

## Imperial Avenue Infant School Literacy Policy

This policy should be read in conjunction with the Learning and Teaching Policy

### Rationale

At Imperial Infant School we believe that every pupil has the right to be able to read, write and communicate with others effectively as these are key life skills. In order to achieve this aim, the teaching of Literacy, in all of its forms, has a high profile within the school.

### Intent

Our Literacy curriculum aims to ensure each child according to ability and prior attainment:-

1. Is able to use language effectively and to the best of their ability.
2. Is able to communicate clearly and to express ideas in a variety of ways.
3. Can listen carefully in a variety of different contexts.
4. Gains the reading skills necessary to become accurate, fluent, independent readers.
5. Presents work neatly and to the best of their ability.
6. Is able to form upper case, lower case and numbers correctly
7. Is able to use different methods of writing for a variety of purposes and audiences.
8. Recognises a variety of book genres and is able to use them appropriately.
9. Is able to select appropriate vocabulary and grammar.
10. Has a love of reading and sharing books with others.

### Implementation

- To enable children to build up their skills to become fluent, independent writers over a longer time to ensure both quality and understanding.
- To use oracy strategies to explore, plan and rehearse their ideas including the use of new vocabulary.
- To plan for the knowledge, skills and understanding that the children will gain from each Literacy unit of work so that links are made between reading and writing.
- To discuss new vocabulary that the children will be taught, and display this within the classroom, so that all children's vocabulary is being extended.
- The sequential teaching of grammar is taught and demonstrated clearly throughout the curriculum.
- All teaching supports links across the curriculum so that Literacy teaching is not seen as a stand-alone subject but a key to learning and communicating knowledge across the whole curriculum.
- Frequent writing opportunities are planned across all subjects so that there are regular opportunities for children to practice and apply their writing skills and gain valuable immediate feedback.

### Impact

- Greater connections being made for children to see how their literacy knowledge is key to communicating their learning and understanding of the rest of the curriculum.
- Vocabulary and grammar use is planned for as part of the writing process and this is displayed and regularly updated in each classroom environment.
- Children are able to verbalise their learning to demonstrate their understanding in English.

### Objectives

To teach objectives in line with National Curriculum 2014 and EYFS framework, including considerations taken from the guidance set out in both the Reading Framework 2021 and Writing Framework 2025.

### Our approach

Literacy skills are taught through a daily lesson consisting of shared/guided reading or writing, word/sentence level work, guided/independent group tasks and a plenary. Children are encouraged to present work to the best of their ability at all times. Children are encouraged to develop confidence and clarity in speaking and listening through a range of oracy activities. Children are given opportunities to learn through talk and learn to talk See separate oracy policy.

Phonics is taught daily throughout school following the Little Wandle revised Letters and Sounds scheme.

Reading is taught through the literacy lessons, Reading practice sessions Reception and Year 1, guided reading (year 2), individual reading and reading catch up sessions following the Little Wandle keep up program. Individual reading books that are matched to the child's phonic learning and reading ability, go home every day. In reception, year 1 and year 2 children continuing within the year 1 elements of Little Wandle's scheme, will take the same book that is read in their guided group.

Writing is taught through discreet handwriting lessons (see Handwriting Policy) and the discreet teaching of spelling and grammar. Writing takes place in literacy lessons and in all foundation subjects. In literacy books, staff mark the writing in line with the school's marking policy (see marking policy).

### Planning

Imperial Avenue Infants has long term and short term plans for Literacy. Across Key Stage One these plans are interlinked so that learning across the year groups focuses on progression of skills. In Early Years, planning is produced as a team using the EYFS curriculum. These plans all follow the guidelines set out in the teaching and learning policy.

### Assessing and Reporting

Assessment of Reading and Writing is carried out in line with the teaching and learning policy and assessment policy (see separate policies). Staff regularly assess phonic knowledge, reading fluency and comprehension through assessment for learning and the Little Wandle assessment.

Once children have completed the Little Wandle scheme then staff will regularly assess reading using Benchmarking and assessment grids developed from the National Curriculum to ensure books are matched to children's reading ability. This information is discussed at Pupil Progress meetings where any issues of progress are discussed with the head teacher. Writing moderation takes place half-termly to check consistency and application of skills across the classes. At the end of year 2 staff assess against the National Teacher Assessment Framework. At the end of the year 1, children undertake the Phonics Test. Staff make ARE (age related judgements) at the end of the academic and record this on our data program.

### Literacy coordinators

Laura Bisiker – Oracy and writing

France Unwin – Phonics and reading

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