

All of our policies are written with the aim of improving our school and of realising our Christian vision:



Our vision underpins every document, procedure and decision made within our setting. We are committed to enabling all members of our community to flourish and to ensuring that even in the darkest of times, when we follow the word of God, we can all live out our values to **ARISE** (achieve, respect, include, support and enjoy) when at school and **SHINE** long into our future.

Based on the teachings of Isaiah 60:1

Literacy Policy

All Saints Church of England Primary School

Approved	September 2026
Review	September 2027

Approved by Governors

Our All Saints family shall arise and shine for the light of The Lord is upon us.



Aims and objectives

At All Saints CEP School we aim for all our children to:

- develop a love of reading
- communicate fluently and legibly in writing
- be confident and articulate speakers who can express themselves with clarity.

Within school we design our teaching experiences around a broad and balanced curriculum so that every child can fulfil these aims.

Our approach to Reading

In EYFS the children have a daily phonics lesson that lasts for approximately 20 mins, increasing to a full hour by the end of the school year. Using the Read, Write, Inc published scheme the children begin reading by recognising the sounds associated with individual letters. The children soon start blending sounds to read whole words and then by the end of the year proceed onto sentences and reading whole books (designed to use only the sounds they have learned in RWI thus making all children successful in their reading).

In KS1 the children have a 60-minute combined phonics and guided reading lesson 5 days a week. The lessons follow the structure of learning as set out in the Read, Write, Inc programme, however the learning gets progressively harder as the children move on to exploring alternative ways of writing each letter's sound (eg 'ay' can be written as 'a' 'ai' 'eigh' or 'ey'). The guided reading element of the lessons are designed specifically to improve children's core reading skills. The first is used to practise word decoding. The second is used to practise answering comprehension questions about a text and the third is used to develop children's use of expression and 'storyteller voice' skills.

Children move onto the Accelerated Reader scheme once they have completed the RWI program. There is 30 minutes daily dedicated AR time for children to read and work on the decoding of words that was prioritised in KS1 to the development of comprehension skills, such as inference, prediction, deduction and information retrieval. They quiz regularly to consolidate these skills.

All children take home a reading book that is given to them based on their RWI or AR star reader assessments. It is expected that children read to an

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adult each night and that the listening adult writes a comment in the home school reading record book about how their child had read. Children on AR record their quiz scores in their reading records. All school reading books are carefully matched to the children's reading ability. The books in the school library are organised into Zones of Proximal Development to allow children to move progressively through them as they journey up through the school until when they leave at the end of Y6.

Our approach to Writing

In EYFS the staff embed mark making and writing into daily learning experiences provided within the setting through continuous provision and enhancements. Children have to apply their phonic knowledge via spellings given in Read Write Inc and are also expected to apply it during their cornerstones learning times. In child-initiated learning time, adults target specific children to practise their writing skills regularly in a variety of fun and interesting ways (eg writing in sand, glitter, paint or shaving foam and occasionally of course, they even write on paper!) in both the indoor and outdoor classrooms.

In KS1, the children are taught literacy through the Read, Write, Inc programme and the cornerstones curriculum. They have 4 weekly grammar / punctuation lesson lasting 20 minutes and they have an hour of writing every week with a cross-curricular focus through the Cornerstones curriculum. In addition to this, the children in KS1 produce an extended piece of writing each term that is based on taught aspects of their termly topic. The extended writing process requires children to:

- Explore a set writing genre and all its features
- Plan a text to use all of the features that they have explored
- Write a text in that genre one section at a time
- Edit each section of their writing to make it better
- Evaluate their writing against a specific genre checklist / criteria
- Respond to teacher comments about the overall effect of their work

In KS2, the children have weekly spellings that they can also access at home to practise for a test. They have 3 weekly grammar / punctuation lessons lasting 30 minutes and they have an hour of writing every week with a cross curricular focus linked to their Cornerstones topic. In addition to this, the children in KS2 also produce an extended piece of writing each term that is based on taught aspects of their termly topic. The extended writing process requires children to do everything that they do in KS1 for extended writing, plus they may sometimes be required to produce a

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presentation piece where their whole piece of writing is then written out in 'best.'

Our approach to Handwriting

At All Saints CofE Primary we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use Letter-join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum. Please see our school's handwriting policy.

In EYFS, the children begin the year learning how to mark make and form pre-handwriting patterns. When they are ready they write letters correctly. By the end of the year, the EYFS children are able to write letters starting and finishing in the correct place. The children write with triangular shaped pencils in EYFS.

In KS1 the children are expected to start joining all of their letters as they write in cursive script. They learn about letter families (eg letters that are similar because they have similar joins – horizontal or diagonal), ascending and descending letters, letters that do not join, descenders that loop and they are expected to form letters with leads in and tails out. The children write with pencils in KS1.

In KS2 the children are expected to be joining their letters with consistency and be writing fluidly and at speed. In LKS2, if the children prove that they are consistently joining their writing across all subjects and that it is neat, they are presented with a pen licence and allowed to write in pen in their school books. In UKS2 all children are expected to write neatly, in a joined script with pen.

Our approach to Speaking and Listening

Across the school, staff are committed to developing children to be confident speakers. We recognise the need for high quality talk to produce high quality writing. As a result of this, most lessons in school embed learning partner talk activities.

Teachers expect all pupils to actively contribute to whole class discussions. Teachers encourage pupils to do this through the use of active learning strategies such as pupil selection via lollipop sticks where

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pupils must give an answer if their stick is chosen from the class Lolli stick pot.

Staff incorporate drama into their teaching as regularly as possible, thus providing pupils with the chance to be expressive and to project their voices with high levels of articulacy and volume.

Children are given opportunities to speak in a range of different contexts and to a range of different audiences.

Our approach to the planning of Literacy

Teachers base all their planning on the statutory objectives produced in government documents

Teachers follow the cornerstones curriculum and plan literacy to link pupil learning experiences together and they cross reference objectives in government documents to ensure that a full coverage is achieved over their key stage. In KS1 Literacy is also taught through the Read, Write, Inc programme.

Our approach to the assessment and reporting of Literacy

Teachers and teaching assistants assess pupils following each lesson. These are then used to inform the lesson planning process for further learning the next day.

Teachers assess individual pupils against government objectives using an online cornerstones assessment tool. These electronic records are held on the cornerstones system and can be monitored by the SLT as and when required.

Teachers use tests at the end of each term to assess pupil understanding in reading, grammar and punctuation. Teachers use these test papers to identify gaps in learning and then plan to address these gaps in the term that lies ahead.

Teachers assess individual pupils against national standards for each age group at the end of each term.

Teachers report to parents on their child's standards in Literacy 3 times a year and inform them of what they can do at home to progress their child's learning further.

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Our approach to the monitoring of Literacy

The Literacy Manager and SLT monitor the quality of teaching in Literacy through lesson observations in reading and writing at least once per year.

The Literacy Manager and SLT monitor the quality of learning in Literacy books at least once per year.

The Literacy Manager and SLT monitor the quality of teacher assessments in Literacy at least once per year.

Where concerns are identified, individual members of staff are monitored more regularly, and support is put into place to help the quality of their work to improve.

The governing body monitor standards of teaching and learning in Literacy at least once per year and hold the school's Head Teacher to account.

Our approach to the review of the Literacy policy

The Literacy Manager reviews the school policy at least once a year. The governing body review the Literacy policy at least every 3 years in accordance with statutory guidance.

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