GPS and Writing.

GPS tests are delivered at the end of every term to monitor progress in Grammar, Punctuation and Spelling. Spelling tests are also carried out as part of the RWI spelling scheme.

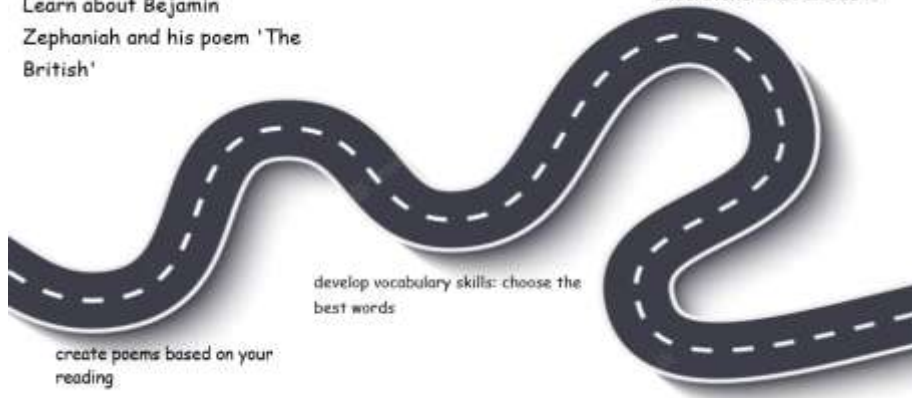
Towards the end of Year 1 children undertake the National Phonics Screening Check. Those that do not meet the required level repeat the assessment at the end of Year 2. In Year 2 and Year 6, children's Literacy is assessed as part of the National SATs tests.

## Learning Journey example

### Poetry Writing

Learn about Benjamin Zephaniah and his poem 'The British'

Develop poetry skills: understand what an ode is



#### Previous Learning:

- \*choosing the best words
- \*poems about WW2
- \*reading and talking about poems

#### How will this help in the future?

- \* reading and discussing poems
- \* understanding life in Ancient Greece
- \* writing poetry in KS3

# Appendix 1

## Handwriting Policy

Good letter formation is taught explicitly from EYFS and developed and continued in subsequent year groups. Our aim is to teach children correct letter formation, joining and good handwriting habits, so that they can write fluently and legibly and, by the end of KS2, to begin to develop a distinctive style. Our children use Letter Village as the foundations of their handwriting, and move onto Nelson Handwriting, once their letter formation is secure.

### Teaching

Through our RWI phonics programme. Children are taught the letter formation using the phonics 'ditties' (See appendix). Children are taught the formation when they are taught the sounds in Reception. This is then repeated and referred to as necessary in Year 1 and Year 2 as part of daily Phonics lessons. All children have the opportunity to practice their handwriting during their phonics lesson.

Children are taught to join their writing regularly from year 2, or if they form all letters correctly in Year 1, and use handwriting pens regularly from Spring term in Year 3. During lessons we ensure that children sit, position their paper / book and hold their writing implement correctly using their other hand to hold their work firmly. All children are taught the same handwriting formation and mats containing the correct font are displayed on tables.

Handwriting is taught regularly as a class and / or group lesson in all year groups.

Daily handwriting sessions in EYFS and Year 1 ensure that the class can work on letter formation, while also receiving individual feedback and support. In Years 2 and 3, teacher-led daily handwriting sessions ensure a smooth transition to joined handwriting through teaching specific joins and giving opportunities to practise these in a variety of ways.

In years 4-6, specific handwriting sessions are weekly and focus on developing a fluent joined style. Year 4 use the computer program and Nelson textbook 2; Year 5 use Nelson textbook 3 and Year 6 Nelson textbook 4. From Year 1 up to Year 6, all children have books with handwriting guides for English, Science and Topic to ensure handwriting is neat and presented throughout the school.

In addition to specific handwriting lessons children are expected to apply their learning in their exercise books and are encouraged to write neatly and legibly and to take pride in their work (see Presentation Policy). Regular opportunities for children to produce presentation work are also planned, for example in topic books or for display. It is important for teachers to set a good example to children by modelling good handwriting when writing on the board, IWB or when marking children's books. Teachers strive to model the Nelson style and use the appropriate joins, demonstrating the fluency and legibility of the style. Children are expected to present their work with care, date work, underline where necessary and not make any marks on the covers, or in margins, of books.

