

WESTFIELD PRIMARY

Literacy Policy

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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.

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 a virtual assembly 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.

As part of our Westfield Pledge to provide children with a range of opportunities, 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.

Recovery curriculum -COVID

In order to plug GAPS missed due to COVID, a recovery curriculum has been implemented where children are taught key skills/ targets that they missed in the previous year alongside their current year group targets. This is mainly taught in class through the 3 week Imitate, innovate, invent cycle. Children who are targeted Key marginals have been identified for interventions and additional support by designated Teachers/ HLTAs/LSAs.

DEVELOPING READING- Please see Reading policy

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 primarily taught through the Creative Curriculum, with 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

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 the opportunity to work with an AGT teacher once a week to work on their individual needs and to challenge them to use higher level sentence structures and vocabulary. 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 writing unit, Children in KS2 are given target sheets which provide the progression and learning journey to refer back to. At the end of a unit, the children review their targets and highlight if they have achieved them and identify next steps in their learning for the next unit (See appendix). In KS1, children are given a learning journey for their writing unit. At the end of the unit, the class teacher uses a checklist to identify what they have achieved in their learning.

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 ScholarPack 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.

Appendix 1

Handwriting Policy

Nelson Handwriting is used as the resource throughout the school to promote standards in writing, thus ensuring there is continuity and progression across classes. Good letter formation is taught explicitly from the Foundation Stage and revised 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.

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 Autumn 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 Year 1 are supported by additional adults, so that the class can work together on letter formation, while also receiving individual feedback and support. These fifteen minute sessions aim to ensure that children leave Year 1 able to form all of their letters correctly with ascenders and descenders correctly positioned.

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. 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 show care for their work-books, present their work with care, date work, underline where necessary and not make any marks on the covers.

Resources

From the Foundation Stage, books, white boards and handwriting sheets are used to consolidate formation using the RWI letter formation 'ditties'.

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 this, in Year 1 Nelson handwriting book 1a and 1b are used and in Year 2 workbooks 2a and 2b are used. The use of these may overlap across the year groups depending on the ability of the children. These handwriting workbooks may be used as an intervention to support SEN children in Key Stage 2. From Year 2, the children also have handwriting books to practice their letter joins

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.

Key Stage 1

In order to develop a legible style, pupils should be taught:

- *How to hold a pencil/pen*
- *To write from left to right and top to bottom of a page*
- *To start and finish letters correctly*
- *To form letters of regular size and shape, with appropriate ascenders and descenders*
- *To put regular spaces between letters and words*
- *To form lower and upper case letters correctly*
- *To join letters (when individual letters are securely formed)*
- *The importance of clear and neat presentation in order to communicate their meaning effectively*

Key Stage 2

Pupils should be taught to:

- *Write legibly in both joined and printed styles with increasing fluency and speed*
- *Use different forms of handwriting for different purposes (for example, print for labelling maps or diagrams, a clear, neat hand for finished presented work, a faster script for notes).*

Nelson Handwriting

Handwriting at Westfield is based on the **Nelson Handwriting Scheme**. This sets out a programme of work for the whole school. Teachers encourage individual children to move to the next stage when they are ready, so whilst the following guidance provides a structure for progression, where children are ready to move to the next stage they will be taught to do so. Those children who are

forming letters clearly with the correct flicks will begin to learn how to join their letters as soon as possible.

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 model the foundation for joined up writing, i.e. with a flick.
- 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

- to consolidate a conventional tripod pencil grip.
- to continue to practise correct letter formation using **RWI phonics 'ditties'**.
- to follow the Nelson Handwriting Scheme in line with our letter formation workbooks in order to develop sequential progress.
- to practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.

Year 2

- to practise handwriting patterns from Year 1.
- to consolidate size, proportion, spacing and legibility.
- to practise the four basic handwriting joins:
 - diagonal joins to letters without ascenders, e.g. *ai, ar, un*;
 - horizontal joins to letters without ascenders, e.g. *ou, vi, wi*;
 - diagonal joins to letters with ascenders, e.g. *ab, ul, it*;
 - horizontal joins to letters with ascenders, e.g. *ol, wh, ot*.
- to practise handwriting in conjunction with phonic and spelling patterns.

Year 3

- to practise correct formation of basic joins from Year 2.
- to continue to demonstrate, rehearse and verbalise as in KS1.
- to consolidate consistency in size, proportion, fluency and spacing between letters and words.
- to develop clear, neat hand for finished work.
- to build up handwriting speed, fluency and legibility through practice.

Year 4 -to use joined handwriting for all writing except where other specialforms are required.

- to know when to use:
 - a clear, neat hand for finished presented work.
 - informal writing for everyday informal work, rough drafting etc.

- to build up speed continue to consolidate consistency in size, proportion, fluency and spacing between letters and words.
- to use a range of presentational skills, e.g. print script for captions, sub-headings and labels; capital letters for posters, title pages and headings; a range of computer generated fonts and point sizes.

Year 5

- to continue to consolidate consistency in size, proportion, fluency and spacing between letters and words.
- to revise all rules for joining.
- to develop fluency and speed of own style.
- to use joined handwriting for all writing except where other special forms are required.
- to know when to use:
 - a clear neat hand for finished, presented work.
 - informal writing for everyday informal work, rough drafting etc.

Year 6

- to consolidate and develop individual fluent and legible style.
- to learn to write in differing scripts e.g. *italic*
- to use scripts appropriately for different purposes.
- to continue progress in joining by observing different features affecting neatness.

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 & 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
Topic	Magical Marvellous Me	Space	Fairy tales	Farms	Jungles	Minibeasts
Reception	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
	Once upon a time		Dinosaurs		Kings and queens	
Year 1	The enormous turnip Story Instructions	Goldilocks and the three bears Story Letter	Dinosaurs love underpants Story Fact file	Harry and his bucket full of dinosaurs Story Poetry	The Queen's hat Story Missing poster	Cook and the King Story Recount - Hampton Court Palace trip

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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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 description	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	Street Child Fact files Letters	A Christmas Carol Setting description Narrative	Harriet Versus the Galaxy Fact files Narrative	Holes Speech Persuasive letters	Treasure Island Diary Setting description	Arthur and the Golden Rope Myths and legends writing News report
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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	World At War		Greeks		Top of the world	
Year 6	The Boy In The Striped Pyjamas Narrative - flashbacks	The Boy in The Striped Pyjamas Letters Non-chronological report	Who Let the Gods Out? Non-Chronological report Myths	Who Let the Gods Out? Narrative Biography	Darwin's Dragons Explanation Balanced arguments	Darwin's Dragons Poetry Narrative

Appendix

Learning journey

Skills we will use this week:

Capital letters and full stops

adjectives to describe

expanded noun phrases to describe

fronted adverbials

editing and improving

Thursday

Shared write my changed diary entry



Wednesday

Shared write my changed diary entry

Tuesday

Box up my innovated text

Monday

Delight- become my character



Vocabulary

paragraph

punctuation

fronted adverbial

determiner

Friday

Gather ideas for my own diary entry