



## **The Federation of Antrobus St Mark's and Great Budworth CE (A) Primary Schools**

### **Literacy policy**

*'Literacy includes the key skills of reading, writing and oral communication that enable pupils to access different areas of the curriculum' Ofsted 2019*

#### **Introduction**

At Antrobus St. Mark's and Great Budworth C.E. (Aided) Primaries all children have a right to a broad, balanced and relevant education, which provides continuity and progression, taking individual differences into account. Our curriculum engenders a "learn to learn" environment where everyone is a learner. Our direction stems from our mission statements – "Hand in hand with God, we live, learn and love together." (ASM) "By God's grace, we learn to love and love to learn." (GB) This underpins all aspects of school life and aims to promote the full potential of every child through a curriculum, which develops spiritual, academic, social and emotional growth.

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings with others effectively in the wider community. Fluency in English enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers, writers and speakers. Studying English helps children understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations.

#### **Intent**

High standards of English are essential to the development of pupils' strong sense of well-being and citizenship. Our intent is for all pupils to become capable readers and writers. Our English teaching is focused on developing all pupils' English skills to the highest levels, enabling them to transfer their English skills to access a broad curriculum, using a wide range of purposeful vocabulary in order to acquire the knowledge and skills to succeed in a dynamic and ever-changing society.

We believe that the study of English should enable pupils:

- To appreciate how speaking and listening, reading and writing are integrated.
- To acquire a wide vocabulary in order to develop their ability to communicate orally with increasing confidence for a range of purposes and audiences
- To become confident, thoughtful and enthusiastic readers.
- To develop the habit of reading widely for pleasure and information with an appreciation of our rich and varied literary heritage.
- To use a wide variety of writing styles and genres, so communicating effectively in a variety of written forms.
- To practise their handwriting and other presentational skills.

## **Implementation**

We recognise the impact of having positive attitudes towards reading on pupils' emotional, social and personal development. Reading for pleasure and enjoyment together with the love of high-quality literature is the key driver of our English curriculum. We use effective assessment- both formative and summative- to plan for next steps in learning.

### **FOUNDATION STAGE**

We believe that developing children' positive attitudes to literacy from the earliest stage is of paramount importance. We strive to foster these attitudes by using play, story, songs and rhymes and provide lots of opportunities and time to talk with children about their experiences and feelings. The role of adults in supporting children is crucial to fostering their positive attitudes towards Literacy and we believe strongly that parents are our partners in achieving this.

Phonics is taught daily following the phases of Letters and Sounds (GB)

Phonics is taught daily following the 'Phonics Bug' synthetic phonics programme. Children also take part in daily guided reading sessions in Foundation Stage. (ASM)

### **KEY STAGE ONE**

In Key Stage 1 children are taught to speak confidently and to listen to what others have to say. They will begin to read and write independently and with enthusiasm. The children will be encouraged to use language to explore their own experiences and imaginary worlds. Children will have daily Literacy lessons that focus on National Curriculum 2014 teaching requirements. Children will continue to build on their phonics skills experienced in Foundation Stage. Daily phonics sessions are taught to develop their reading and spelling skills. Spelling, grammar and cursive handwriting skills will be taught discretely, whilst also being embedded within literacy and cross curricular lessons.

Phonics is taught daily following the 'Phonics Bug' synthetic phonics programme. Children also take part in daily guided reading sessions in KS1. (ASM)

### **KEY STAGE TWO**

In Key Stage 2, children have daily Literacy lessons including Reading, Writing, Spelling and Grammar. Spelling and cursive handwriting skills are taught discretely and are embedded within literacy and cross curricular lessons. Literacy mastery skills are developed across the curriculum, with the expectation of high standards of literacy to be applied in all subjects. Children will develop their speaking and listening skills to change the way they speak and write to suit different situations, purposes and audiences. They will read a range of high-quality texts and respond to different layers of meaning in them. Children will explore the use of language in literary and non-literary texts and learn how the structure of language works.

Guided reading is taught daily in KS2. (ASM)

### **CROSS CURRICULAR LINKS**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

### **Impact**

We believe that through carefully chosen literature the children will be confident, articulate speakers equipped and ready to leave their primary school with a love of Literacy and language as well as the skills needed for the next stage of their education.

**Reviewed by:**

**Date:**

### **Review**

Signed:..... Chairman of Curriculum Committee

Signed:..... Headteacher

Date:.....

Review Date: Every 3 years