## Writing opportunities and materials

In Reception and Year 1, there are opportunities for emergent writing and teachers teach writing skills to enable children to make the transition through the early writing behaviours. Role play and writing areas are set up to enable more independent emergent writing to take place in Reception and Year 1. A range of writing materials is available in the early years and activities enable children to physically feel the shapes of the letters and the way they are formed, eg drawing shapes in sand, finger painting, using large brushes with water in outside areas. Pencil grips are used selectively for children who are experiencing difficulty with hand control and triangular pencils are available in the early stages.

Pencils should be used for all work in key stage 1 and for most of the work up to the end of year 4. Children will use pencil in their workbooks until Year 3. At this stage, children will be encouraged to work in blue handwriting pen once they are able to join their handwriting fluently. Pencils should continue to be used throughout the school for diagrams, charts, pictures and maps. Children should be encouraged to always write with a sharp pencil and to use rubbers to correct mistakes, or cross through with a single line. Biro's and roller balls will not be used.

**Handwriting expectations are taken from the National Curriculum, and have been included in the Writing Curriculum for each year group.**

### EYFS

- to allow children to choose/develop their dominant hand.
- to explore and have the opportunity to develop a comfortable grip using a variety of malleable materials and graphic tools.
- to model anti-clockwise circles.
- to model lines from top to bottom.
- to model left to right orientation.
- to model correct pencil hold.
- -to practise correct letter formation using RWI phonics 'ditties'.
- to develop a conventional tripod pencil grip.
- to produce a controlled line which supports letter formation.
- to rehearse letter writing in the air whilst teacher demonstrates and gives verbal instructions.
- to write letters using the correct sequence of movements.
- to space and regulate letters and words.
- to write from left to right and top to bottom of the page.

### Year 1

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Set 1 c a o d g q s e

Set 2 i l t u j y

Set 3 r n m h b p

## **Year 2**

They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
  - write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
  - use spacing between words that reflects the size of the letters
  - start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined:
    - First join - To letters without ascenders; un um ig id ed eg an or ing ung
    - Second join - To letters with ascenders; ch sh th tl ll ill sli slu ck ack st sti ink unk
    - Third join - Horizontal joins; od pg re ve oon oom
    - Fourth join - Horizontal joins to letters with ascenders ; wl vl of ff fl flo
    - Break letters b p g q y j z
- (TAF - joined letters Greater Depth)

## **Years 3 and 4**

- Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced

## **Years 5 and 6**

Pupils should be taught to write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

## **Assessment**

Teachers provide oral and written feedback to children about their handwriting.

## **Encouraging Good Handwriting**

The following guidance may be useful in diagnostic assessment of pupil attainment.

1. Position at the desk/table, height of chair and table in relation to body size.
2. Position of paper to body: right handers need this over to right, left handers to left. Slanting the paper helps take account of visual factors to body size.
3. Grip of writing implement: most children should use a conventional tripod grip, but other holds are possible. Check also tightness or floppiness of grip.
4. Letter formation: should follow conventional direction
5. Spacing between words: a letter space is usually sufficient (or a finger space for beginning writers).

6. Slant of letters: notice whether this is roughly in the same direction.
7. Position of letters on line: check that mid-zone letters or parts of letters are sitting on the line.
8. Size of writing: appropriateness.
9. Proportion in letters.
10. Orientation difficulties (e.g. mirror writing).
11. Problems associated with left-handedness. Staff are aware of the need to provide particular guidance to left-handed children in relation to their pencil-grip, positioning of themselves and their paper and where necessary resources are adapted accordingly.
12. Problems older primary children have with maintaining legibility at speed.

### **SEN**



























SEN children who have a target relating to handwriting will receive additional support in the form of resources and TA / teacher support and will be subject to termly reviews of progress (see SEN/Inclusion policy).

### **Monitoring and Evaluation**

It is the role of the English subject leader to monitor the teaching and learning of handwriting throughout the school. This is done through regular work sampling, analysis of assessment pieces and lesson observations. Feedback from this monitoring is used to inform staff of necessary developments in order to raise standards.

# Appendix

## Rhymes for letter formation - taken from Read Write Inc.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck &amp; down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

## Appendix: Topic/ Writing genre/ High quality texts overview.

Purpose: **Entertain** **Inform** **Discuss** **Persuade**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Magical Marvellous Me</b>	<b>Space</b>	<b>Fairy tales</b>	<b>Farms</b>	<b>Jungles</b>	<b>Minibeasts</b>
<b>Reception</b>	How Do You Feel? (feelings) My Perfect Pet (pets) Lucky Duck (toys) ORT big book (family) The Rainbow Fish (friends) Brown Bear, Brown Bear (likes/dislikes)	Whatever Next! How to Catch a Star Aliens Love Underpants	The Little Red Hen The Gingerbread Man Goldilocks The Three Little Pigs Jack and the Beanstalk	Farmer Duck What the Ladybird Heard Pig in the Pond Non-Fiction Farm book	Handa's Surprise Elmer Monkey Puzzle Walking Through the Jungle The Lion Who Wanted to Love	The Very Hungry Caterpillar Aaaarrgghh Spider! The Snail and the Whale Mad About Minibeasts

## Key Stage 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Once upon a time</b>		<b>Dinosaurs</b>		<b>Kings and queens</b>	
<b>Year 1</b>	<b>The enormous turnip</b> <b>Story</b> <b>Instructions</b>	<b>Goldilocks and the three bears</b> <b>Story</b> <b>Letter</b>	<b>Dinosaurs love underpants</b> <b>Story</b> <b>Fact file</b>	<b>Harry and his bucket full of dinosaurs</b> <b>Story</b> <b>Poetry</b>	<b>The Queen's hat</b> <b>Story</b> <b>Missing poster</b>	<b>Cook and the King</b> <b>Story</b> <b>Recount - Hampton Court Palace trip</b>

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Superheroes		All around the world		Cracking Contraptions	
Year 2	Traction Man Story Fact files - real-life heroes	Supertato Story instructions	Meerkat Mail Letters Story	Giraffes can't dance Story Non Chronological report - continents and oceans	Cracking contraption book Character/setting descriptions Explanations SATs	Toms magnificent machine Story Recount - trip, Y2

### Lower Key Stage 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Egyptians		James and the Giant Peach		Tudors	
Year 3	Egyptian Cinderella Story writing Diary entry	Discover and learn Egyptians Non-chronological report	James and the Giant peach Suspense story	James and the Giant Peach & Insect fact files Non chronological reports	The Queen's token Story Recount	The Stowaway Pirate stories Letter writing

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stone Age		What a wonderful world		Rotten Romans	
Year 4	Stone Age boy/UG Instructions Narrative	Stig of the dump Setting/Character description Non-chronological report	Kensuke's Kingdom Diary Entry Narrative- Settings	The firework makers daughter Instructions Story/ character decription	Escape from Pompeii Suspense story newspaper	Diary of a slave Biography Poetry Persuasive writing

## Upper Key Stage 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Victorians		Destination outer space		Island Invasion	
Year 5	<b>Street Child</b> Fact files Letters	<b>A Christmas Carol</b> Setting description Narrative	<b>Harriet Versus the Galaxy</b> Fact files Narrative	<b>Holes</b> Speech Persuasive letters	<b>Treasure Island</b> Diary Setting description	<b>Arthur and the Golden Rope</b> Myths and legends writing News report

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	World At War		Greeks		Top of the world	
Year 6	<b>The Boy In The Striped Pyjamas</b> Narrative - flashbacks	<b>The Boy in The Striped Pyjamas</b> Letters Non-chronological report	<b>Who Let the Gods Out?</b> Non-Chronological report Myths	<b>Who Let the Gods Out?</b> Narrative Biography	<b>Journey To The River Sea</b> Explanation Balanced arguments	<b>Journey To The River Sea</b> Poetry Narrative